Philosophy and objectives

We believe

Our school is about Quality Learning for Quality Futures. We are a vibrant learning community that aims to meet the needs of all students regardless of background. We believe in developing the skills and aspirations of all our students. We believe in challenging our students and have high expectations of them. We believe all students should experience success in their learning. We promote and nurture the wellbeing of each student. We aim to develop the concept and responsibilities of the ‘global citizen’. We aim that every student will develop a pathway that leads to a quality future.

Our goals

Wellbeing

• Positive relationships are nurtured. All members of the school learning community feel valued, safe, supported and respected.
• Learning connects with students’ backgrounds and experiences. Students will develop their sense of place in the local, regional and global community.

Learning (Curriculum)

• We have high expectations that we are successful in our learning. Students are encouraged to value learning and develop the skills that enable them to be successful. Our curriculum is meaningful, challenging and student-centred.
• There is a commitment to flexibility and innovation around learning and the decision-making and structures that support learning.

Pathways

• Students will develop pathways appropriate to their interests, skills and aspirations.
• All students will have a pathway plan when they leave our school.

Our values

RESPECT
Be compassionate; treat others with understanding and acceptance. Care for the school environment, your own and the property of others.

ACHIEVEMENT
Be positive, participate and strive to be the best you can possibly be now and for the future.

DETERMINATION
Persevere when things are difficult, it will lead to greater success. Be inspired to motivate yourself and others.
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Introduction

This book gives a brief description of every subject offered to students in years 8 –12 at Parafield Gardens High School.

After reading the relevant sections carefully, students should choose, with caregivers, the relevant subjects appropriate to their interests, abilities and career aspirations. The final subject selection sheet can then be filled out during course counselling.

Students may change their course selection at the Semester break or within TWO WEEKS of commencing a unit, within school constraints, and only after consultation with parents/caregivers and course counsellors.

Any choice subjects offered in this handbook will be taught only if there are sufficient student numbers to form viable classes and if teacher resources are available.

Overview of the Curriculum

Year 8 Curriculum

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<td>Food Technology and Health Education</td>
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<td>German</td>
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<td>Music/Drama</td>
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Year 9 Curriculum

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*Students who select a full year of German will forfeit 2 single semester subjects.

Year 10 Curriculum

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</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
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Some additional special programs will count towards the senior school certificate (SACE).

Vocational Education and Training (VET) courses gain TAFE or Industry accreditation (or both) and in most cases will count towards the SACE.

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

In the new SACE students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET. The new VET in SACE arrangements are proposed to take effect from 2011.

The SACE Board is consulting with schools and other interested parties on the new procedures and they will be finalised in July 2009.

University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.


From 2011, the recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Trade Schools for the Future

Trade Schools for the Future enable young people in the Northern Region to gain practical skills for work while they are still at school. Trade schools have been created across South Australia as part of a $98 million package to build the skills of the State’s workforce. Trade Schools for the Future deliver hands-on, practical training in areas where skilled people are needed. At the same time, students
are able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications.

Students will be better prepared to take on apprenticeships and skilled jobs in areas that include manufacturing and engineering. The Trade Schools are able to tap into TAFE and other vocational education and training organisations to provide students with nationally accredited and industry recognised courses.

If you become a Trade School student, you will do an apprenticeship or training while still at school, spending your week days involved in a combination of school, work and skills training at TAFE or other training provider. A school-based apprenticeship gives you a head start towards your chosen career. This includes valuable, hands-on industry experience which will ensure you have a better chance of entering the workforce.

You will have a teacher to support you as a ‘School to Work’ case manager. ‘School to Work’ Apprenticeship Brokers based at each trade school help connect you with local industry and business. They work to increase the number of apprenticeships and skilled job opportunities available for all trade school students.

The Apprenticeship Brokers also make sure that contracts of training for young people like you are fair and reasonable for everyone involved. They work with employers and training providers to support you in completing your apprenticeship after you leave school.

As a Trade School student you will undertake trade skills studies under a contract of training as an Australian School Based Apprentice. The contract of training sets out your conditions of employment while involved in the Trade School program. The aim is to ensure all young people involved obtain skills, work and careers that have a real future, while industry and South Australia build a better skilled workforce.
School of Languages

Enhance your options through the School of Languages

School of Languages courses are available to students unable to study the language of their school or college.

SACE Beginners Level language courses in particular are a powerful alternative pathway for students who wish to pick up an additional language at senior secondary level, or who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

Language Courses – Years 8-10:

Students choosing to study a language at this level at the School of Languages generally do so as an additional subject.

Language courses – SACE Stages 1&2:

Students can drop a subject in their own school when taking a SACE language course at the School of Languages.

Languages offered:

- Arabic
- Chinese
- Croatian
- French
- German
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Persian
- Pitjantjatjara
- Polish
- Serbian
- Spanish
- Vietnamese

All courses are after hours, one lesson per week and a range of locations is available.

Levels

Most languages are offered at SACE Stages 1&2 levels. Some languages are offered to year 8, 9 and 10 levels.

How to enrol

Speak to the subject counsellor at Parafield Gardens High School who will refer to the comprehensive School of Languages provisional timetable, for more detailed information regarding locations, levels and times of classes. You can also visit us at www.schooloflanguages.sa.edu.au

OR

Contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer. Phone: 8354 0099

Materials and Services Charges apply to all courses at the School of Languages. A schedule is available on request.
South Australian Certificate of Education (SACE)

The introduction of the (New) South Australian Certificate of Education (SACE) in 2009 marked the beginning of a new phase in senior secondary education in South Australia.

SACE aims

The aims of SACE are to:
• Encourage the successful completion of secondary education
• Develop skills and knowledge necessary for successful participation in Australian society
• Expand students’ general education and provide a broadly based and challenging preparation for entry into employment, training and higher education
• Signify students’ preparedness to enter post-school studies and employment
• Be a certificate that is valued by the community and by those to whom it has been awarded.

How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students spread over three years. 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
• 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.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

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

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

The SACE Curriculum pattern

Note:
Group 1 refers to Arts/Humanities/Social and Cultural Studies
Group 2 refers to Mathematics/Science/Technology

The Curriculum pattern with which students are required to comply is:

<table>
<thead>
<tr>
<th>Stage 1 SACE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Free choice subjects (Stage 1 or 2)</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>130 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2 SACE</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Free choice subjects</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>70 units</td>
</tr>
</tbody>
</table>
SACE Stage 1 subjects for Parafield Gardens High School

Note: Where a Stage 1 subject name is followed by A & B, the subject may be studied in Semester 1 or Semester 2 or both. Where a subject name is followed by 1 & 2, the subject should be studied in both semesters; a student cannot undertake the second semester without completing the first semester. Where a VET subject runs for 2 semesters, ‘full year’ is indicated. All other subjects run in first semester only or second semester only.

<table>
<thead>
<tr>
<th>Compulsory subjects (4)</th>
<th>Free choice subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Students must pass with 50% or more</td>
</tr>
<tr>
<td>Personalised Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>English or ESL</td>
<td>20</td>
</tr>
<tr>
<td>Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Free choice subjects</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Chemistry 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Child Studies</td>
</tr>
<tr>
<td></td>
<td>Contemporary Issues and Science A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Community Studies A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Creative Arts A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Design A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Digital Media A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Electronics Cert II 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Engineering Cert II 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Home Economics A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Hospitality VET Cert 1</td>
</tr>
<tr>
<td></td>
<td>Information Processing &amp; Publishing 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Information Technology A&amp;B</td>
</tr>
<tr>
<td></td>
<td>IT Cert 2 (full year)</td>
</tr>
<tr>
<td></td>
<td>Jewellery A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Legal Studies A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Music 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Personal Project</td>
</tr>
<tr>
<td></td>
<td>Physical Education 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Physics 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Retail VET Cert II (full year)</td>
</tr>
<tr>
<td></td>
<td>Science in the Community A</td>
</tr>
<tr>
<td></td>
<td>Science in the Workplace A&amp;B</td>
</tr>
<tr>
<td></td>
<td>Sport &amp; Recreation Cert II (full year)</td>
</tr>
<tr>
<td></td>
<td>Studies of Societies</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Wood Construction A&amp;B</td>
</tr>
</tbody>
</table>

(The Stage 2 subject, Research Project will be undertaken by students in Semester 2 of Year 11)

SACE Stage 2 subjects for Parafield Gardens High School

Note: All Stage 2 subjects except Vocational Studies and Work Studies are full year subjects.

<table>
<thead>
<tr>
<th>Compulsory subjects (4)</th>
<th>Free choice subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
<td>Students must pass with 50% or more</td>
</tr>
<tr>
<td>3 full year (20-credit) subjects</td>
<td>60</td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Any other full year Stage 2 subject</td>
<td>Biology</td>
</tr>
</tbody>
</table>
Free choice:  
May be chosen from either  
Stage 1 or Stage 2  
Total  

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Services VET Cert 2</td>
<td>20</td>
</tr>
<tr>
<td>Business &amp; Enterprise</td>
<td>20</td>
</tr>
<tr>
<td>Chemistry</td>
<td>20</td>
</tr>
<tr>
<td>Community Studies</td>
<td>20</td>
</tr>
<tr>
<td>Contemporary Issues &amp; Science</td>
<td>20</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>20</td>
</tr>
<tr>
<td>Digital Media</td>
<td>20</td>
</tr>
<tr>
<td>Economics</td>
<td>20</td>
</tr>
<tr>
<td>Electrotechnology (includes VET Cert II)</td>
<td>20</td>
</tr>
<tr>
<td>English Communications</td>
<td>20</td>
</tr>
<tr>
<td>English Studies</td>
<td>20</td>
</tr>
<tr>
<td>English</td>
<td>20</td>
</tr>
<tr>
<td>ESL</td>
<td>20</td>
</tr>
<tr>
<td>Hospitality</td>
<td>20</td>
</tr>
<tr>
<td>Information Technology Studies HESS General</td>
<td>20</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing</td>
<td>20</td>
</tr>
<tr>
<td>Jewellery</td>
<td>20</td>
</tr>
<tr>
<td>Justice in Society</td>
<td>20</td>
</tr>
<tr>
<td>Manufacture Engineering</td>
<td>20</td>
</tr>
<tr>
<td>Maths Applications</td>
<td>20</td>
</tr>
<tr>
<td>Maths Studies</td>
<td>20</td>
</tr>
<tr>
<td>Modern History</td>
<td>20</td>
</tr>
<tr>
<td>Music</td>
<td>20</td>
</tr>
<tr>
<td>Physical Education</td>
<td>20</td>
</tr>
<tr>
<td>Physics</td>
<td>20</td>
</tr>
<tr>
<td>Psychology</td>
<td>20</td>
</tr>
<tr>
<td>Retail VET Cert</td>
<td>20</td>
</tr>
<tr>
<td>Specialist Maths</td>
<td>20</td>
</tr>
<tr>
<td>Studies of Societies</td>
<td>20</td>
</tr>
<tr>
<td>Tourism</td>
<td>20</td>
</tr>
<tr>
<td>Visual Arts – Art</td>
<td>20</td>
</tr>
<tr>
<td>Visual Arts – Design</td>
<td>20</td>
</tr>
<tr>
<td>Wood Construction</td>
<td>20</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>20</td>
</tr>
</tbody>
</table>

**SACE glossary**

Credits: Each subject, depending on its depth and length will be awarded credits towards the (New) SACE. A semester subject will generally award 10 credits on completion while a 2 semester subject generally will award 20 credits.

Performance standards: Performance standards describe 5 levels of student achievement, A to E.

SACE: South Australian Certificate of Education.

SATAC: South Australian Tertiary Admissions Centre.

Scalable subject: Stage 2 subjects that are awarded a score out of 20 (Community Studies is the only subject that is not scalable).

Semester Unit: semester (half year course).

SACE Board: South Australian Certificate of Education Board of SA.

STAGE 1: First level of SACE Certificate.

STAGE 2: Second level of SACE Certificate.

TAS: Tertiary Admissions Subjects, are nominated by the universities and TAFE SA as the only SACE/NTCET subjects that can be used in the calculation of the TER or TAFE SA Selection Score. For university entry you will normally need 80 credits of TAS, and for TAFE SA entry you will normally need 60 credits of TAS.

TER: (Tertiary Entrance Rank): University entrance points are calculated using a procedure called ‘scaling’ and are used to select students who will be offered places in particular courses.

VET: (Vocational Education and Training) some subjects may offer competencies within the course of study which can be used towards vocational certificates.
Career and further study information

As students progress through their secondary education, the relationship between the subjects they choose at each year level and the requirements of employers or further study institutions becomes more important.

Students in Years 8–10 have some choice in what subjects they can study. The courses at these year levels are designed to give students a broad and comprehensive educational experience.

In Stages 1 & 2, students are offered a greater degree of subject choice. During these years it becomes more important for students to plan their subject choices with future career paths or further study in mind.

Students must ensure that:
- Their choice of subjects will satisfy the particular entry requirements of the employers or tertiary study institutions that they are planning for
- Their subject combinations will satisfy a range of DIFFERENT career options
- They are selecting subjects in which they can achieve success
- They meet the SACE pattern requirements.

Obtaining correct information and counselling is important and a number of different sources are available to students and parents.

Course information sessions are arranged for all students in Years 10 and 11.

The Pathways Party, an information evening for parents and students, will be held in the Resource Centre in Term 3.

Students also have access to a range of computer programs which will help them to make career decisions (eg the ‘Job Guide’ and ‘My Future’ websites).

More personalised information can be provided by the student counsellors who have current information about jobs and further study. Students and parents can make appointments to discuss matters about which they need more information.

Statewide Group Training and Anglicare, through the Youth Partnerships initiative, are working in conjunction with the school to assist students in finding employment, traineeships and apprenticeships. Centre Link and the Career Information Centre can also be useful resources.

Finally, students are involved in a careful and thorough counselling process during the time in which they are making their subject choices. Counselling panels will review the student’s past academic record, the subject choices for the year to come, and the possible career paths, to ensure that the students are making realistic plans and choices for the future.

Parents are invited to participate in these course counselling sessions which will be held for Year 10 and Year 11 students later in Term 3.

Tertiary entrance requirements

University

All university courses are applied for through SATAC and require the applicant to:
- Obtain a TER (Tertiary Entrance Rank – this is calculated by comparing the moderated aggregate scores of all students in the state who qualify for a TER and placing them in order. For example, a TER of 80 means that this student has 80% of the state’s students below him/her on the list.)
- Meet the TAS requirements of the course
- Meet any prerequisite subject requirements. (Students should also meet the assumed subject recommendations.)

Further information can and should be accessed from the SATAC University Guide.

To Obtain a TER a student must:
- Qualify for the SACE
- Comply with the precluded combination and counting restriction rules.

University Bonus Point schemes

All three universities operate schemes designed to provide students from disadvantaged schools or background assistance in gaining access to courses. Students from Parafield Gardens High School will automatically gain some bonus points.

Subject Bonus Points

Adelaide University offers 2 bonus points to any student who achieves 10/20 or better in Specialist Maths.

The University of SA offers 2 bonus points for a pass in any Maths.
Further information about SATAC requirements and Bonus Point Schemes can be found in the SATAC University Guide, the Tertiary Entrance Booklet or by speaking to the SACE Coordinator.

TAFE

Many TAFE courses must also be applied for through SATAC and applicants must meet the minimum entry requirements (MER) for their chosen course. (This information is available in the TAFE Course and Admissions Guide).

Where there are more eligible applicants than places in a TAFE course, the TAFE MER (based on the student’s best three Stage 2 subject results) may be used in conjunction with other appropriate information (eg interviews, VET competencies).
Year 8 and 9 subjects

Note: Subjects run for a full year in both years unless indicated otherwise. All subjects except Year 9 German are compulsory. Compulsory subjects are identified by the following symbol 4.

Arts – Visual & Performing 4

Contact: Arts Coordinator

Art
Length: 1 Semester per year
This course enables students to discover and explore a variety of art experiences, processes and materials.
Students are involved in making (arts practices) artworks – drawing, painting, printmaking, clay/sculpture, digital, as well as art history and appreciation (arts analysis and response) (arts in contexts).

Dance
Length: 1 Term in Year 8, 1 Semester in Year 9
Students will be involved in developing compositional skills, confidence in performing, and dance technique. Dance appreciation will include safe dance practices, history, and dance styles, stagecraft and contemporary issues.

Drama
Length: 1 Term in Year 8, 1 Semester in Year 9
Concepts, skills and processes covered in Year 8 include:
• Group cooperation and collaboration
• Concentration techniques
• Characterisation
• Principles of Tableaux
• Development of dialogue
• Mime
• Improvisation
• Scripted Drama
• Theatre history – primitive theatre
• Principles of radio drama.
These are consolidated and expanded in Year 9, with the addition of:
• Scripted plays
• Film study – criticism and review writing
• Basic film making – I movie
• Theatre history – Ancient Greek theatre.

Music
Length: 1 Term in Year 8, 1 Semester in Year 9
The Year 8 course is designed to give students an introduction to music and to develop some basic skills and understanding which will provide a basis for more advanced work in Year 9. Students will learn basic instrumental skills on drum kit, keyboard and guitar. They will look at music history and basic music theory which will allow them to read music on the instruments they play.
The Year 9 course aims to develop students’ confidence in their ability to engage in music by extending their musical understanding, knowledge and practical skills. The music theory component of the course aims to develop their ability to read music in a practical instrumental setting, either solo or ensemble. Students will explore the history and development of modern, contemporary music styles and look at how the music industry operates. Skills and understandings from Year 8 are developed to a higher level.

Business, Enterprise & Technology

Contact: Business, Enterprise & Technology Coordinator

Length of course: 1 Semester each year. In Year 8, the Semester is divided between Woodwork, Metalwork, Plastics and Electronics; in Year 9 between Woodwork, Metalwork, Plastics and Electronics.

Basic Electronics – Students are involved in practical applications of electronic theory. They develop skills in soldering, identifying simple components, designing, making and appraising simple circuits and related products.

Metalwork – Students develop skills in the following areas: sheet metal work, gas welding (oxy-acetylene), hand tools and use of specialist machines such as the horizontal bandsaw and the centre lathe. Students are involved in designing, manufacturing and appraising projects.
Plastics – Students use hand and power tools as well as specialist machinery such as the thermo former. They develop an appreciation of the applications and limitations of acrylic products.

Woodwork – Students develop skills using hand and power tools and simple wood joining methods while working with timber and timber products. Students design, manufacture and appraise their practical projects.

Special conditions: there may be additional charges depending on the amount of consumables used.

English 4

Contact: English Coordinator

This subject has three learning strands:
- Texts
- Language
- Strategies.

In Year 8 Students learn:
- to respond to a range of texts – spoken, written, visual and electronic – so that they can critically and creatively apply their understandings in their own texts.
- about a variety of texts – spoken, written, visual and electronic – so that they can use language competently to create their own spoken and written texts.
- how to use listening, speaking, reading and writing strategies to research and record information independently and in teams so that they can develop accuracy and fluency in their spoken and written communication.

In Year 9 this subject builds on the learning in Year 8 English by having students:
- Use language to experiment with their speaking, listening, reading, viewing and writing on different topics and for different purposes
- Develop, through their writing, knowledge of language formalities, as well as drafting and editing process
- Examine a wide range of poetry, prose, drama and media texts
- Develop independent reading and writing portfolios.

Assessment is based on written and oral responses for different purposes and audiences, research assignments and tests.

English as a Second Language 4

Contact: ESL Coordinator

This subject is designed for students from non-English speaking backgrounds. They are taught the rules of constructing language for different purposes and in various contexts. They develop their ability in English through reading, writing, speaking, listening and interpreting information.

Assessment is based on written and oral responses, research assignments and tests.

German

Contact: LOTE Coordinator

Length of course: German is a compulsory 1-unit subject in Year 8, and a full-year choice subject in Year 9.

Students use an activity-based approach to study spoken and written German, focusing on their ability to communicate. The culture, economy and geography of Germany are also included in the course. Some language topics are:
- Detailed self-description including likes and dislikes
- Making arrangements
- Asking and giving directions
- Shopping and eating in German speaking countries
- Weather
- Describing daily routines.

Assessment: reading, writing and oral skills as well as understanding of language and culture are assessed.

Health & Personal Development 4

Contact: H&PD Coordinator

Food Technology & Health Education

Length: 1 Semester each year

The Food Technology course introduces and develops food preparation and presentation skills, with emphasis on teamwork and safe and hygienic work habits. It emphasises the nutritional value of food and includes appreciation of food from different cultures.
The Health Education course introduces aspects of personal health, including diet, exercise, and sexual health. It examines decision making and harm-minimisation in relation to alcohol and drug use.

Physical Education

Length: 1 Semester each year

Students develop and extend their physical skills, fitness levels and theoretical knowledge through a variety of team and individual activities including: Badminton, Basketball, Cricket, Dance, European Handball, Frisbee, Gymnastics, Hockey, Korfball, Orienteering, Netball, Soccer, Table Tennis, Touch Football, Volleyball and Fitness and Training Methods. Students are encouraged to take on leadership roles developing skills in organising and officiating.

Students will consider the life-long health benefits of regular physical activity and undertake a critical analysis of their personal fitness and activity levels.

Humanities & Social Sciences

Contact: Humanities & Social Sciences Coordinator

In Year 8, students undertake studies of ancient societies including European, Asian and indigenous cultures. They examine the role and function of laws, customs, and beliefs, and analyse the importance of human rights. Students also acquire basic mapping skills and learn characteristics of major geographical features.

Assessment tasks include homework, worksheets, group work, oral presentations, posters and tests.

In Year 9, students undertake examinations of medieval societies including European and Asian cultures. They look at the development of Australia from its convict origins to Federation, with an emphasis on contact history. There is a focus on civics, citizenship and the role of government. Students gain an understanding of their own culture and society while recognizing the importance of migration and multiculturalism. This is done through examination of current issues. Students acquire an understanding of the history and function of money. They continue studying geography by researching natural disasters and the impact of tourism.

Assessment tasks include homework, worksheets, group work, oral presentations, posters and tests.

Mathematics

Contact: Mathematics Coordinator

Students work in mixed ability groups. Provision is made to cater for different learning styles and rates of progress. Students study a range of topics from the areas of Number, Space, Measurement, Algebra, and Chance and Data.

Assessment tasks include: investigations, group work, homework, tests and assignments.

Science

Contact: Science Coordinator

The course presents the complex field of Science in an interactive, relevant and inclusive manner to give students an appreciation and interest in Science. Allowance is made for different learning styles. Teaching/learning strategies include practical work, audio-visual presentations, excursions and open-ended team activities. Emphasis is placed on developing:

- understanding of scientific processes and concepts as they apply to everyday life
- skills in literacy (reading comprehension, written and oral communication) and numeracy
- effective laboratory skills
- co-operative teamwork.

Students study a range of topics in the following areas:

- Earth and Space
- Energy Systems
- Life Systems
- Matter
- Working Scientifically.

Assessment is based on practical tasks, research assignments, tests, oral presentations and displays.
Year 10 subjects

Note: Compulsory subjects run for a full year and are identified by the following symbol 4. Choice subjects may be studied for 1 or 2 semesters as indicated.

Arts – Visual & Performing

Contact: Arts Coordinator

Art A&B
Length: Semester 1, Semester 2, or both
This course enables students to create a range of artworks using a variety of 2D and 3D media. Students are able to make informed choices from a range of offerings: drawing, painting, printmaking and sculpture, to enable greater depth of artistic involvement. History and appreciation (arts analysis and response, and arts in contexts) are integral to the course.

Design A&B
Length: Semester 1, Semester 2, or both.
Students develop an understanding of the design process, and learn specific skills such as drawing and rendering (adding colour). These are applied to solving several design briefs, including graphic design (illustration, logos), product design and environmental design.

Drama/Creative Arts A&B
Length: Semester 1, Semester 2, or both
The course builds on skills learnt in Year 9 by engaging students in:
• Improvisation
• Scripted play – major production
• Theatre history – Elizabethan theatre
• Film making – I-movie
• Film study – criticism and review writing
• Musical Theatre.

Music
Length: Full year
This course is designed for students who have an interest in popular music and who play an instrument or sing. It provides opportunities for development of solo and ensemble skills, musicianship, research techniques and understanding of music theory. Students need to attend instrument/singing lessons provided by the Instrumental Music Service at school, or privately outside of school. This course prepares students to undertake the study of music at Stage 1.

Business, Enterprise & Technology

Contact: Business, Enterprise & Technology Coordinator

Digital Media A&B
Length: Semester 1 or 2 or both
This course enables students to develop skills acquired across all learning areas. Students will have an opportunity to create a project using such Media as: Still Photography, Radio, Video Narratives, Game, Websites and production of Print Media. Students will also be able to access the School’s links with community bodies eg radio and television stations for distribution of their media products. Students will be assessed on the critiquing, planning and production of individual or group Projects.
Assessment: Major components are practical tasks and Projects; Theory and written work are used to assess knowledge and understanding.

Electronics A&B
Length: Semester 1 or 2 or both
Students will build on previous knowledge about series and parallel circuits to develop and test circuits using a 555 timer IC (Integrated Circuit).
Students will design and make circuits using the 555 timer IC to serve a particular function. Electronics will focus on a ‘design, make and critique’ methodology using electronics as the developmental tool.
Assessment: Major components are practical tasks and Projects; Theory and written work are used to assess knowledge and understanding.
Relationship to further study: Successful completion will lead to Electronics VET Cert II.
Engineering A&B
Length: Semester 1, Semester 2 or both

This subject will focus on a ‘design, make and critique’ methodology using various materials for project construction. It is assumed that students have completed Year 9 Woodwork to a satisfactory standard. The course will focus on Triangulation, types of structures, (shell and frame), as well as types of forces acting on frame structures. Students will use a variety of mathematical formulae to gain a greater understanding about forces that can act on structures. Practical skills will involve:

• Framing joints, construction techniques and applications.
• Sanding and finishing techniques
• Use of manufactured board.

Assessment: Major components are practical tasks and Project work. Theory and written work are used to assess knowledge and understanding.

Relationship to further study: Successful completion can lead to Engineering VET Cert II.

Information Processing & Publishing A&B
Length: Semester 1, Semester 2, or both

This course aims to improve keyboard skills. Students explore formatting techniques in Word, Publisher, Paint and Excel that can be applied to a variety of tasks. They will be made aware of issues related to health and safety in the workplace and good computing practice in relation to personal health.

Assessment: Practical skills are assessed in several ways. A speed certificate will be issued at the end of the course.

Information Technology A&B
Length: 2 Semesters

This course develops an understanding of the language and skills used when working with computer systems, and an awareness of the place of digital technology in today’s world.

The course equips graduates with knowledge of hardware equipment and software applications. The course provides students with a foundation for further studies in Information Technology. Main topics studied are: Databases, Spreadsheets, Internet and Internet applications, Presentation Packages and Multimedia programming using Adobe Flash CS3.

Assessment: Students complete a variety of tasks including: Specific Skills Tasks, Major Projects, Written Tests, Research Assignments, Essays, Case Studies and oral presentations. Students will also be given the opportunity to work as part of a team.

Jewellery A&B
Length: Semester can be offered in both Semesters as Jewellery1 and Jewellery2

The subject is designed to offer students an alternative option in Technology Studies in year 10. At present very few girls participate in Technology Studies past years 8 and 9.

This subject will focus on a critique, design and make methodology using various materials and processes for project construction. The course will focus on:

• Using CAD/CAM processes to create decorative items and moulds for casting
• Metal Casting
• Enamelling and etching
• Polishing and finishing techniques
• Research into body adornment and jewellery hygiene.

Assessment: Major components are practical tasks and project work. Written tasks are used to assess knowledge and understanding.

Digital Imaging / Photography A&B
Length: 1 Semester 1, Semester 2, or both

This course builds on the skills and understandings learnt in Years 8 & 9. Students will develop a greater understanding of the design process as it relates to the digital world. They will learn to use the computer programs Adobe, Photoshop and Dreamweaver to create a variety of digital images and websites. Assignments are both printed and digital tasks.

English 4

Contact: English Coordinator

This subject builds on the learning in Year 9 English and has three learning strands:

• Texts
• Language
• Strategies.

Students learn:
• to respond to a range of texts – spoken, written, visual and electronic – so that they can critically and creatively apply their
understandings in their own texts.
• about a variety of texts – spoken, written, visual and electronic – so that they can use language competently to create their own
spoken and written texts.
• how to use listening, speaking, reading and writing strategies to research and record information independently and in teams so that
they can develop accuracy and fluency in their spoken and written communication.
Assessment is based on oral and written responses for different purposes and audiences, research assignments and tests.

English as a Second Language

Contact: ESL Coordinator

This course is designed for students from non-English speaking backgrounds, and extends the skills acquired in years 8 and 9.
Students develop their English skills through reading, writing, speaking, listening and interpreting information. They are taught
explicitly the rules for constructing language in different contexts and for different purposes.
Assessment is based on written and oral responses, research assignments and tests.

German

Contact: LOTE Coordinator

Length: Full year
Students study spoken and written German through an activity-based approach focusing on their ability to communicate. The course
includes German culture, economy and geography. Some language topics are:
Term 1: The city – naming the buildings, asking and giving directions. Food – shopping and asking for items.
Term 2: The body – naming the parts and talking about illnesses. Revising and learning appropriate grammar.
Term 3: Travel – revising countries and learning how to travel, learning vehicle names – Appropriate new verbs.
Term 4: Learning about self – birthdays, personal descriptions, free time.
Assessment will include conversation, oral presentation, correspondence and written responses to determine understanding of
language and culture.

Health & Personal Development

Contact: H&PD Coordinator

Child Studies

Length: 1 Semester (Semester 1 or 2)
It is desirable for students interested in this course to have a general interest in children and/or to have a goal of working with children
in the future. Students need to have good organisational skills.
This course aims to give students a general overview of parenting and caring for children. This will be achieved using a variety of
learning experiences, including research, guest speakers and accessing the community.
Topics to be covered will include:
• Human reproduction and sexuality
• Teenage pregnancy and parenting
• Child growth and development
• Nutrition and food preparation for children
• Play and toys and Babysitting
• Safety and Basic First Aid.
Assessment is continuous and includes practical and written tasks such as attending to prenatal and babies’ needs including planning
and budgeting for a nursery, observing child’s play and learning development, preparing and presenting meals for children,
participating in Safety and First Aid exercises, baby sitting and child minding activities.
Relationship to further study: Gives students some insight as to whether they might enjoy working with small children and what this
involves.
Special conditions: Students will participate in some activities within the community and will need to be available to work outside of
scheduled lesson times.

Fit to Lead – Girls only classes
Boys Specialist Sport – Boys only classes
Length: Girls – 1st semester, Boys – 2nd semester
This course aims to give students organisational and leadership skills and a positive insight into activity. In conjunction with the teacher,
students may participate in self-defence and other negotiated physical activities (eg aquatics camp, rock climbing, ice skating, fitness
They will instruct primary school students in a series of sports lessons, negotiate a community-related activity such as officiating at carnivals, assisting coaches with sporting teams and running tournaments for Years 8 and 9 students. Assessment is continuous, involving practical participation, write-ups of activities, lessons taught and involvement in community activity.

Relationship to further study: Successful completion of this unit could lead to Stage 1&2 Community Studies or a TAFE related course in Health and Recreation.

Special conditions: A cost of $5.00–$15.00 per session may be incurred to participate in out-of-school activities such as Indoor Rock Climbing/Gym visits.

Home Economics – Food & Lifestyle
Length: 1 or 2 Semesters
This course develops food preparation and presentation skills, with emphasis on teamwork and safe and hygienic work habits. It emphasises the nutritional value of food and includes planning and preparing balanced meals. It includes the development of necessary skills for independent and family living. There is a focus on management of personal resources, identification and accessing of community resources and choice of healthy lifestyles.
Assessment is continuous. It involves written requirements and has both practical and theory components.

Introduction to Hospitality Studies
Length: Semester 1
This subject introduces students to industry standards of food hygiene, safe food handling, OHS&W, food preparation and presentation skills with emphasis on teamwork. It is a requirement that students wear protective gear in line with industry standards for safe food handling practice.
Assessment is continuous, and has equal practical and theory components.

Hospitality Studies
Length: Semester 2
This subject continues students' familiarisation with industry standards of food hygiene, safe food handling, OHS&W, food preparation and presentation skills with emphasis on teamwork. It is a requirement that students wear protective gear in line with industry standards for safe food handling practice.
Assessment is continuous, and has practical and theory components.

Physical Education A&B
Length: 1 or 2 Semesters
This course aims to build on skills learned in years 8 and 9.
Students will engage in practical activities from the following: Softrosse, Gaelic Football, Archery, NFL(modified), Basketball, Volleyball and 2 electives.
Students will complete 2 health units in each semester with a focus on Human Body Systems and an Introduction to Skill Acquisition.

Humanities & Social Sciences 4
Contact: Humanities & Social Sciences Coordinator
The primary focus is on 20th Century history, including the two world wars and The Great Depression. A study is also carried out on a social movement such as the women's movement, environmental movement and peace movement. Using the holocaust, apartheid or the civil rights movement, students examine racism. Mapping skills are reviewed and such factors as changing population, resources, transport and employment are considered.
Assessment tasks include homework, worksheets, group work, oral presentations, posters and tests. There is an examination at the end of the semester.

Mathematics 4
Contact: Mathematics Coordinator
Mathematical Applications
This subject gives a general mathematical background for life, employment and some further study. It consists of the study of percentage and money, surds, exponents, algebra, equations, linear relations, trigonometry and statistics.
Assumed background: Successful completion of Year 9 mathematics.
Assessment will be based on a variety of tasks including tests, projects, investigations and homework.
Relationship to further study: Successful completion of this subject may lead to Stage 1 Mathematical Applications.
Mathematical Studies A&B

This course is for students who have shown very good mathematical skills and provides the background required for future study and careers involving high level mathematics. It consists of extensive study of algebra, solutions of equations, trigonometric functions, geometry and probability.

Assumed background: Highly successful completion of Year 9 Mathematics.
Assessment will be based on a variety of tasks including tests, projects, investigations.
Relationship to further study: Successful completion of this subject may lead to Stage 1 Mathematical Studies A&B.

Personal Learning Plan 4

Length: Semester 2

The Personal Learning Plan is a new compulsory SACE subject, in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:
• identify and research career paths and options, including further education, training and work
• choose appropriate SACE subjects and courses based on plans for future work and study
• consider and access subjects and courses available in and beyond school
• review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
• gain skills for future employment
• identify their goals and plans for improvement
• review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

Students will learn about the world of work and employment, and gain knowledge, skills, attributes and competencies relevant to a range of work environments.

Topics covered:
• Transition Plan
• Transition Portfolio including resume and job interview preparation
• Work knowledge
• Work skills
• Career paths and employment opportunities.

Assessment: will be based on the Transition Plan and compulsory work experience placement.

Science 4

Contact: Science Coordinator

This course extends the work done and skills acquired in Years 8 and 9. Students study theory and explore scientific concepts with emphasis on their application to the natural world around us. There is a focus on practical work and working effectively as individuals and in groups.

The following topics are studied:
• Earth and Space
• Energy Systems
• Life Systems
• Matter.

Assessment is based on tests, practical work reports, assignments and research projects. There is emphasis on theory work and the application of scientific processes in problem solving, and this is reflected in the importance of test work in assessing students in Year 10.

Relationship to further study: The students' performance in year 10 Science allows them to identify areas of ability and interest as a basis for choosing appropriate subjects in Science at SACE Stage 1.

SACE Stage 1

Compulsory subjects (4): English or English as a Second Language (20 credits), Mathematics (10 credits).
Choice subjects: Additional subjects up to 80 Credits. (10 Credits per semester).
Arts – Visual & Performing

Contact: Arts Coordinator

Art A&B
Length: 1 or 2 Semesters
This course enables students to create artwork. This may include drawing, painting, and 3-D media. Students will undertake set course work to develop art making skills, as well as explore individual themes and ideas. Writing about art and artists, visiting exhibitions and writing reviews is essential. At least one major practical artwork will need to be completed.

Creative Arts A&B
Length: 1 or 2 Semesters
Students will be involved in a major production involving music, dance, acting or film making. Students will also carry out an individual study on either acting, dance or musical instruments including singing.
Throughout the course they will be required to work on a variety of performance related skills – stage craft, sound, lighting, production and front of house and review writing.

Design A&B
Length: 1 or 2 Semesters
This course involves students developing an understanding of critical thinking and problem solving. Students are required to assemble a folio of developmental material illustrating the design process: brief, research, analysis, idea generation, final product resolution, and evaluation. Students will develop skills in creative problem solving, visualising, presenting and communicating their ideas, including information and communication technology.

Communication Design
• logos
• illustration
• advertising
• typography
• packaging

Environmental Design
• eco design
• architecture

Product Design
• Fashion
• Packaging
• Functional and decorative objects

Music 1&2
Length: 2 Semesters
This course aims to develop musicianship to a high level through a regular practice routine. Students will negotiate music content and develop performance skills in individual, ensemble and band settings. Aural training, basic harmony and composition skills and research topics on selected areas of modern music are included in the course. Successful completion of this course is desirable for Stage 2 music.
Introduction to music recording.

Business, Enterprise & Technology

Contact: Business, Enterprise & Technology Coordinator

Business & Enterprise
Length: 1 or 2 Semesters
Stage 1 Business and Enterprise can be studied as a 10-credit subject or a 20-credit subject.
Content
Stage 1 Business and Enterprise comprises two core topics and nine option topics.
For a 10-credit subject, students undertake:
• one core topic
• two or three option topics.
For a 20-credit subject, students undertake:
• two core topics (one per semester)
• four to six option topics.
**Core Topics**
- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in practice

**Option Topics**
- Establishing a business
- Business plans
- Business management and communication
- Financial planning and management
- Technology for business
- Marketing
- Employment relations
- Entrepreneurship: the enterprising person
- Global business.

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Practical
- Issues Study.

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

**Digital Media A&B**
Length: 1 or 2 Semesters
Aspects of this course are still to be finalized particularly in regard to the TAFE Multi-media units of competence that will be included. This course enables students to develop skills acquired across all learning areas. Students will have an opportunity to create a project using such Media as: Still Photography, Radio, Video Narratives, Game, Websites and production of Print Media. Students will also be able to access the School’s links with community bodies eg radio and television stations for distribution of their media products. Students will be assessed on the critiquing, planning and production of individual or group Projects.

Assessment: Major components are practical tasks and Projects; Theory and written work are used to assess knowledge and understanding.

Relationship to further study: This course gives students the necessary background for Stage 2 and later a Certificate course with TAFE.

Special conditions: students will be expected to adopt appropriate awareness of OHS&W issues and will need to be able to function as independent learners.

**Electronics Cert II Career Start 1&2**
Length: 2 Semesters
Students will complete the TAFE Electronics units of Competency relevant to this course. The units include, but are not limited to OHS&W, Teamwork, Testing and maintenance of electronic devices. Students will manufacture their own projects from the design folio they generate.

Students will design and manufacture Major projects that include a design brief. Students will investigate products including critical analysis of existing designs, solutions to design problems.

Assessment: Major components are practical tasks and Projects. Theory and written work are used to assess knowledge and understanding.

Relationship to further study: This course forms a background to Stage 2 and could be used as an entry for trade related courses at TAFE.

**Engineering Cert II 1&2**
Length: 2 Semesters
Students will complete selected TAFE CERT II Engineering units of Competency relevant to this course. The units include but are not limited to OHS&W, Teamwork, Manufacture using a variety of materials, Practical skills using wood, metal and plastics, Manufacturing using CAD/CAM. Students will manufacture their own projects from the design folio they generate as well as manufacture selected projects from generated engineering drawings.

Students will design and manufacture Major projects that include a design brief and specifications. Students will investigate products including critical analysis of existing designs and justify solutions to design problems.

Assessment: Major components are practical tasks and Projects. Theory and written work are used to assess knowledge and understanding.

Relationship to further study: This course forms a background to Stage 2 and could be used as an entry for pre-trade related courses at TAFE.

Special conditions: Some contribution toward the cost of materials will be required and this will vary, according to individual projects.
Information Processing & Publishing (IPP) A&B
Length: 1 or 2 Semesters
Credits: 10 or 20
Information Processing and Publishing focuses on the choice, understanding and use of computer hardware and software to produce creative tasks, using desktop publishing skills and the correct layout of formal documents using current software.
This course is designed for students new to the subject or for those continuing from Year 10. It appeals to those who are creative and have an eye for design. The course aims to improve keyboard skills and strengthen touch-typing skills and skills in presenting computer based work correctly. Students will explore formatting techniques in Word, Publisher, Paint, Excel and Photoshop that can apply to a variety of tasks. They will also be made aware of issues related to health and safety in the workplace and good computing practice in relation to personal health.
Assessment: Practical skills are assessed through summative activities and tests. A speed certificate will be issued at the end of the course to recognise achievement in this area.
Relationship to further study: Useful for correct presentation of computer based work for all subject areas and provides students with pathways for further study and with skills useful for employment and personal use.

Information Technology A&B
Length: 1 or 2 Semesters
This subject focuses on: Semester 1: Database systems, Advanced Excel Spreadsheet, Computer Systems and Networks; Semester 2: Web Page design, E Commerce and the Internet, Multimedia using Flash 3.0.
Assessment: Major components are practical tasks and Projects; Theory and skill tasks are used to assess knowledge and understanding.
Relationship for further study: Useful background for Year 12 Information Technology Studies, Information Technology or future studies in IT eg VET Cert 3.

Jewellery A&B
Length: 1 Semester
The subject is designed to offer students an alternative option in Technology Studies in the senior years.
This subject will build on focus on a critique, design and make methodology using various materials and processes for project construction. The course will focus on:
• Ring Making & Soldering
• Using CAD/CAM processes to create decorative items and moulds for casting
• Metal Casting
• Enamelling and etching
• Polishing and finishing techniques
• Research into body adornment and jewellery hygiene.
Assessment: Major components are practical tasks and project work. Written tasks are used to assess knowledge and understanding.

Wood Construction A&B
Length: 1 or 2 Semesters
It is desirable/advantageous for students to have successfully completed Year 10 Woodwork and display initiative, self discipline, safety and the ability to meet deadlines, while maintaining standards of workmanship.
The course will develop and expand students’ hand skills as well as build upon their familiarity and safe use of fixed and portable power tools. Their chosen project will revolve around the ‘carcase’ method of furniture construction.
During the course, students will gain an understanding and appreciation of choosing appropriate materials, tools and hardware. Students will further increase their skills and knowledge with the use of selected CAD software in order to aid in the design and manufacture of their product.
Students will be required to design, cost and construct a Major Project. Students will undertake practical exercises with associated theory topics which will develop their theoretical knowledge of machining and machine-cut joints – Pro-desktop (CAD).
Assessment: Major components are practical tasks and Projects; Theory and written work are used to assess knowledge and understanding.
Relationship to further study: This course forms a background to Stage 2 Materials Products and would equip students for entry to many pre-trade courses at TAFE.
Special conditions: students will be expected to adopt appropriate behaviours in relation to OHS&W issues. Some contribution toward the cost of materials will be required and this will vary, according to individual projects.

English 4
Contact: English Coordinator
Length: 2 Semesters
Stage 1 English

In Stage 1, English Communication, English Pathways and Literacy in the Workplace are offered. English Communications is a more academic pathway leading to English Studies and English Communications in Year 12. English Pathways is designed more for those who wish to enter a trade. It is equivalent to the English Communications but its focus is more based on Trade themes and documents. This course can lead to work, apprenticeships or to university pathways. Some flexibility is allowed for high academic achievers to move on to English Communications from English Pathways. The Literacy course focuses on language used in the workforce in advertising, resumes and workplace documents, and is designed for those who wish to gain their SACE, but not pursue English at Stage 2 level.

These subjects:
- build on the learning in Year 10 English
- are the basis for the two English subjects at Stage 2, English Communications and English Studies
- develops reading, viewing, writing, listening, and speaking, as well as critical analysis and reflection.

Students will:
- read, view, and respond to different texts so that they can develop critical awareness of how authors and texts operate and clarify their own beliefs, values and sense of identity
- use the example of these texts to create texts of their own, enabling them to improve their ability to express ideas accurately, fluently and appropriately
- have the opportunity to develop and apply skills and understandings in information and communication technologies.

1. **English Communications**: This is an academic SACE course focusing on texts mainly from literature and requiring students to be able to critically evaluate the text, its themes and the techniques used by author and directors to make meaning.

   Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate with their readers, what language and writing techniques they employ and use examples of these texts to compose their own texts.

   Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

   Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis, Text Production and Extended Study. All finished work is kept in a folder in order to be moderated at end of each semester.

   It is required that students achieve an SA (more than 50%) for both English units to gain their SACE.

   There are three assessment components:
   - Written responses
   - Oral presentation
   - Extended studies.

   Students complete one of the extended study options: can be written, oral, or multimodal, or a combination of these modes.

   - **Option 1**: Language Study where Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

   - **Option 2**: Connected Texts Study where Students discuss texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

   - **Option 3**: Student-negotiated Study where Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

2. **English Pathways**: This is a SACE course, which focuses on real and fiction texts, and language used in specific workplaces. Students learn how to comprehend, and reflect critically on, all the important nuances within the texts and use the necessary language to communicate their ideas quickly and effectively. Areas of study include:

   - **Text Analysis** where Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

   - **Producing Texts** where Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

   Assessment at Stage 1 English Pathways is school based. Students demonstrate evidence of their learning through the following assessment types: Text Analysis and Text Production.

   Schools use the recommended assessment types as a guide.

   The design of the school-based assessment component may be negotiated with students.

3. **Literacy in the Workplace**: This SACE course is designed to assist those with limited language skills or limited interest in academic
learning, to assist them in comprehending and using necessary basic language used in the workforce in advertising for jobs or products, resumes and workplace documents. They will read, view, review both real and fictional texts such as advertisements, films, resumes etc before critically reflecting and analysing these texts as well as writing their own versions of them.

Language and Literacy Skills and Strategies:
• Using English Language Conventions and Construction
• Speaking and Listening
• Reading and Understanding Texts
• Constructing and Producing Texts
• Analysing and Responding to Texts.

Assessment is school based. Students demonstrate evidence of their through the following assessment types: Text Analysis and Text Production.

NB: Performance Standards: All English subjects include performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

**English as a Second Language (ESL) 4**

Contact: English/ESL Coordinator

Length: 2 Semesters

This course is designed for students from non-English speaking backgrounds. It is assumed that they can read, write and speak English to a reasonable level.

Students, who the teacher believes cannot succeed in the academic ESL program, should be directed to English Pathways or Literacy in the workplace. However English Pathways does require a reasonable grasp of the English language.

Students develop their ability in the use of English through reading, writing, speaking, listening and interpreting information.

It is required that students achieve and SA (more than 50%) for both ESL units to gain their SACE. The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

Assessment is based on written tasks and oral presentations.

**Text Study**

Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres.

Texts could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

**Investigative Study**

Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

**Communication Study**

The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence and instruct other people.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Text Production, Language Application.

**German**

Contact: LOTE Coordinator

Length: 1 or 2 Semesters

Students must have completed Year 10 German. This course builds on the skills developed in Years 8, 9 and 10 in communicating orally and in writing for a range of purposes.

Assessment tasks cover text analysis and written, investigative and oral tasks.

**Food & Hospitality Studies A&B**

**Child Studies 1 – Stage 1 accredited as Home Economics or Community Studies**

Length: Semester 1 only

Students who take this course preferably should have completed Child Studies A or B. These are SACE accredited Year 10 subjects and can be taken by Year 11 students.

Students should have an interest in children and a goal to work with children in the future. Students need to have good organisational
This course aims to develop parenting and child-care worker skills in caring for and understanding the development of children. This will be achieved using a variety of learning experiences, including research, guest speakers and accessing the community.

Topics to be covered will include:
- Antenatal development
- Parenting and Child care
- Child growth and development
- Children’s needs including special care
- Importance of Child’s Play
- Community resources.

Assessment: is school based. Students demonstrate evidence of their learning through the following 4 assessment types:

2 Practical Activities, 1 Group Activity, 1 Investigation.

Possible assessment ideas include: cooking with children from primary schools, working with children under 8 at home or in a childcare centre, producing a skills pack for young children.

Relationship to further study: Gives students some insight into possible futures with children – professionally and/or as parents. TAFE Community Services, Nursing, Paediatrics, Teaching, Volunteering in Child Care.

Special conditions: Students will participate in some activities within the community and will need to be available to work outside of scheduled lesson times.

Community Studies – Group 1 or Group 2 depending on individual student SACE pattern requirements

Length: 1 or 2 Semesters

To complete this course successfully students need to be prepared to be involved in the community (the school community or wider community). Students need to have reasonable organisational and time management skills.

Students need to negotiate with the teacher a project based on a focus area that involves both research and practical work. Students have the opportunity to work as individuals, in a pair or as part of a small team within their project.

Assessment is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types: contract of Work, folio, Community activity and Reflection.

Health Education

Length: Semester 2 only

Students must have an interest in health, community participation, a willingness to participate in group activities and development of one self.

Students undertake studies in relation to personal health, health of communities and global health. A range of topics is covered (content negotiated with students). Students can investigate and research topics like, current health issues of personal relevance, community health issues, lifestyle aspects of health, diet and physical exercise.

Assessment is school based. Students demonstrate evidence of their learning through the following 3 assessment types: Issues Response, Group Activity and Investigation.

Relationship to future study: Community Service Certificate in Health (TAFE – Includes: youth work, community work, Children's services, leisure and health).

Home Economics A&B

Length: Semester 1 or 2 or both

The course designed to meet student needs includes:
- A practical bias on food preparation skills and developing presentation skills – folio of presentation techniques for food and tableware, an individual demonstration of a skill and the Meal for Guests.
- Development of team work and hospitality skills – presenting the group meal (planning, menu planning, safe and hygienic work habits, meal presentation and table service) and evaluating each other’s work.
- Food appreciation of culturally different foods – market research and tasting of purchased foods. Nutrition; value of foods examined.

Relationship to further study: If students wish to follow up on this course they can pursue an individual study in Food and the Community through Community Studies.

Special conditions: Students will need to wear appropriate dress and protective gear in line with industry standards for safe food handling practices. Students MUST WEAR protective shoes when involved in food preparation and food services activities.

Assessment: is school based. Students demonstrate evidence of their learning through the following 4 assessment types:

2 Practical Activities, 1 Group Activity, 1 Investigation

Hospitality Studies A&B
Length: 1 or 2 Semesters

Assumed background: Interest in working in the hospitality industry, eg kitchen hand; chef; bar and waiting; hotel/motel reception and management; event management; baking and patisserie.

Course description: While the course relates to the wider Hospitality industry, the program is collaboratively designed by the class – topics brainstormed and creative ideas from the class discussions are developed for emphasis on practical food preparation and presentation. The aim of the course is to improve and develop awareness of food – sourcing, preparing, cooking, presenting and serving skills. Four topics are covered in a semester with emphasis on practical skills while working collaboratively, following OHSW procedures, food hygiene and safety practices. Possible catering options are considered if nominated by the class.

Assessment: is school based. Students demonstrate evidence of their learning through 4 assessment types:

2 Practical Activities, 1 Group Activity, 1 Investigation

Design criteria involving: Investigation, problem solving, practical application, collaboration and reflection.

Relationship to further study: Creating interests in possible studies in Hospitality or Kitchen Operations Certificate courses at TAFE.

Special conditions: Students will need to wear appropriate dress and protective gear in line with industry standards for safe food handling practices. Students MUST WEAR protective shoes when involved in food preparation and food services activities.

Physical Education 1&2

Length: 1 or 2 Semesters

The aim of the course is to provide students with an understanding of the place of physical activity, sport, recreation and fitness in their life. Students will complete 3 practical units and 2 theoretical concepts: ‘The Nature of Physical Activity’ – Topics to include: Fitness components and personal fitness testing, Energy Systems, Body systems and Biomechanics, and Issues Analysis – Students will be required to research, critically analyse and present their findings on a chosen topic, eg Drugs In sport, use of technology, Professionalism etc.

Please note: A consideration for enrolment to Stage 1 Physical Education is successful completion of Physical Education at year 10 having demonstrated a positive approach to both the theory and practical work. It is essential that students intending to complete Stage 2 Physical Education successfully undertake at least one semester of Stage 1 Physical Education.

Assessment is based on SACE Stage 1 Physical Education, with 60% practical assessment, 40% theory assessment.

Relationship to further study: Year 12 Physical Education, Advanced Certificate in Physical Recreation TAFE.

Special conditions: the Stage 1 course may offer opportunities for outdoor and off campus activities eg Aquatics. Students need to be aware that there may be some financial costs incurred with this course.

Work Education A&B

Length: 1 or 2 Semesters

These are practical courses that include work experience, career planning, portfolios, resumes, application writing and interviews.

Assessment: Students are assessed on their ability to complete practical tasks both individually and in teams. Maintaining a journal of evidence is also required.

Relationship to further study: Can lead to Work Studies, Vocational Studies at Stage 2 and VET courses. Students gain points for entry to TAFE courses.

Humanities & Social Sciences

Contact: Humanities & Social Sciences coordinator

Ancient & Classical Studies

Length: 1 Semester

Stage 1 Ancient Studies can be studied as a 10-credit subject or a 20-credit subject. For a 10-credit subject, students study at least two ancient societies or cultures. For a 20-credit subject, students study at least four ancient societies or cultures. In Ancient Studies and Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

The focus capabilities for this subject are citizenship, communication, and learning.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: personal folio, source analysis and a special study.

Economics
Stage 1 Economics can be studied as a 10-credit subject or a 20-credit subject. Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The focus capabilities for this subject are communication, citizenship, and learning. The content may be derived from the following topics:

Topics
• The Economic Problem
• Economics Systems
• The Market Economy
• Government Involvement in the Market Economy
• The Circular Flow of Income
• Economic Thinkers
• Trade in a Global Economy
• Price Stability
• Economic Development
• Poverty and Inequality
• Employment and Unemployment
• Teacher-developed Topic

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Folio
• Skills and Applications Tasks
• Issues Study.

Geography
Length: 1 Semester
Stage 1 Geography can be studied as a 10-credit subject or a 20-credit subject. The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work. Students study topics within four key themes:
Key Theme 1: Location and Distribution
Key Theme 2: Natural Environments at Risk
Key Theme 3: People, Resources, and Development
Key Theme 4: Issues for Geographers.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Inquiry, Fieldwork and an individual Investigation.

History
Length: 1 Semester
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

Content
A 10-credit subject consists of:
• skills of historical inquiry
• a minimum of two historical studies.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Folio
• Sources Analysis
• Investigation.
Legal Studies

Length: 1 Semester

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

The focus capabilities for this subject are citizenship, personal development and learning.

Stage 1 Legal Studies can be studied as a 10-credit subject or a 20-credit subject.

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

Content
A 10-credit subject consists of:
- Topic 1: Law and Society
- a minimum of two other topics.

A 20-credit subject consists of:
- Topic 1: Law and Society
- five other topics.

Topics
Topic 1: Law and Society
Topic 2: People, Structures, and Processes
Topic 3: Law-making
Topic 4: Justice and Society
Topic 5: Young People and the Law
Topic 6: Victims and the Law
Topic 7: Motorists and the Law
Topic 8: Young Workers and the Law
Topic 9: Relationships and the Law

Alternative topics can also be developed.

Assessment
- Folio
- Issues Study
- Presentation.

Society & Culture

Length: 1 Semester

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

The focus capabilities for this subject are citizenship, communication, and learning.

This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

Content
In a 10-credit subject, students study two topics:
- one topic with a focus on an Australian context
- one topic with a focus on a global context.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Sources Analysis
- Group Activity
- Investigation.

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Stage 1 Media Studies

Length: 1 Semester
Media Studies develops students’ media literacy and production skills. Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning. Stage 1 Media Studies can be studied as a 10-credit subject or a 20-credit subject.

Content
For a 10-credit subject students study a minimum of two topics. For a 20-credit subject students study a minimum of four topics.

Students choose from the following topics:
- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Interaction Study
- Product.

Stage 1 Tourism
Length: 1 Semester

Stage 1 Tourism can be studied as a 10-credit subject or a 20-credit subject. In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

The focus capabilities for this subject are communication, citizenship and learning.

The subject consists of four themes and eleven topics. A 10-credit subject consists of three topics that are informed by the four themes. A 20-credit subject consists of six topics that are informed by the four themes.

Themes
- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry.

Topics
- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
- Case Study
- Sources Analysis
- Practical Activity
- Investigation.

Mathematics 4
Mathematical Applications (Applied)
Length: 1 or 2 Semesters
Assumed Knowledge: Students should have a pass at year 10 mathematical applications or mathematical studies. Students should be familiar with the basics of Microsoft Excel.
This course aims to develop concepts, consolidate and extend mathematical skills and apply these in practical situations. The emphasis will be on using mathematics to solve real world problems.
Topics: Unit A: Measurement, Geometry and Mensuration; Unit B: Functions and Graphs, Models of Growth.
Assessment will occur in two main categories: Skill and application tasks (tests), and Folio work (investigations). There will be 4 to 5 assessment tasks in each unit.
Relationship to further study: Successful completion of this course may lead to further studies in Stage 2 Mathematical Applications (Applied).
Special conditions: It is assumed that students undertaking this course have access to a scientific calculator although it is desirable for students to have their own graphics calculator.

Mathematical Applications (Business)
Length: 1 or 2 Semesters
Assumed Knowledge: Students should have a pass at year 10 mathematical applications or mathematical studies. Students should be familiar with the basics of Microsoft Excel.
This course aims to develop concepts, consolidate and extend mathematical skills and apply these in business situations. The emphasis will be on using mathematics to solve problems encountered in business and personal finance.
Topics: Unit A: Earning and Spending, Measurement; Unit B: Savings and Borrowing, Statistics.
Assessment will occur in two main categories: Skill and application tasks (tests), and folio work (investigations). There will be 4 to 5 assessment tasks in each unit.
Relationship to further study: Successful completion of this course may lead to further studies in Stage 2 Mathematical Applications (Applied).
Special conditions: It is assumed that students undertaking this course have access to a scientific calculator although it is desirable for students to have their own graphics calculator.

Mathematical Pathways
Length: 2 Semesters
Assumed Knowledge: Students choosing this course will have had varying success at year 10 mathematics. This course has a focus on developing mathematical pathways for students who have chosen a specific trade for their careers. Students nominate their chosen trade and the two semester program is aligned to support their mathematical requirements for their chosen trade.
Assessment will occur in two main categories: Skill and application tasks (tests), and folio work (investigations). There will be 4 to 5 assessment tasks in each unit.
Relationship to further study: Successful completion of two units of this course may lead to further studies in Stage 2 Mathematical Applications (Applied).

Mathematical Studies A
Length: 2 Semesters
It is essential for students to have had success in Year 10 mathematics, especially in the areas of algebra and trigonometry. The course aims to develop understanding of mathematical ideas and concepts which utilise algebra. Topics include Statistics, Functions and Graphs, Matrices, Co-ordinate Geometry, Probability and Geometry and Mensuration.
Assessment will occur in two categories: Skill and application tasks (tests), and folio work (investigations).
Relationship to further study: Successful completion of two units of this course, together with the two units of Maths 2, may lead to further studies in Stage 2 Mathematical Studies and Specialist Mathematics.
Special conditions: it is assumed that students undertaking this course have access to a graphics calculator.

Mathematical Studies B
Length: 2 Semesters
It is essential for students to have had success in Year 10 mathematics, especially in the areas of algebra and trigonometry. Topics include Quadratic and other Polynomials, Models of Growth, Planar Geometry, Periodic Phenomena and Introduction to Calculus.
Assessment will occur in two categories: Skill and application tasks (tests), and folio work (investigations).
Relationship to further study: Successful completion of two units of this course, together with the two units of Maths 1 may lead to further studies in Stage 2 Mathematical Studies and Specialist Mathematics.

Special conditions: it is assumed that students undertaking this course have access to a graphics calculator.

Science

Contact: Science Coordinator

Biology A&B

Length: 1 or 2 Semesters

Recommended: A satisfactory achievement in Year 10 Science.

Biology A

Students will be introduced to DNA, its structure and replication and how this relates to the cell cycle. A detailed study of cell-structures is included. A comparison is made between normal cell division (mitosis) and cell division that results in the formation of sex cells (meiosis). Students will become familiar with the use of the microscope and with the scientific drawing of plant and animal cells. They will touch upon how normal cells grow out of control in the formation of cancers. A research assignment and oral presentation may be part of the assessment of this course. This is an excellent introduction for students who wish to continue to study Biology in year 12 and beyond.

The topics covered in this course are subject to change.

Biology B

Students will study plants and their importance in the natural world, with particular emphasis on photosynthesis and plant structure. Plant classification and different types of reproduction will extend this study. This course will conclude with ecosystems and human impacts and will cover issues such as mining and agriculture. A practical write-up, an essay, a research assignment, an oral presentation and an exam will be the assessment of this course.

The topics covered in this course are subject to change.

Assessment is continuous, and includes practical work, assignments and tests as well as oral presentations and research projects. At the end of the Stage 1 Biology program, students should be able to:

- Manipulate apparatus and record observations in biological experiments
- Design investigations to test biological hypotheses
- Obtain information about Biology from a variety of sources
- Demonstrate knowledge and understanding of Biological concepts
- Analyse and draw conclusions from biological data
- Develop solutions to biological problems
- Use knowledge of Biology to make informed personal, social, and environmental decisions
- Communicate ideas and reasoning, using biological terms and conventions.

Successful completion of Biology A will be an advantage for Biology B.

Special conditions: students need not have done Biology A in order to do Biology B. Stage 1 Biology (A and/or B) is an excellent introduction to Stage 2 Biology and beyond.

Chemistry 1&2

Length: 1 or 2 Semesters

Recommended: A satisfactory achievement in Year 10 Science.

A satisfactory achievement in Year 10 Science is recommended. This subject focuses on the structure and nature of matter and looks at many of the basic chemical reactions in our every day lives. The course takes a conceptual approach using practical demonstration and investigation.

In Semester 1 students will cover work on writing and balancing chemical equations, Atomic structure, Structure and bonding, Reactions in water and Acids and bases.

In Semester 2 students will cover work on Oxidation & reduction, Electrochemistry, Organic Chemistry and Energy in chemical reactions. It also involves some industrial chemistry and relates this to social and environmental issues such as pollution.

Assessment is continuous, and includes practical work, assignments and tests as well as oral presentation and research projects. At the end of the program in Stage 1 Chemistry, students should be able to:

- manipulate apparatus and record observations in chemical experiments
- design investigations to test chemical hypotheses
- obtain information about chemistry from a variety of sources
- demonstrate knowledge and understanding of chemical concepts
- analyse and draw conclusions from chemical data
- develop solutions to chemical problems
- use knowledge of chemistry to make informed personal, social and environmental decisions
- communicate ideas and reasons, using chemical terms and conventions.
Special conditions: Chemistry is an important subject for a continuing study of many branches of Science at tertiary level. It is strongly recommended that students who wish to study Chemistry at Stage 2 level complete both semesters at Stage 1.

Physics 1&2
Length: 1 or 2 Semesters
Recommended: A satisfactory achievement in Year 10 Maths and Year 10 Science.

Physics 1
This subject focuses on the rules by which nature operates. The course takes a conceptual approach, in that it deals with ideas firstly and follows up with a mathematical component where possible at this level. Students will cover work on Motion, Newton’s Laws, Gravity and satellite motion, Vibrations and Waves, Sound, Light and Colour.

Physics 2
Students will cover work on Vectors, Momentum, Energy, Electricity, Magnetism and Electromagnetism.

Assessment will occur in two main categories: Skill and application tasks (tests) and folio work (practical and issues investigations). There will be 4 to 5 assessment tasks in each unit.

At the end of the program in Stage 1 Physics students should be able to:
- Manipulate apparatus and record observations in physics experiments
- Design investigations to test physics hypotheses
- Obtain information about physics from a variety of source
- Demonstrate knowledge and understanding of physics concepts
- Analyse and draw conclusions from physics data
- Develop solutions to problems in physics
- Use knowledge of physics to make informed personal, social and environmental decisions
- Communicate ideas and reasoning, using the terms and conventions of Physics.

Special conditions: Physics is an important subject for a continuing study of many branches of Science at tertiary level. It is strongly recommended that students who wish to study Physics successfully at Stage 2 level complete both semesters at Stage 1. The Stage 1 course may be taken on a stand-alone basis; it also leads to a study of Physics at Stage 2.

Psychology A&B
Length: 1 or 2 Semesters
Recommended: A satisfactory achievement in Year 10 Science.

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Assessment is school based. Students each Semester need to demonstrate evidence of their learning through Skills and Application Tasks (2 tasks of the following – written assignment, short-answer questions, a response to text(s), an information search, research evaluation, participation in a debate), and a folio of investigation which will include an issue investigation and a group investigation (research and data collection will be required).

Psychology A
In Psychology A students will study the following topics:

Introduction to Psychology – Students will be introduced to the scientific method Psychology builds on:
- by involving students in the collection and analysis of qualitative and quantitative data.
- by emphasising evidence-based procedures (ie observation, experimentation and experience)
- by developing useful skills in analytical and critical thinking, and in making inferences.
- by working ethically with others, taking into consideration their physical and emotional safety.

Brain and Behaviour – Students will learn about the biological and chemical processes underlying our behaviour through the topic (for example, students might focus on the role played by hormones or activity in specific brain areas).

Human Psychological Development – Students will learn about the common themes underlying human psychological developments at different ages, (for example, students might relate physical changes occurring at puberty to the development of intimate relationships during adolescence and explain why by referring to theories of personality development during adolescence).

Successful completion of Psychology A will be an advantage but not a prerequisite for Psychology B.

Psychology B
In Psychology B students will study the topics:

Social Behaviour – Students will learn about the social behaviour of the individual as a result of the sociocultural influences particular social contexts, (ie which sociocultural context can engage people in behaviour that they would/would not otherwise participate).

Intelligence – Students will learn about Intelligence as socially and culturally constructed concept, the different kinds of intelligence, the
standard methods of measuring intelligence, intelligence in everyday experiences and events and understanding interaction with people with an intellectual disability.

**Emotion** – Students will learn about the relationships between biological, basic processes, person, and sociocultural dimensions of emotion (ie students might relate differences in behavioural expressions of emotion to gender, personality, and/or cultural context) and the Psychological principles concerning emotion in everyday experiences and events (eg the manipulation of emotions in advertising) and in psychological interventions (eg anger management programs and counselling).

It is strongly recommended that students who wish to study Psychology at Stage 2 level complete both semesters at Stage 1.

**Science in the Community 1**

*Length: 1 Semester*

Recommended: A satisfactory achievement in Year 10 Science.

Science in the Community takes students' experience of science out of the laboratory and into the real world. Students will learn to interpret and analyse the science of events commonly portrayed in the media, and develop valuable scientific literacy skills that reveal the evidence or bias behind topics such as global warming, organ donation and genetic engineering. Students will learn how to both analyse and construct persuasive texts with scientific themes, and evaluate the scientific claims made by promoters of new diets, herbal medicines or exercise programs. Specific topics studied may vary depending on students' areas of interest and current media reports.

Assessment is continuous, and includes assignments, practical investigations, an oral presentation and research projects. Assessment tasks will be structured to allow students to demonstrate their learning in a variety of formats, with a focus on topics that are current in the media and of relevance to students' future choices.

**Science in the Workplace A&B**

*Length: 1 or 2 Semesters*

Recommended: A satisfactory achievement in Year Ten Science.

Science in the Workplace is a course designed for those students who are interested in a TAFE, trade or VET pathway, particularly in the areas of electrotechnology, engineering, metal fabrication, automotive and construction. Using hands-on teaching and learning methods, students' technical skills and scientific knowledge will be developed and extended, giving them a thorough understanding of the underlying scientific principles that operate in the major technical industries.

**Science in the Workplace A**

In the first semester, the focus will be on the science of electrotechnology and metal fabrication, or the science involved in being a skilled electrician, boiler maker or welder. Students will use their knowledge of electricity, circuitry, insulators and conductors to design and construct a variety of pieces of electrical equipment, and assess their energy efficiency. Students will also research the industry-relevant characteristics and properties of commonly used metals, and investigate their uses in practical tasks and through career-focused research activities.

**Science in the Workplace B**

In the second semester, the focus will be on the science of engineering, construction and mechanics. Using simple machines as a starting point, students will learn to identify and use the simple machines to produce a mechanical advantage, and understand how they can be combined in complex modern machinery. Students will have the opportunity to research, design and construct a trebuchet (ancient war machine designed to throw large objects over or through castle walls), and employ a scientific understanding of controls and variables to refine their designs both individually and as a class. Students will also investigate gears and gear ratios in a variety of common and trade-relevant settings.

Assessment is continuous, and includes practical work, assignments and tests as well as oral presentation and research projects. Assessment tasks will be structured to allow students to demonstrate their learning in a variety of formats, with a focus on hands-on tasks relevant to future trade pathways.

Special conditions: Students may choose to study either Science in the Workplace 1, 2 or both.
SACE Stage 2

All Stage 2 subjects:
• are full year, 20 credit subjects (unless specified)
• qualify for a TAS (Tertiary Admission Subjects) except for Community Studies and Research Project A

Arts – Visual & Performing

Music

Length: Full year

This course aims to provide students with skills and knowledge that will enable them to pursue music as a career, in a course of study or as a leisure activity. Students will learn to value and enjoy music. They will have the opportunity to develop confidence in their ideas and the ideas of others about music. They will have the opportunity to develop their performance skills to a high level on their chosen instrument or voice in a solo or ensemble/band setting.

Students will choose 2 out of the three following options:
• Ensemble Performance
• Solo Performance
• Music Individual Study

Three major public performances forms the assessment for solo and ensemble.

A negotiated topic for individual music project. Examples include recording a CD, tutoring, guitar/bass construction or repair.

This subject leads to Tertiary Music Courses either at University or TAFE depending on the combination of semester units chosen.

Visual Arts – Art

Length: Full year

The following three areas will be covered:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context.

This course aims to develop in students the ability to create artworks as well as develop visual thinking skills.

• Folio (30%), to include visual, practical, written and or, oral forms of evidence.
• Practical (40%), consists of two parts: art work finals – 2 finals, and a practitioner’s statement.
• Visual Study (30%).

A visual Study is an exploration of ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration on critical analysis of the work of other practitioners.

Visual Arts – Design

Length: Full year

The following three areas will be covered.
• Visual Thinking
• Practical Resolution
• Visual Arts in Context.

This course aims to develop in students the ability to create design works as well as develop visual thinking skills.

• Folio (30%), to include visual, practical, written and or, oral forms of evidence.
• Practical (40%), consists of two parts: art work finals – 2 finals, and a practitioner’s statement.
• Visual Study (30%).

A visual Study is an exploration of ideas, concepts, media, materials, methods, techniques, or technologies. Students base their exploration on critical analysis of the work of other practitioners.

Business, Enterprise & Technology

Business, Enterprise & Technology Coordinator

Computer Applications: Integrated Learning

Length: Full year

This course aims to develop the creative and discriminating uses of computers as tools for solving problems associated with information systems. In Semester 1, information systems will be studied using databases to concentrate on the creation of a Database Project and various skills tasks. Semester 2 consists of Multi-media work that culminates in the completion of a Flash Project various and Flash skills tasks.
Assessment is continuous throughout the course and is based on written work, research assignments, essays, case studies, practical applications and computer-based solutions to real work problems. Students will need to demonstrate abilities in communication, organisation and interpersonal skills.

Digital Media

Length: Full year

This course enables students to develop skills acquired across all learning areas. Students will have an opportunity to create a project using such Media as: Still photography, Radio, Video Narratives, Game, Websites and production of Print Media. Students will also be able to access the School’s links with community bodies eg radio and television stations for distribution of their media products.

Students will be assessed on the critiquing, planning and production of individual or group Projects.

Assessment will consist of a number of summative written and project tasks, the production of a folio plus a variety of skills tasks to assess competency and practical understanding of knowledge and skills.

Relationship to further study: this course provides a useful introduction to further study in Media.

Special conditions: a contribution towards cost of materials may be required. Safe working practices in line with OHS&W regulations apply.

Electrotechnology (includes VET Cert II)

Length: Full year

This includes aspects of the previous subject of year 11-VET Electrotechnology Certificate 2 course.

Students will design, cost and construct major projects of their own design. They will be introduced to a range of design and make resources and Electrotechnology components.

Special conditions: Some work outside of scheduled lesson times and a contribution towards cost of materials will be required. Safe working practices in line with OHS&W regulations apply.

Engineering (includes VET Cert II)

Length: Full year

This subject will give students further opportunity to complete competencies in CERT II Engineering.

Students will design, cost and construct major projects of their own design. They will be introduced to an increased range of materials and both fixed and portable machines. Students will be expected to use CAD/CAM skills and knowledge to complete some aspects of the course. They will also be required to complete a “Fitting” exercise which will involve pulling a centrifugal pump apart troubleshooting and then re-assembly of the pump.

Sound mathematical ability will be expected as this is integral to the successful outcomes of many projects to be completed. Students will also be expected to have good literacy skills as they will be required to accurately follow written instructions as well as document risk assessments and processes.

Relationship to further study: This course provides a sound background to a variety of trade courses offered by TAFE.

Special conditions: Students will be expected to work outside of scheduled lesson times as well; a contribution towards cost of materials will be required. Safe working practices in line with OHS&W regulations will be strictly adhered to.

Information Processing & Publishing

Two discreet units: Desktop Publishing and Personal Documents

Length: Full year

There are no prerequisites for students selecting this subject however being creative and having an eye for design is an advantage.

Information Processing and Publishing aims to develop in students:

- The ability to select and use computer hardware and software to process information for effective visual communication in both text and graphic form.
- A knowledge of the hardware and software which support the processing, management and communication of information
- The ability to apply problem solving, critical thinking and decision making skills through using the design process
- Language, writing, and layout skills for the communication of ideas and information
- An awareness and understanding of current social, legal and ethical issues which relate to processing and communicating information.

There are four assessment components for Information Processing and Publishing:

- Practical skills 40%
- Designing and Skills applications 30%
- Issues Analysis 15%
- Technical and Operational Understandings 15%

Relationship to further study: This course provides students with skills useful for further study in all areas, employment or for personal
use. Cross-accreditation for some TAFE subjects is possible, depending on final score.

**Information Technology HESS Restricted**

**Length:** Full year

It is desirable for students to have completed Stage 1 Information Technology.

Students study computing information systems and the role of a systems analyst. Students will:

- Design and develop an information system
- Use relational database software that requires linked tables
- Study and use computer based communications systems and their impact upon people and society
- Study programming fundamentals using Macromedia Flash Action Scripting (this includes the study of pseudocode and algorithms).

Assessment consists of a number of small summative skill and knowledge tasks. Major Database and Multimedia projects (both externally moderated) and a 2 hour exam with a weighting of 30%.

**Jewellery**

**Length:** Full year

It is desirable/advantageous for students to have successfully completed Year 10 or 11 Jewellery, Design or Art and display creativity, initiative, safety and the ability to meet deadlines, while maintaining standards of workmanship.

This subject will build on focus on a critique, design and make methodology using various materials and processes for project construction. This includes aspects of the previous Jewellery courses in year 10 and 11.

Students will design, cost and construct major projects of their own design. They will be introduced to an increased range of materials, equipment and processes, including the possibility of working with precious and semi-precious materials.

Relationship to further study: This course provides a sound background to pursuing Jewellery at a tertiary level.

Special conditions: Some work outside of scheduled lesson times and a contribution towards cost of materials will be required. Safe working practices in line with OHS&W regulations apply.

**Stage 2 Business & Enterprise**

**Length:** Full year

Stage 2 Business and Enterprise can be studied as a 10-credit subject or a 20-credit subject.

**Content**

Stage 2 Business and Enterprise comprises a core topic, and seven option topics.

For a 10-credit subject, students undertake:

- the core topic
- one option topic

For a 20-credit subject, students complete the study of:

- the core topic
- two option topics

**Core Topic**

- The Business Environment
  - Business in Australia
  - The Nature and Structure of Business
  - The Business Enterprise

**Option Topics**

- People, Business, and Work
- Business and the Global Environment
- Business and Finance
- Business, Law, and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application.

**Assessment**

(10-credit subject)

In a 10-credit subject, students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
</tbody>
</table>

**External Assessment**

Issues Study 30%

(20-credit subject)

In a 20-credit subject, students demonstrate evidence of their learning through the following assessment types:
School-based Assessment | Weighting  
--- | ---  
Folio | 30%  
Practical | 20%  
Issues Study | 20%  

External Assessment | 30%  
--- | ---  

Schools may adapt the school-based assessment component and/or design a local school-based assessment component, using the recommended assessment types as a guide. The design of the school-based assessment component may be negotiated with students.

Schools are required to use the external assessment type specified in this subject outline.

Information on the External Assessment  

(10-credit subject)  
Issues Study  
The issues study is a written report of up to a maximum of 1,000 words. Students identify and investigate a relevant current issue or emerging trend in business and enterprise. The issue study is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the study with reference to the performance standards.

(20-credit subject)  
Report  
The report is up to a maximum of 2,000 words in length and can be either  
- a situation analysis that outlines the present state of an existing small- to medium-sized business, and that examines aspects such as market, competitors, staff, and business structure.  
or  
- an enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.

Wood Construction  
Length: Full year  
This subject will give students further opportunity to learn a range of woodworking skills which could aid them in getting them into the construction industry.

Students will design, cost and construct major projects of their own design. They will be introduced to an increased range of materials and both fixed and portable machines. Students will be expected to use CAD/CAM skills and knowledge to complete some aspects of the course. They will also be required to order their own materials.

Relationship to further study: This course provides a sound background to a variety of trade courses offered by TAFE.

Special conditions: Students will be expected to work outside of scheduled lesson times as well; a contribution towards cost of materials will be required. Safe working practices in line with OHS&W regulations will be strictly adhered to.

Workplace Practices  
Length: Full year  
Stage 2 Workplace Practices can be studied as a 10-credit subject or a 20-credit subject. Students can undertake up to 40 credits of this subject (ie Workplace Practices A, Workplace Practices B, and Workplace Practices).

There are three enrolment options:

- Workplace Practices A (10-credits)  
- Workplace Practices B (10-credits)  
- Workplace Practices (20-credits).

Content  
There are three focus areas of study of this subject:

- Industry and Work Knowledge  
- Vocational Learning  
- Vocational Education and Training (VET).

For both a 10-credit and 20-credit subject, students must include the following areas of study:

- Industry and Work Knowledge, and  
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:

- Workplace Practices A (10-credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject;  
- Workplace Practices (20-credits), study the three or more topics from the list below:

  Topic 1: Work in Australian Society  
  Topic 2: The Changing Nature of Work  
  Topic 3: Industrial Relations  
  Topic 4: Finding Employment  
  Topic 5: Negotiated Topic.
Assessment
Students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment**
- Folio: 25%
- Performance: 25%
- Reflection: 20%

**External Assessment**
- Investigation: 30%

**Information on the External Assessment**

The Investigation may be either a practical investigation or an issues investigation.

- **Practical Investigation** – Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.
  
  The report should be up to a maximum of 1000 words for a 10-credit subject, or 2,000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

- **Issues Investigation** – Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.
  
  The report should be up to a maximum of 1,000 words for a 10-credit subject, or 2,000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

The investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

**Performance Standards**
The Workplace Practices Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

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**English**

**Contact:** English Coordinator

There are no prerequisites for the study of Stage 2 English but a good pass in Stage 1 English is essential, because the focus is on writing and speaking clearly and effectively for different purposes and audiences, with an emphasis on sound language skills, sound understanding of texts and a good ability to apply the knowledge, explaining ideas with detailed reference to specific evidence.

**English**

**Length:** Full year

This course links reading, viewing and textual analysis with research and investigative skills. It allows students to develop confidence by actively participating in and taking responsibility for their learning process. They will work and learn individually and with others, responding to challenging learning opportunities, to achieve personal or team goals. They will learn to use language effectively and apply logical, critical and innovative thinking, while connecting with cultural and intellectual ideas.

This course is designed to help students understand how to communicate effectively on a social and personal level. It is school assessed and publicly moderated but has no exam.

Students will:
- **Study 2 out of 4 Key Areas**
- **Read, view, investigate and respond to biography and fiction to develop personal, social, local and global wisdom about others and self.**
- **Apply focus questions in the Key Areas to study, evaluate and reflect on the way writing and other forms of communication allows people to develop knowledge and wisdom that they can apply to themselves and their own lives, widening the scope of their personal experience.**
- **Write, speak and use information technologies in a variety of forms to extend their creative abilities and capacity for critical reasoning, and develop the kind of wisdom that promotes maturity.**

**English Communications**

**Length:** Full year

English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.
Students with a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content: Students undertake tasks within the following:

- Text Study (3 separate texts, 1 of which is responded to as an oral presentation)
- Text Production Study (3 pieces of different types, +1 writer’s self assessment or response to own writing)
- Communication Study (consists of two parts).

1. Analysis and comparison of one of the following categories of communication:
   - Mass-media Communication
   - Personal Communication
   - Business Communication
   - Computer-mediated Communication
   - Advertising.

2. Completion of a practical application involving the development of a product, reflection on the process of development, and the findings reached by the student. Students select one of the following applications:
   - Film-making
   - Interacting
   - Investigating
   - Language
   - Multimedia web authoring
   - Oral language
   - Workplace writing
   - Writing for publication.

Folio to be moderated externally – consisting of:

**Part 1: Response to an example of communication**

Students write a commentary on an example of communication. This could be a short story, novel, poem, or film; or a text used to communicate an idea or information such as a transcript of a speech, or a letter.

**Part 2: Text production with writer’s statement**

Students compose a piece of written text and a writer’s statement that outlines their intentions and reflection of the process used to produce it.

The text production piece can be creative (eg a narrative or expository piece) or functional (eg writing for a technical journal).

The total length of the writing in the Folio is up to a maximum of 2,000 words.

The folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the folio with reference to the performance standards.

- All individual tasks are about 1000 words in length.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Study</td>
<td>30%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Folio (2 parts)</td>
<td>30%</td>
</tr>
</tbody>
</table>

**English Studies**

Length: Full year

English focuses on the development of English skills, strategies, knowledge and understandings, for a variety of purposes.

In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Stage 2 English Studies is a 20-credit subject.

Students undertake tasks within the following:

- Text Study – The text study comprises four shared studies and an individual study
- Text Production Study.

**Shared Studies** consist of a:

- study of two single texts
• study of paired texts
• study of poetry
• critical reading study of short texts.

Among the texts chosen for the four shared studies there must be:
• one film text
• at least one extended prose text
• at least one written drama text
• at least 1,000 lines of poetry
• a range of short texts for the critical reading study.

*Individual Study* (consists of two parts)
• critical essay
• collection of supporting material.

The individual study provides scope for the development of student interest outside the texts studied as a class. It is undertaken independently.

*Text Production Study*
Students compose texts, both written and oral covering a range of text types. They should be given the opportunity to explore a range of forms (e.g., narrative, persuasive, expository, and descriptive) to enable them to model their own text production.

*Assessment*

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Studies</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
</tbody>
</table>

*External Assessment*
Examination (3 hours)

The examination is divided into three sections. Students must choose *one* question from each section.
• Section A contains questions on the study of two single texts or the study of paired texts *or* the study of poetry.
• Section B contains a range of questions that focus on texts not included in Section A.
• Section C contains questions based on the critical reading of one or more unseen short texts.

The examination will be marked by external assessors with reference to the performance standards.

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**English as a Second Language (ESL)**

**Contact:** ESL Coordinator

**English as Second Language**

**Length:** Full year

Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

**Content:** Students undertake tasks within the following areas of study:
• Communication Study
• Text Production Study
• Interaction Study
• Investigative Study

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Study</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>30%</td>
</tr>
<tr>
<td>Language Application</td>
<td>20%</td>
</tr>
</tbody>
</table>

*External Assessment*

Investigation

Students investigate a contemporary issue of their choice.

The investigation comprises:
• A written research report of up to a maximum of 900 words
• An oral reflection of the process and findings of the investigation of a maximum of six minutes.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by
the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

**English as a Second Language Studies**

Length: Full year

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

Students undertake tasks within the following areas of study:
- Text Study
- Text Production
- Investigative Study

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Text Production</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Students complete a 3-hour external examination divided into two sections:
- Section 1: Listening Comprehension
- Section 2: Written Paper

**Section 1: Listening Comprehension**

The listening comprehension section takes approximately one hour, and is divided into two parts. In both parts students listen and respond to recorded texts. Texts are drawn from a range of oral text types such as discussions, interviews, and broadcasts.

The questions in the first part require understanding of the text. The questions in the second part require understanding and interpretation of the text.

**Section 2: Written Paper**

The written paper is in two parts: Part A and Part B. The balance of time (after approximately one hour for the listening comprehension) is spent on the written paper.

**Part A** — students read and interpret related texts, which could contain information, opinions, and experiences, and information in the form of graphs, diagrams, or pictures.

Students use the information and opinions in the texts to produce an extended written response of approximately 500 words.

**Part B** — students write a formal letter of approximately 200 words in response to a short written or visual text.

The examination will be marked by external assessors with reference to the performance standards.

**Performance Standards**

The English as a Second Language Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

**Health & Personal Development**

Contact: H&PD Coordinator

**Community Studies** (Not a TAS subject)

(Note: this subject may be offered by several teachers depending on the focus area chosen by the student.)

Length: Full year

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.

The focus capabilities for this subject are communication and citizenship.
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 up to a maximum of 500 words, or the equivalent in multimedia format, for a 10-credit subject; and up to a maximum of 1000 words, or equivalent in multimedia format for a 20-credit subject.

After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.

The reflection is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the critical reflection with reference to the performance standards.

**Performance Standards**
The Community Studies performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

**Physical Education**

**Length:** Full year

In Stage 2 Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capabilities and analyse performance, health and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Students will undertake three practicals, which are balanced across a range of individual, fitness, team, racket, outdoor and aquatic activities, including a 3 day Aquatics programme at West Lakes Aquatics Centre. Theoretical units considered: Exercise Physiology and Physical Activity, The Acquisition of Skills and the Biomechanics of Movement and a Physical Activity Issues Analysis.

**Assumed Knowledge:** It is essential that students undertaking Stage 2 Physical Education successfully complete at least one semester of Stage 1 Physical Education.

**Assessment** is SACE moderated – 3 Practicals (50%), Theory (20%), Exam (30%).

**Relationship to further study:** Diploma of Recreation TAFE, Bachelor of Applied Science (Human Movement) Uni SA, Bachelor of Education Flinders University.

**Special conditions:** The compulsory three-day Aquatics camp will cost approximately $100.

**Integrated Learning – PE Conversion**

**Length:** Full year

This course requires the students to complete 2 theory units (Exercise Physiology and Skill Acquisition) and 2 Practical Units (Volleyball and Aquatics). They then complete a reflection explaining how they utilised their theory knowledge to improve their practical performances with a view to how it could help their life outside of school. They are also expected to develop a ‘Negotiated Task’, usually teaching a sport to primary school students, as well as keeping an ongoing portfolio of their work and our notes as evidence. Throughout this course the students must contribute positively to group decision making and fulfil these obligations to their peers.
Assumed Knowledge: It is recommended that students undertaking Stage 2 Physical Education successfully complete at least one semester of Stage 1 Physical Education.

Assessment:
Situated Learning – 2 practicals and 1 Reflection = 40%
Negotiated Task – Teaching students = 30%
Portfolio – compete folder of evidence = 15%
Group Decision Making = 15%

Relationship to further study: Diploma of Recreation TAFE, Bachelor of Applied Science (Human Movement) Uni SA, Bachelor of Education Flinders University.

Special conditions: The compulsory three-day Aquatics camp will cost approximately $100.

Humanities & Social Sciences
Contact: Humanities & Social Sciences Coordinator

Australian History
Length: Full year

Content
Students study:
• one topic from a choice of six thematic studies
• one topic from a choice of five depth studies
• an individual history essay.

Thematic Study
Topics:
• Contact and Resistance: Indigenous Australians and the Colonial Experience, 1788 to the Present
• The Bush Experience and Survival on the Land: Primary Industries, 1788 to the Present
• Australia’s Foreign Policy, 1890 to the Present
• Searching for Ideal Societies and Nations, c. 1880 to the Present
• The Unwanted, the Seekers, and the Achievers: Migration to Australia, 1830 to the Present
• Living in Australia, 1788 to the Present.

Depth Study
Topics:
• Women in Australia: Myths, Experiences, Roles, and Influences, 1788 to the Present
• Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present
• The Lucky Country? Prosperity, Depression, and Recession, 1850 to the Present
• The Radical Experiment: A Social, Political, Economic, and Cultural History of South Australia, 1836 to the Present
• Experiencing the Northern Territory: A Social, Political, Economic, and Cultural History of the Northern Territory, 1824 to the Present.

Individual History Essay
Students choose a key area for inquiry from any of the eleven topics.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Essay</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination</td>
</tr>
<tr>
<td>30%</td>
</tr>
</tbody>
</table>

Economics
Length: Full year

Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Content
Stage 2 Economics consists of skills in economics developed in the following five key areas of study:
• Key Area 1: The Economic Problem
• Key Area 2: Microeconomics
• Key Area 3: Macroeconomics
• Key Area 4: Globalisation
• Key Area 5: Poverty and Inequality.

Assessment

School-based Assessment Weighting
Folio 30%
Skills and Applications Tasks 40%

External Assessment
Examination 30%

Stage 2 Legal Studies
Length: Full year
Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

Content
At Stage 2 students study the following four topics:
• Topic 1: The Australian Legal System
• Topic 2: Constitutional Government
• Topic 3: Law-making
• Topic 4: Justice Systems.

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

School-based Assessment Weighting
Folio 50%
Inquiry 20%

External Assessment
Examination 30%

Stage 2 Modern History
Length: Full year

Content
Students study:
• one topic from a choice of six thematic studies
• one topic from a choice of five depth studies
• an individual history essay

Thematic Study
Topics:
• Pain and Gain: Modernisation and Society since c. 1700.
• Intruders and Registers: Imperialism and its Impact since c. 1500.
• Revolutions and Turmoil: Social and Political Upheavals since c. 1500.
• A Sense of Belonging: Groups and Nations since c. 1500.
• The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500.
• Slaves, Serfs, and Emancipation: Forced Labour since c. 1500.

Depth Study
Topics:
• The War to End all Wars: The First World War and its Consequences, c. 1870–1929.
• An Age of Catastrophes: Depression, Dictators, and the Second World War, c. 1929–45.
• Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945.
• Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

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

School-based Assessment Weighting
Folio 50%
Essay 20%

External Assessment
Examination 30%

Stage 2 Society & Culture
Length: Full year

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

The focus capabilities for this subject are citizenship, communication, and learning. This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop local programs that suit their needs and interests.

For a 20-credit subject, students study:
• three topics (each from a different group of topics)

Topics
Topic group 1: Culture
• Cultural Diversity
• Youth Culture
• Work and Leisure
• The Material World.

Topic group 2: Contemporary Challenges
• Social Ethics
• Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
• Technological Revolutions
• People and the Environment.

Topic group 3: Global Issues
• Globalisation
• A Question of Rights
• People and Power.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Interaction</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Tourism

Length: Full year

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

The focus capabilities for this subject are communication, citizenship and learning.

Content
The 20-credit subject consists of four themes and three topics.

Themes
• Operations and Structures of the Tourism Industry
• Travellers’ Perceptions, and the Interaction of Host Community and Visitor
• Planning for and Managing Sustainable Tourism
• Evaluating the Nature of Work in the Tourism Industry.

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

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based</td>
<td>Weighting</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>Weighting</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (e.g., news report, radio interview and newspaper article), quotations, cartoons, graphical information (e.g., maps, photographs, diagrams) and statistical data.

The examination will be marked by external assessors with reference to the performance standards.

Mathematics

Contact: Mathematics Coordinator

Mathematical Applications (Applied)

Length: Full year

Assumed Knowledge: A high level of achievement in Stage 1 Mathematical Applications or a satisfactory level of achievement in Stage 1 Mathematical Studies.

This course exposes students to investigating and solving real problems faced in the world of advanced manufacturing and electrotechnology.

It is useful for students looking for to pursue a trades or university pathway.

Topics: Unit A: Optimisation, Investments and Loans; Unit B: Applied Geometry, Maths and the Small Business

Assessment: Each unit is assessed through: School-Based Assessment 70% which consists of skills and applications tasks (30%) and folio work (40%) and External Assessment 30% which consists of an examination (30%).

Special conditions: It is assumed that students have access to a scientific calculator although it is desirable for students to have their own graphics calculator.

Mathematical Applications (Business)

Length: Full year

Assumed Knowledge: A high level of achievement in Stage 1 Mathematical Applications or a satisfactory level of achievement in Stage 1 Mathematical Studies.

This course exposes students to investigating and solving real problems faced in the world of business and personal finance.

It is useful for students looking for to pursue a trades or university pathway.

Topics: Unit A: Share Investments, Investments and Loans; Unit B: Statistics and working with Data, Maths and the Small Business

Assessment: Each unit is assessed through: School-Based Assessment 70% which consists of skills and applications tasks (30%) and folio work (40%) and External Assessment 30% which consists of an examination (30%).

Special conditions: It is assumed that students have access to a scientific calculator although it is desirable for students to have their own graphics calculator.

Mathematical Studies

Length: Full year

It is desirable for students to have had a high degree of success in the four-unit Stage 1 Mathematical Studies course.

The course is highly algebraic in nature. Topics covered include Working with Statistics, Working with Functions and Graphs using Calculus and Working with Linear Equations and Matrices.

Assessment: School-Based Assessment 70% which consists of skills and applications tasks (45%) and folio work (25%) and External Assessment 30% which consists of an examination (30%).

SACE will conduct an end of year exam (3 hours) on the whole syllabus.

Relationship to further study: Provides assumed knowledge or prerequisites for a wide range of university courses, including engineering, physical, health, social, mathematical and computer sciences.

Special conditions: Access to a graphics calculator is essential for this course.

Specialist Mathematics

Length: Full year

It is imperative that students have had a high degree of success in the four units of Stage 1 Mathematical Studies course.

This course is designed for students intending to take Tertiary studies in Maths-based areas such as Mathematics, Engineering and Computer Science. It is done in conjunction with Mathematics Studies.
Assessment: Each unit is assessed through: School-Based Assessment 70% which consists of skills and applications tasks (45%) and folio work (25%) and External Assessment 30% which consists of an examination (30%).

SACE will conduct an end of year exam (3 hours) on the whole syllabus.

Relationship to further study: Provides assumed knowledge or prerequisites for a wide range of university courses, including engineering, physical, mathematical and computer sciences.

Special conditions: Access to a graphics calculator is essential for this course. May be offered at Mawson Lakes Campus, Uni SA.

Research Project A&B

Contact: SACE Coordinator

Length: Semester 2

Credits: 10

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Students are expected to:

• work independently and with others to initiate an idea, and to plan and manage a research project
• demonstrate the learning capability and 1 other chosen capability
• analyse information and explore ideas to develop their research
• develop and apply specific knowledge and skills
• communicate and evaluate their research outcome
• evaluate the research processes used and their chosen capability.

The content of the Research Project comprises the:

• Capabilities
• research framework.

Research framework

Students follow the research framework below as a guide in completing the work.

• initiating, planning, and managing the research
• carrying out the research
• communicating the research outcome
• evaluating the research.

Evidence of learning

School-based

| 1. Folio (preliminary ideas and research proposal, research development, and discussion) 50% |
| 2. Research outcome 20% |

External

| 3. Evaluation (including written summary) 30% |

Research project A or B? Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

Research Project A

• 150–200 word written summary of research project, processes used, and outcome.
• a choice of written, oral, and/or multimodal external assessment
• 1,500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary)
• does not contribute to the Australian Tertiary Admission Rank (ATAR).

Research Project B

• 150–200 word written summary of research project, processes used, and outcome.
• a common, written external assessment
• 1,500 words maximum (excluding summary)
• contributes to the Tertiary Entry Rank (TER).

Science

Contact: Science Coordinator

Biology

Length: Full year
Recommended: Satisfactory achievement in Stage 1 Biology A and/or Biology B. Successful completion of Stage 1 Chemistry or Physics is an advantage.

The curriculum is organised around the following 4 themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems.

The themes are arranged as a hierarchy. Each theme is divided into the following 6 threads:
- organisation
- selectivity
- energy flow
- perpetuation
- evolution
- human awareness.

Assessment:
School assessed (70%)
Course work
Practical work
Human awareness essays
Externally assessed (30%)
End of year examination

At the end of the program in Stage 2 Biology, students should be able to:
- participate in practical activities
- design and undertake investigations
- obtain information from a variety of sources
- critically analyse and evaluate information, procedures and materials
- demonstrate knowledge and understanding of biological concepts
- solve a variety of biological problems
- understand how knowledge of biology can be used to make informed decisions at the personal, social and global levels
- use biological terms and conventions correctly
- communicate effectively in a variety of forms.

Biology is an important subject for a continuing study of many branches of science at tertiary level.

**Chemistry**

Length: Full year
Recommended: Satisfactory achievement in Stage 1 Chemistry (2 Semesters)

The students cover work from the following 6 topics:
- Skills
- Elemental and environmental Chemistry
- Analytical techniques
- Organic and biological chemistry
- Materials
- Using and controlling reactions.

Assessment:
School assessed (70%)
- Course work
- Practical work
- Social relevance task(s)
Externally assessed (30%)
- End of year examination

At the end of the program in Stage 2 Chemistry, students should be able to:
- Manipulate apparatus and record observations in practical chemical activities
- Design and undertake practical chemical investigations
- Obtain information about chemistry from a variety of sources
- Critically analyse and evaluate chemical information and procedures
- Demonstrate knowledge and understanding of chemical concepts
- Develop possible solutions to a variety of chemical problems
- Demonstrate an understanding of how knowledge of chemistry can be used to make informed decisions, taking into account social and environmental contexts
- Communicate effectively in a variety of forms, using chemical terms and conventions correctly and contextually.
Special conditions: Students will need to purchase a copy of the SACE Chemistry Stage Two Essentials book. This can be purchased through the school at the beginning of the school year.

**Physics**

Length: Full year

Recommended: Satisfactory achievement in Stage 1 Physics (2 Semesters).

The students cover work from the following 4 sections:
- Motion in 2 dimensions
- Electricity and magnetism
- Light and matter
- Atoms and nuclear particles.

**Assessment:**

*School assessed (70%)*

Investigation Folio (40%)

Skills and Application Tasks (30%)

*Externally assessed (30%)*

End of year examination

At the end of the program in Stage 2 Physics students should be able to:
- Undertake practical activities
- Design investigations
- Obtain information about physics from a variety of sources
- Critically analyse and evaluate information and procedures in physics
- Demonstrate knowledge and understanding of physics
- Solve a variety of problems in physics
- Relate knowledge of physics to selected phenomena and applications
- Communicate the ideas of physics effectively in written, graphical and oral forms
- Use the terminology and notation of physics correctly.

**Psychology**

Length: Full Year

Recommended: Satisfactory achievement in Stage One Psychology (2 Semesters)

Students cover work from the following topics:
- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

**Assessment includes:**

*School-based Assessment (70%)*

- Assessment Type 1: Group Investigation (20%)
- Assessment Type 2: Skills and Applications Tasks (50%)

*External Assessment (30%)*

- Assessment Type 3: Individual Investigation (30%)

At the end of the program in Stage 2 Psychology students should be able to:
1. explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
2. analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
5. demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
6. search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
7. undertake a variety of roles while working as a member of a team to achieve individual and shared goals.
Vocational Education and Training (VET)

Following are some questions and answers that may help you to understand why you should become involved in VET and how you go about enrolling. Read them and if you have any more queries contact the Vocational Education Coordinator.

What is Vocational Education and Training (VET)?

VET is a way for you to experience the world of work in a range of occupations while still at school. You will undertake a combination of:

• Off the job learning which might happen at school or with another training provider.
• On the job learning which will happen at one or more workplaces.

You will be trained in skills which will improve your chances of being employed. Many of the skills will be useful for a wide range of careers beyond the VET course you might enrol in. You will leave school with qualifications recognised by both the education system and industry, giving you more choices in life. You will gain credit towards traineeships and apprenticeships, giving you a head start. You will gain hands-on experience in your chosen course allowing you to make better career choices.

What qualifications will I receive?

You will receive credit towards your SACE, as well as VET qualifications. VET qualifications can be in the form of a Certificate and/or Student Academic Record listing modules completed. Modules meet national industry standards and your qualifications will be recognised throughout Australia.

Regional VET programs

The 10 public secondary schools in Northern Adelaide, TAFE and other Registered Training Organisations (RTO’s) have formed a partnership to promote and support Vocational Education for students in secondary schools by linking the school with businesses, community groups, industry associations and government agencies. Please consult the Regional Brochure and the website www.northernfutures.org.au for further information.

Will doing VET courses affect other subjects?

School based and Regional programs require you to receive training at worksites as well as in the classroom. This may be done as a block release (one or two weeks each term) or one day per week. Often this will not fit in with the school timetable in other subjects and so you will need to negotiate with your teachers to make sure you do not miss out on any learning. You will need to be well organised and be prepared to catch-up work missed. Participating in VET is not an excuse for missing work in other subjects.

How much will it cost me?

There is a large range of costs for VET courses. In some cases, the school pays for the training, in others the cost may need to be shared by the school and the students’ families. Where the school pays for the training, an administration fee applies. Equipment and travel costs are paid by the student/caregiver.

VET and SACE

The SACE Board has compiled a VET Recognition Register, which details the courses that contribute credits for Stage 1 and Stage 2, and how many SACE credits can be gained. 70 nominal hours of VET study equates to 10 SACE credits.

How will it affect my chances of going to University?

All VET courses are designed to prepare you for the world of work. Any students can do Certificate I, II, or III VET courses without restriction whilst in Year 11. Students who wish to enrol at university can combine some VET courses with their school subjects in Year 12. These students should seek advice from the Senior School Counsellor to select courses that will maximise their options for university entrance.

Through structured workplace learning, students are given the opportunity to:

• Develop realistic career path alternatives;
• Gain knowledge, skills and attitudes that are relevant to and valued in the workplace before they leave school;
• Receive nationally recognised industry qualifications;
• Complete Years 11 and 12 with credit towards further vocational training and education programs, apprenticeships and traineeships;
• Gain confidence and better communication skills through learning in an adult environment;
• Apply knowledge they learn in the classroom to workplace situations;
- Show evidence of workplace learning and achievements in the form of logbooks;
- Make contacts that can lead to future job prospects;
- Gain skills in the workplace that will help in other areas of study.

Parafield Gardens High School offers a range of VET pathways. The following descriptors refer to VET courses that may run in 2011 depending on the choices made by students.

**Stage 1&2 VET subjects**

**Electronics**

**Length:** Full year

Students will complete the TAFE Electronics units of Competency relevant to this course. The units include OHS&W, Teamwork, Testing and maintenance of electronic devices. Students will manufacture their own projects from the design folio they generate.

Students will design and manufacture Major projects that include a design brief. Students will investigate products including critical analysis of existing designs, solutions to design problems.

**Assessment:** Major components are practical tasks and Projects. Theory and written work are used to assess knowledge and understanding.

**Relationship to further study:** This course forms a background to Stage 2 and could be used as an entry for trade related courses at TAFE.

**Engineering**

**Length:** Full year

Students will complete the TAFE Engineering units of Competency relevant to this course. The units include OHS&W, Teamwork, Manufacture using a variety of materials, Practical skills using wood and metal, Manufacture using CAD/CAM. Students will manufacture their own projects from the design folio they generate.

Students will design and manufacture Major projects that include a design brief. Students will investigate products including critical analysis of existing designs, solutions to design problems.

**Assessment:** Major components are practical tasks and Projects. Theory and written work are used to assess knowledge and understanding.

**Relationship to further study:** This course forms a background to Stage 2 and could be used as an entry for trade related courses at TAFE.

**Special conditions:** Some contribution toward the cost of materials will be required and this will vary, according to individual projects.

**Retail Operations Certificate 2**

**Length:** Full year

**Assumed background:** Interest in working in the retail industry, eg retail operations, supervision and management.

**Course description:** Skills covered include communication, the retail environment, OHS&W, housekeeping, retail equipment, theft reduction, sales, customer service, stock control and balancing the register. Retail students will attain up to 55 Stage 1 SACE credits.

**Assessment:** Theory and practical components will be assessed using a variety of strategies.

**Relationship to further study:** Successful completion will lead to Retail Operations Certificate III. Completion of this course will increase chances of obtaining an apprenticeship or traineeship within the industry.

**Sport & Recreation Certificate 2**

**Length:** Full year

**Assumed background:** Interest in working in the sport and recreation industry, eg fitness, outdoor recreation, coaching, officiating, athlete support services, community recreation.

**Course description:** Skills covered include delivering a service to clients, participating in the control of first aid emergencies, working effectively in a sport and recreation organisation, supporting the work of a team, planning a sport and recreation session for clients, maintaining equipment and sports and recreation facilities.

**Assessment:** Theory and practical components will be assessed using a variety of strategies.

**Relationship to further study:** Successful completion will see students achieve a Certificate of Attainment identifying completed competencies. There will not however be sufficient time within this Stage 1 course to complete all elements required to achieve
Certificate 2 in Sport and Recreation. This Certificate of Attainment will increase students’ chances of attaining an apprenticeship, traineeship or TAFE position within the industry.