



learning for our future

Senior School Subject Information



Opportunity Respect Excellence

WELCOME

This booklet has been designed to give students and their families important information about the subjects and courses that are available at Kadina Memorial School. It includes details about the Senior School subject offerings and we hope that it allows students to make informed decisions about their future pathways beyond Kadina Memorial School.

The course counselling process begins with a Parent Night early in Term 3. From there families will receive this handbook and students will discuss it with their Care Group and PLP teachers. Students and their families will then meet with Course Counsellors who will answer any questions that students and parents may have. During these discussions families and Course Counsellors will use Semester 1 reports and teacher recommendations to map out the student pathway for Year 10, 11 or 12 and beyond. Subject choices will be confirmed in Term 4 when results are known.

Although every effort will be made to accommodate student choices, this is always dependent on the school's capacity to form viable classes. This depends on student numbers and teacher availability.

I encourage parents to fully participate in the subject selection experience. Having an enjoyable, challenging and achievable curriculum is vital for student engagement and future success. If you have any questions after reading this handbook, or would like further information, I invite you to call Kadina Memorial School and we will have one of our friendly staff answer any queries you may have.



Liz Wilson
Head of Senior School

The SACE

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

To gain the SACE, students complete about two years of fulltime study which can be spread over 3 years. There are two stages.

Stage 1 – This is completed mostly in Year 11, apart from the Personal Learning Plan which is completed in Year 10.

Stage 2 – This is completed mostly 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. Each semester subject long subject earns 10 credits.

Students are graded by A-E for each subject.

For compulsory subjects, students need to achieve a C-grade or better.

The compulsory subjects are

Personal Learning Plan – 10 credits at Stage 1

Literacy – 20 credits at Stage 1 – available from a range of English subjects.

Numeracy – 10 credits at Stage 1 – available from a range of Mathematics subjects.

Research Project – 10 credits at Stage 2 - An in-depth major project.

At least 60 credits must be achieved at a Stage 2 level.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised VET

YEAR 10	YEAR 11						YEAR 12			
PLP 10 credits	Literacy 20 credits	Numeracy 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Research Project 10 credits	Any 20 credits	Any 20 credits	Any 20 credits
		Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits	Any 10 credits				

courses of a student's choice.

Minimum requirements to complete the SACE

The Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.

Students also make informed decisions about any course outside of school, identifying possible career choices and ideas for community service as well as considering how best to prepare for their career options and other goals.

Students must achieve a C grade or better to successfully complete the subject. The Personal Learning Plan contributes 10 credits towards their SACE.

The Research Project

In the Research Project, students have the opportunity to study an area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. At Kadina Memorial School students undertake the Research Project in Year 11.

The Research Project contributes 10 Stage 2 credits towards the SACE. Students must achieve a C grade or better to successfully complete the subject.

VET

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations (RTOs).

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. The SACE enables students to include a significant amount of 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.

For further information about VET at Kadina Memorial School see **page 57** and to see how many credits are offered by each course, contact Erin Schneider or visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training>

Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

SACE students can earn credits for community service or activities in two ways:

- Community-developed programs through a current award or certificate from a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award. Other activities such as State and National representation in a chosen field will also qualify for this.
- Self-directed community learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

For further information on community learning contact Karm Kleinig or visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning>

University and TAFE entry

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply.

Achieving the SACE is important if a student wants a place at university, but there are some other requirements for university entry.

Students must:

- complete the SACE including all compulsory subjects
- complete at least 80 credits at Stage 2. Of the 80 credits, at least 60 credits must be from Tertiary Admissions Subjects (TAS) and the other 20 either from TAS subjects, Recognised Studies, or a mix of the two
- complete any prerequisite requirement for a chosen university course
- comply with rules regarding subject combinations
- obtain an Australian Tertiary Admission Rank (ATAR).

For entry to TAFE using the SACE, students will have to meet the following requirements:

- for Certificate I level courses there are no Minimum Entry Requirements
- for Certificate II level courses students must successfully complete the literacy and numeracy standards in the SACE – this means achieving a 'C' grade or better in 20 credits of a Stage 1 or Stage 2 English subject(s) and 10 credits of a Stage 1 or Stage 2 Mathematics subject
- for Certificate III level courses and higher students must achieve the SACE
- for Certificate IV level courses and higher students must achieve the SACE and gain a TAFE SA Selection Score.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). See the SATAC tertiary entrance booklet for full details, (copies are available from the school) or visit the SATAC website <http://www.satac.edu.au> for more information. During Term 3 of Year 12 Karm Kleinig will also sit down with each family and chart out a course in consultation with the students for their future pathways beyond life at Kadina Memorial School.

Students with Disabilities

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning.

Modified subjects are intended for students who have any of the following

- Severe multiple disabilities
- Moderate to profound disability
- Mild intellectual disability

Modified subjects are available for Stage 1 and Stage 2, subject to eligibility requirements.

Students Online

Students online is a one-stop-shop for information about an individual and their current progress in achieving their SACE. It can help students:

- Plan their SACE, by looking at subjects and courses and deciding what combinations are best suited to them.
- Check their progress
- Access their results.

Students can log into students online by visiting the following website.

<http://www.sace.sa.edu.au/students-online>

They will need their SACE registration number and pin number to log in. Their pin is usually the first 4 digits of their birthday, eg 14th of June is 1406.



Year 10 Curriculum

Year 10 students are required to study a core group of compulsory subjects. The Personal Learning Plan is a part of this and by achieving a C or better will fulfil this requirement of the SACE.

Students have two lines of choice subjects and can choose from a range of specialist subjects in areas of personal need, interest and skill.

<u>Compulsory subjects</u>	<u>Length</u>	<u>Page Number</u>
English	2 semesters	23
Mathematics	2 semesters	37
Science	2 semesters	43
History	1 semester.....	26
Personal Learning Plan	1 semester	20
Physical Education – students must choose 1 semester from the following		
Outdoor Education*	Semester 2 only (can only be selected once)	32
Sport and Fitness	1 semester	32
Sport and Recreation	1 semester	32
Girls Fitness and Recreation	1 semester	31
<u>Choice subjects</u> – Students need to pick a total of 4 semesters		
Agriculture	1 or 2 semesters	44
Geography.....	1 semester.....	27
Creative Arts	1 semester	12
Drama	1 or 2 semesters	12
Music.....	1 or 2 semesters	13
Visual Art.....	1 or 2 semesters	13
Cert 1 Hospitality	2 semesters must be chosen.....	31
Home Economics	1 or 2 semesters	31
CAD/CAM/Electronics.....	1 or 2 semesters	50
Digital Technology	Semester 1 only.....	50
Metal Technology	1 Semester.....	50
Wood Technology.....	1 Semester.....	50
Outdoor Education*	Semester 2 only (can only be selected once)	32
Sport and Fitness	1 semester	32
Sport and Recreation.....	1 semester	32
Girls Physical Education.....	1 semester	31

Students should choose subjects that

- Meet their needs in numeracy and literacy.
- Fit their future pathway in regards to future study, training and employment.
- Interest them and they will enjoy.

Year 10 subject selection process

In preparation for Year 10, our Year 9 students will participate in a detailed subject selection process at the end of Term 3.

Students will take subject selection sheets home prior to selection and will make preliminary choices together with parents/caregivers.

These choices will be reviewed in light of Term 4 results.

* **Outdoor Education is a Stage 1 subject.**

Year 11 Curriculum

Year 11 students are required to study a full Year of English/Literacy and at least one semester of Mathematics/Numeracy.

By achieving a C- grade or better in English and Mathematics, students meet the compulsory literacy and numeracy requirements of the SACE.

Year 11 students complete the Stage 2 Research Project during semester 2. By achieving a C- grade or better, students meet this compulsory requirement of the SACE.

1 semester is equivalent to 10 credits.

Students may choose from a range of specialist subjects in areas of personal need, interest and skill.

<u>Compulsory subjects</u>	<u>Length</u>	Page Number
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English subjects – Students must study these for a full year.

English	2 semesters	24
Essential English	2 semesters	24

Mathematics subjects – Students must study at least one semester.

General Mathematics	1 or 2 semesters	38
Essential Mathematics	1 or 2 semesters	40
Specialist Mathematics	1 or 2 semesters	39
Mathematical Methods	1 or 2 semesters	39
Research Practices	Semester 1 only	21
Research Project*	Semester 2 only	21

Choice subjects

Agriculture	1 or 2 semesters	44
Biology	1 or 2 semesters	45
Chemistry	1 or 2 semesters	46
Physics	1 or 2 semesters	46
Psychology	1 or 2 semesters	46
Creative Arts	1 or 2 semesters	13
Design	1 or 2 semesters	14
Drama	1 or 2 semesters	14
Music	1 or 2 semesters	15
Visual Art	1 or 2 semesters	15
Geography	1 or 2 semesters	28
History	1 or 2 semesters	28
Child Studies	1 or 2 semesters	33
Food and Hospitality	1 or 2 semesters	33
Outdoor Education*	2 semesters	34
Fitness and Lifestyle	1 or 2 semesters	33
Physical Education	1 or 2 semesters	34
CAD/CAM/Electronics	1 or 2 semesters	51

Cert 1 Automotive	2 semesters	52
Cert 1 Furnishing	2 semesters	52
Cert 2 Creative Industries.....	2 semesters	53
Information Technology	1 or 2 semesters.....	53
Information Processing and Publishing.....	1 or 2 semesters.....	54
Metal Engineering	2 semesters	54
Community Studies	1 or 2 semesters.....	20
Workplace Practices.....	1 or 2 semesters.....	21
Media Studies.....	1 or 2 semesters.....	20

Students should choose subjects that

- Meet their needs in numeracy and literacy.
- Fit their future pathway in regards to future study, training and employment.
- Interest them and that they will enjoy.

Year 11 subject selection process

In preparation for Year 11, our Year 10 students will participate in a detailed subject selection process during Term 3. There will be a parent night in the beginning of Term 3.

Following this, students and their families will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations to choose subjects for the following year.

These choices will be reviewed in light of Term 4 results and subject selections will be confirmed.



***Outdoor Education is a Stage 2 subject.**

***Research Project is a compulsory Stage 2 subject.**

Year 12 Curriculum

Year 12 students are required to study at least 60 credits in which they must achieve a C- grade or better to meet the compulsory requirements of the SACE.

Students must study at least 80 credits if they are aiming to get an ATAR and hence go onto tertiary study.

Each Stage 2 subject is 20 credits long or a full year of study.

<u>Subjects</u>	<u>Length</u>	<u>Page Number</u>
Agriculture.....	2 semesters.....	46
Biology.....	2 semesters.....	46
Chemistry.....	2 semesters.....	46
Physics.....	2 semesters.....	46
Psychology.....	2 semesters.....	47
English Literary Studies.....	2 semesters.....	25
English.....	2 semesters.....	25
Creative Arts.....	2 semesters.....	15
Drama.....	2 semesters.....	16
Design.....	2 semesters.....	16
Music.....	2 semesters.....	17
Visual Art.....	2 semesters.....	17
Geography.....	2 semesters.....	29
Modern History.....	2 semesters.....	29
Child Studies.....	2 semesters.....	34
Food and Hospitality.....	2 semesters.....	35
Fitness and Lifestyle.....	2 semesters.....	36
Physical Education.....	2 semesters.....	36
CAD/CAM.....	2 semesters.....	53
Cert 3 in Media.....	2 semesters.....	54
Furniture Construction.....	2 semesters.....	54
Information Technology.....	2 semesters.....	55
Information Processing and Publishing.....	2 semesters.....	55
Metal Engineering.....	2 semesters.....	55
Community Studies.....	2 semesters.....	21
Workplace Practices.....	2 semesters.....	22
Mathematical Studies.....	2 semesters.....	41
Mathematical Applications.....	2 semesters.....	40
Specialist Mathematics.....	2 semesters.....	41

Although every effort will be made to accommodate student choices, this is always dependant on the school's capacity to form viable classes. This depends on student numbers and teacher availability.

Some subjects may be offered in a flexible delivery mode which could include the following

- Studied in conjunction with a Stage 1 class or another Stage 2 class
- Study at another school
- Study through the Open Access College
- Study through digital technologies eg. Video Conferencing

Students should study subjects that fit their future pathway in regards to future study, training and employment. They should also choose subjects that will allow them to achieve the highest ATAR score possible.

Year 12 subject selection process

In preparation for Year 12, our Year 11 students will participate in a detailed subject selection process during Term 3. There will be a parent night in the beginning of Term 3.

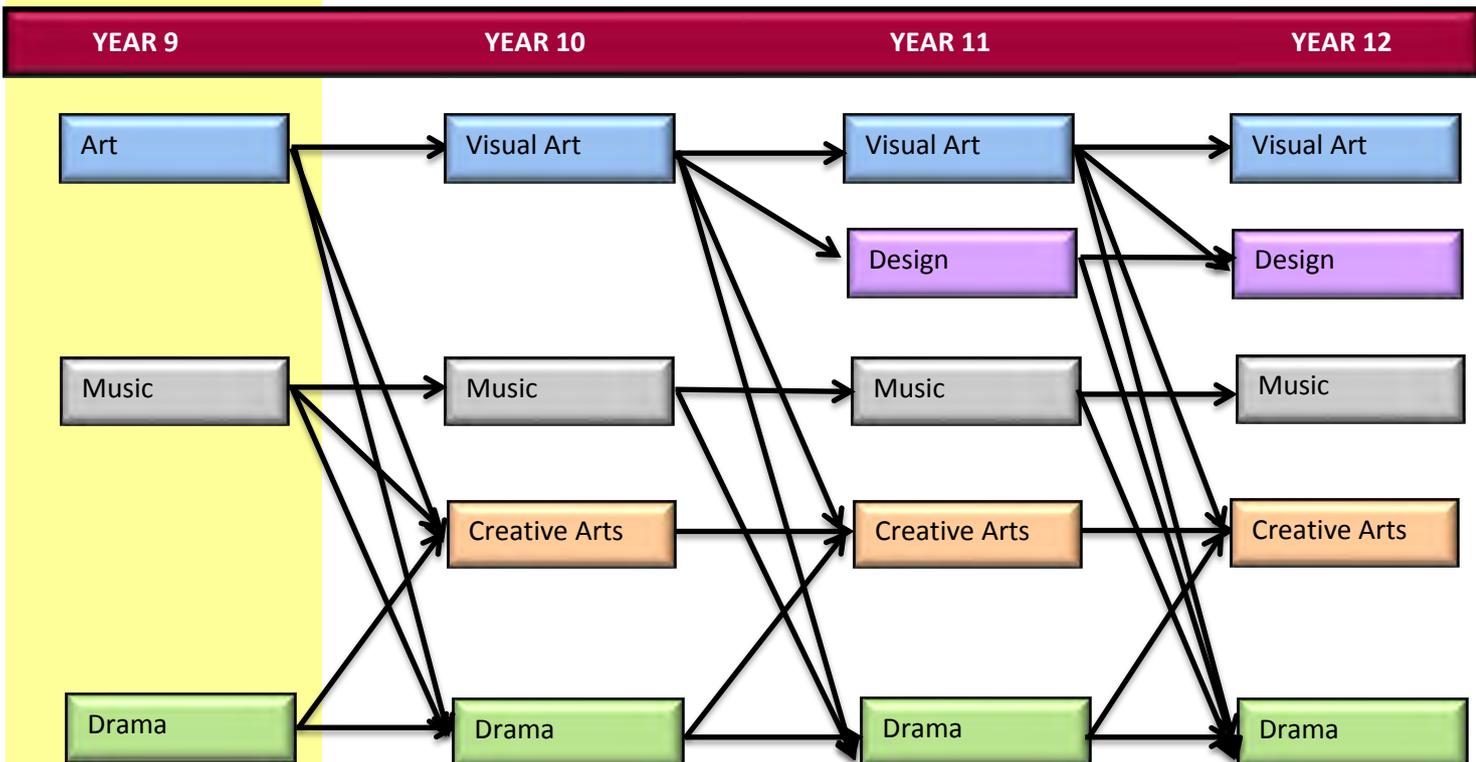
Following this, students and their families will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations to choose subjects for the following year.

These choices will be reviewed in light of Term 4 results.



The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The four distinct but related Arts subjects — Drama, Creative Arts, Music and Visual Arts — share and communicate understanding and expressions of ourselves and others. Rich in tradition, the arts play a major role in the development and expression of contemporary cultures and communities, locally, nationally and globally.



ARTS

YEAR 10

CREATIVE ARTS

CODE – 0CRA1A

LEVEL – Year 10

LENGTH – 1 semester

CONTACT – Jo Hurrell

Recommended Background

Successfully completed at least one semester of Music, Drama or Art in Year 9. Through the completion of previous years, students should have a general idea of their creative art focus.

Content

In creative arts students have the opportunity to take on a self-directed project from within any arts area including visual art, media, music, dance or drama.

Each semester students are required to undertake an investigation of 500 words into current issues of art practitioners and their work, which is relevant to students' artistic interests.

Students must create one practical work or performance for the semester. The product is self-directed and will need to be negotiated with the teacher. Some examples of possible topics include music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more.

Students are required to document the development of this project from the initial brainstorm through to resolved work.

In addition to their major project, students are required to develop a skills folio - a collection of 6 skills, related to their arts area, which are not covered in the major product. The student needs to research each skill, its' relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 750 words or equivalent in multi modal form.

Assessment

Students will be assessed on the development and presentation of

- A Creative Arts Product
- Investigation
- Skills Development Folio

Additional requirements

To successfully complete the semester course, students may be required to undertake some of their work outside of school hours.

DRAMA

CODE – 0DRA1A

LEVEL – Year 10

LENGTH – 1 or 2 Semesters

CONTACT – Jo Hurrell

Recommended Background

Successfully completed one semester of Drama in Year 9 achieving a C or better.

Content

Participate in the devising, rehearsal and performance of a dramatic works.

Produce written work for a folio, which will include journal entries and theatre reviews.

Investigate:

- Semester 1: Comedy (Slapstick & Parody), Improvisation, Characterisation and Group Production

- Semester 2: Multi-disciplinary Theatre, Innovator Study (Joan Littlewood and the Theatre Workshop), and Group Production.

In line with the Australian Curriculum they will:

- Explore ideas and improvise with ways to represent ideas.
- Manipulate and apply the elements/concepts with intent.
- Develop and refine understanding of skills and techniques.
- Structure and organise ideas to form.
- Share artworks through performance, presentation or display.
- Analyse and reflect upon intentions.
- Respond to and interpret artworks.

Excursions

It is an essential part of the Australian Curriculum to attend a live performance to complete a theatre review, which will incur an extra cost.

Assessment

Students will be assessed on:

- Scripted Group Production (on-stage or off-stage)
- Innovator/Theatre studies and performances
- Written Folio
- Participation and Ensemble-work

MUSIC

CODE – 0MUS1A

LEVEL – Year 10

LENGTH – 1 or 2 semesters

CONTACT – Jo Hurrell

Recommended background

Students should have successfully completed one semester of Year 9 music. They should have a genuine interest in music and a willingness to learn one of the following instruments; guitar, bass guitar, drums, piano or keyboard, vocals (singing), saxophone, clarinet, flute, trumpet or trombone.

Content

Over the semester students will develop their knowledge in music, and should be prepared to complete music theory, class ensemble, instrumental studies and compositions. Students will have an opportunity to perform at community events and undertake recording projects in the school's studio.

Assessment

Students will be assessed on:

- Use of practice/class time
- Presentation of a performance
- Knowledge and understanding of musical theory concepts
- Understanding of historical events, key figures and development of styles in music

VISUAL ART

CODE – 0ACT1A or 0ACT2A

LEVEL – Year 10

LENGTH – 1 or 2 semesters

CONTACT – Jo Hurrell

Recommended Background

A passing grade in Year 9 Art.

Content

This course can be undertaken as a single semester or full year. Students will be exposed to a variety of media throughout directed experimentation, visual research and self-directed tasks, including; paints, pencils, charcoal, inks, digital art, sculpture, ceramics and many more.

Across 8 A3 pages students will follow teacher direction and participate in small workshops to show the development of a theme or subject matter throughout art history, including reference to Aboriginal and Torres Straight Artists. Topics could include portraiture, the human figure, animals or other topics negotiated as a class. Students will respond to workshops by producing their own small-scale artworks and generating inquiry questions for further research.

Students will learn about the importance of conceptualisation and participate in small group tasks to build their understanding including an analysis of symbolism in a famous artwork. They will then be required to develop a practical response to a theme, phrase or quote chosen by the teacher. Students will be required to experiment widely and consider the Conceptual meanings behind subject matter, materials and styles they employ. They will document this journey across 12 A3 pages. Final resolved works are to be displayed in a class exhibition, along with a 150-word artist statement.

Assessment

Students will be assessed on their skills and knowledge shown through visual and written work.

- Back-up Folio (40%)
- Final Practical (30%)
- Visual Study (40%).

Additional Requirements

Students may require additional costs related to their practical work depending on what they choose to do for their final pieces. Basic art materials are supplied and used in class.

YEAR 11

CREATIVE ARTS

CODE – 1CVA10 or 1CVA20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Jo Hurrell

Recommended background

Successfully completed at least one semester of Music, Drama, Creative Arts or Art in Year 9 and 10.

Content

In creative arts students have the opportunity to take on self-directed projects from within any arts area including visual art, media, music, dance or drama.

Each semester students are required to undertake an investigation of 750 words into the career and works of an arts practitioner relevant to their artistic interests.

Students must create one practical work or performance for each semester. The product is self-directed and will need to be negotiated with the teacher early in the course.

Some examples of possible topics include; music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more.

Students are required to document the development of this project from initial brainstorm through to resolved work and photographic evidence. This is to be presented in an A3 report document which cannot exceed 750 words or equivalent in multi modal form.

In addition to their major project, students are required to develop a skills folio. A collection of 6 skills related to their arts area, which are not covered in the major report. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 750 words or equivalent in multi modal form.

Assessment

Students will be assessed on the development and presentation of

- A Creative Media Product (50%)
- Investigation (20%)
- Skills Development Folio (30%)

Additional Requirements

To successfully complete the course students may be required to undertake some of their work outside of school hours.

DRAMA

CODE – 1DRM10 or 1DRM20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Jo Hurrell

Recommended Background

It is recommended that students have achieved a passing grade in Drama at Year 9 and or 10.

Content

The three areas of study in Drama are the presentation of dramatic works, dramatic theory and practice, and an individual investigation. Students can expect to:

- Participate in the planning, rehearsal, and performance of a dramatic work
- Produce written work for a folio including theatre or film reviews and a production report
- Investigate an area of study in the dramatic arts, such as acting, direction, stage management, or design (set, costume, make-up or lighting)

Excursions

It is an essential part of the Australian Curriculum to attend a live performance to complete a theatre review, which will incur an extra cost.

Assessment

Students will be assessed on:

- Performance (On-stage or off-stage) (40%)
- Folio (30%)
- Investigation and Presentation (30%)

DESIGN

CODE – 1VAD10 or 1VAD20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Jo Hurrell

Recommended Background

It is recommended that students have achieved a passing grade in

Visual or Creative Art in Years 9 and or 10.

Content

In Design students assume the role of a design industry professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, illustration or another area negotiated with the teacher.

Over 8 – 12 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations at stage one. This cannot exceed 750 words.

For each semester studied, students must complete a major resolved work. They are to act as designers and set themselves a design job and work through the process of developing a resolved work, which could be presented to a waiting client. Students are welcome to structure their design tasks around real businesses, research their existing marketing strategies or image and develop branding materials for them. The backup folio required will cover 15 A3 pages. The final work is to be presented on card on display and accompanied by a 250 word statement.

Assessment

Students will be assessed on:

- Visual Study 30%
- Major Work 30%
- Back Up Folio 40%

MUSIC

CODE – 1MUE10

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Jo Hurrell

Recommended Background

Students are assumed to have attained a performance standard that reflects at least 2 years of development on their chosen instrument or voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.

As a guide students should have completed 1 semester of music in Years 8, 9 and 10, and should have a passion for music with a willingness to develop their performance skills to a high standard.

Content

Students should be prepared to complete music theory, solo performance, ensemble performance, instrumental studies, composition, recording and technology. Students will perform at community events.

Assessment

Students will be assessed on their use of practice/class time, presentation of performances, knowledge and understanding of musical theory concepts, understanding of historical events, key figures and development of styles.

- Skills Presentation
- Skills Development
- Folio

VISUAL ARTS

CODE - 1VAA10 or 1VAA20

LEVEL - STAGE 1

LENGTH - 10 or 20 credits

CONTACT – Jo Hurrell

Recommended Background

It is recommended that students have achieved a passing grade in Visual Art at Year 9 and or 10.

Content

The semester length courses are able to be studied alone or concurrently with students exposed to a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Each major task requires students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and Creativity are encouraged by students using their own images (drawings or photos) as a starting point for their work.

- Students use a back-up folio (15 A3 pages) to show their thoughts and visual ideas used in the development of their artwork
- A final artwork is produced for exhibition with a supporting 250 word Artist's Statement
- A separate visual study (8 to 12 A3 pages) of an Art movement, media or theme, including written and practical examples is also required

To study Stage 2 Visual Arts successfully it is recommended students have studied at least one semester of Stage 1 Visual Arts with a sound pass.

Assessment

Students will be assessed on their skills and knowledge shown through visual and written work.

- Folio (40%),
- Final Practical (30%)
- Visual Study (40%)

Additional Requirements

Students may require additional costs related to their practical work depending on what they choose to do for their final pieces. Basic art materials are supplied and used in class.

YEAR 12

CREATIVE ARTS

CODE – 2CVA20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Jo Hurrell

Recommended Background

Successfully completed at least one semester of music, drama, creative-art or art in either Year 9, 10 or 11.

Content

In Creative Arts, students have the opportunity to take on self-directed projects from within any arts area including visual art, media, music, dance or drama.

Students are required to undertake investigations into the career and works of an arts practitioner, relevant to their artistic interests. They can undertake one large or two smaller investigations, these cannot exceed a combined length of 2,000 words.

Students must create two practical works or performances.

This project is self-directed and will need to be negotiated with the teacher early in the course.

Some examples of possible topics include music video, children's book, dance performance, choreography, typography, fashion piece, mural, electronic music and production, photography and digital editing, graphic design and many more.

Students are required to document the development of this project from initial brainstorm through to resolved work and photographic evidence. This is to be presented in an A3 report document (which cannot exceed 1,000 words each or equivalent in multi modal form). One report document is to be submitted each semester and one project may inform the next, for example a film student may write the script for their first project and film it for the second.

In addition to their major project, students are required to develop a skills folio. A collection of up to 12 skills related to their arts area, which are not covered in the major report. The student needs to research each skill, its relevance and how it is done, then undertake the skill and reflect on their results. The skills folio is to be presented in an A3 document of 1,000 words or equivalent in multi modal form.

Assessment

Students will be assessed on the development and presentation of

- A Creative Media Product (50%)
- Investigation (20%)
- Skills Development Folio (30%).

Additional Requirements

To successfully complete the course students may be required to undertake some of their work outside of school hours.

DRAMA

CODE – 2DRM20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Jo Hurrell

Recommended Background

It is recommended that students have achieved a passing grade in Drama at Year 11.

Content

The four areas of study in Drama are performance, group presentation, folio, interpretative study.

Students can expect to:

- Participate in the planning, rehearsal, and performance of dramatic works
- Produce written work for a folio including theatre or film reviews and a production report
- Investigate an area of study in the dramatic arts such as acting, direction, stage management, or design (set, costume, make-up or lighting)

Excursions

It is an essential part of the Australian Curriculum to attend a live performance to complete a theatre review, which will incur an extra cost.

Assessment

Students will be assessed on:

- Group Presentation (20%)
- Folio (30%)
- Interpretative Study (20%)
- External Assessment (30%)

DESIGN

CODE – 2VAD20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Jo Hurrell

Recommended Background

It is recommended that students have achieved a passing grade in Design, Visual or Creative Art in Years 10 or 11.

Content

In Design students assume the role of a design industry professional and undertake a mock design job in such fields as graphic design, web design, interior design, fashion design, architectural design, sign writing, illustration or another area negotiated with the teacher.

Over 20 A3 pages, students will research and conduct practical experimentations to learn more about the career and works of a designer, design company or industry. They will respond to their experiments with written annotations at stage one. This cannot exceed 2000 words.

For each semester studied, students must complete a major resolved work. They are to act as designers and set themselves a design job and work through the process of developing a resolved work, which could be presented to a waiting client. Students are welcome to structure their design tasks around real businesses, research their existing marketing strategies or image and develop branding materials for them.

Students will document the development of their major work over 30 A3 pages.

This should follow the project from initial brainstorm to final work as well as all experimentations with media and concepts.

Assessment

Students will be assessed on:

- Visual Study 30%
- Major Work 30%
- Back Up Folio 40%

MUSIC

CODE – 2MUE20

LEVEL – STAGE 2

LENGTH – 10 or 20 credits

CONTACT – Jo Hurrell

Recommended Background

Students who undertake performance subjects are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or voice.

As a guide students should have completed 1 semester of music in Years 8, 9 and 10 plus a full year of SACE Stage 1 Music.

Content

Year 12 Music is completed as a 20 credit course. Students are to choose two of the modules below.

Ensemble Performance

Students undertake a full year of study, preparing 20 minutes of repertoire to perform throughout the year.

Solo Performance

Students undertake a full year of study, preparing 18 minutes of repertoire to perform throughout the year.

Musicianship

Musicianship is a theoretical course which should only be undertaken by students who wish to go onto study music at university. Students will develop a high level of understanding and ability in aural skills, theoretical knowledge, composition and arranging.

Individual Study

Music Individual Study allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject.

Performance Special Study

Performance Special Study comprises of solo or ensemble performances of approved works; students will need to submit an application for approval of their set repertoire. Student's repertoire should consist of a folio of related works or syntactically linked.

Assessment

All units of work undertaken will be assessed in the following way either through performances, folios, skills development tasks or exams.

- School assessment (70%)
- External assessment (30%)

Additional Requirements

To successfully complete the course students may be required to undertake some of their work outside of school hours.

VISUAL ARTS

CODE - 2VAA20

LEVEL - STAGE 2

LENGTH – 20 credits

CONTACT – Jo Hurrell

Recommended Background

To study Stage 2 Visual Arts successfully it is recommended students have studied at least one semester of Stage 1 Visual Arts with a sound pass.

Content

The semester length courses are able to be studied alone or concurrently with students exposed to a variety of media (acrylic paint, watercolour, pencil, charcoal, ceramics etc). Each major task requires students to study two or three artists using the same media or theme within their work and apply their skills and techniques to their own work. Originality and Creativity are encouraged by students using their own images (drawings or photos) as a starting point for their work.

- Students use a back-up folio (20 A3 pages) to show their thoughts and visual ideas used in the development of their artwork
- A final artwork is produced for exhibition with a supporting 500 word Artist's Statement
- A separate study (20 A3 pages) of an Art movement, media or theme, including written and practical examples is also required

Semester 1

- Major Piece
- Back-up work Folio
- Visual Study

Semester 2

- Major Piece
- Back-up work Folio
- Visual Study

Assessment

Students will be assessed on their skills and knowledge shown through visual and written work.

- Folio (40%)
- Final Practical (30%)
- Visual Study (40%)

Additional Requirements

Students may require additional costs related to their practical work depending on what they choose to do for their final pieces. Basic art materials are supplied and used in class.



Cross Discipline

Cross-Discipline priorities are addressed through learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

The priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to the student directly. Incorporation of the priorities will encourage conversations between learning areas and between students, teachers and the wider community

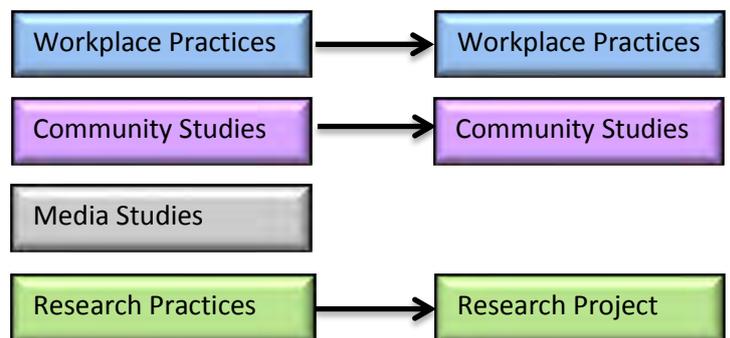


YEAR 9

YEAR 10

YEAR 11

YEAR 12



CROSS DISCIPLINE

YEAR 10

PERSONAL LEARNING PLAN

CODE - 1PLP10

LEVEL – Stage 1

LENGTH - 10 credits

CONTACT – Liz Wilson/Megan Tucker

Recommended Background

Compulsory for all SACE students

Content

The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject and to attain their SACE. This is a moderated subject.

Assessment

- Assessment Type 1: Folio
- Assessment Type 2: Reflection.

Students provide four or five pieces of evidence of their learning for assessment.

Additional Requirements

Nil

YEAR 11

COMMUNITY STUDIES

CODE – 1COM10 or 1COM20

LEVEL - STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Chris Morrison

Recommended background

Open to all students

Content

Students decide on the focus of their community activity and set challenging and achievable goals. Students prepare a contract of work of either 60 hours (10 credits) or 120 hours (20 credits) from any of the six areas of study. There is a major emphasis on students learning to show initiative and responsibility, communicating and using the community.

Areas of Study

- Arts
- Business
- Communication
- Design and Construction
- Environment
- Foods
- Health and Recreation
- Science & Technology
- Work

School Assessment

School Assessment (70%)

Assessment type 1:

- Contract of Work – including contract, folio of evidence, community presentation.
- To achieve a 'C' grade or better completion of all work in the contract is required.

External Assessment (30%)

Assessment type 2:

- Reflection

Additional information

Students must have a member of the community who has some knowledge and understanding of the type of work they are planning to undertake as a mentor. Feedback must be obtained from this person.

MEDIA STUDIES

CODE –1MES10

LEVEL – STAGE 1

CREDITS – 10 credits

CONTACT – Natasha Woodcock

Recommended Background

Open to all students

Content

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products.

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

Students will study topics such as;

Making the news

- Advertising
- Careers in the media
- Creating multimedia texts
- Representations in the media

Assessment

- Students will be assessed in 3 areas;
- Folio (30%)
- Interaction Study (20%)
- Product. (30%)

Additional requirements

Nil

RESEARCH PRACTICES

CODE – 1RPP10

LEVEL – STAGE 1

LENGTH – 10 credits

CONTACT – Caroline Hennell

Recommended Background

Nil

Content

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings in preparation for the compulsory Stage 2 Research Project.

This subject provides students with opportunities to:

Examine the purpose of research

- Explore a range of research approaches
- Develop their investigative and inquiry skills
- Develop their understanding of the use of research in society

Assessment

- Assessment
- Why Research 10%
- Folio Development 30%
- Outcome 30%
- Source analysis 30%

Additional Requirements

Nil

RESEARCH PROJECT

CODE – 2RPA10 or 2RPB10

LEVEL – STAGE 2

LENGTH – 10 credits

CONTACT – Caroline Hennell

Recommended Background

Nil

Content

In the Research Project, students have the opportunity to study an

area of interest in depth. They use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Assessment

Students in Part A will be assessed on:

- Folio 30%
- Research Outcome 40%
- Review 30%

Students in Part B will be assessed on:

- Folio 30%
- Research Outcome 40%
- Evaluation 30%

Additional Requirements

Nil

WORKPLACE PRACTICES

CODE – 1WPS10 or 1WPS20

LEVEL - STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Erin Schneider

Recommended Background

Students should have successfully completed work experience in Year 10. They should be prepared to undertake further work experience as a compulsory component of the course.

Content

Workplace Practices aims to develop student employability skills, enabling them to make a smooth transition from school into the workplace.

They will prepare for entry into work by compiling a job application package, gaining an understanding of their rights and responsibilities, and participating in work experience. Students develop knowledge and understanding of the nature, type, and structure of the workplace.

The subject also enables students the opportunity to explore the options of VET, Training Guarantees and School Based Apprenticeships.

Semester 1

- Worker's Rights and Responsibilities
- Career Planning
- Negotiated Topic
- Vocational Placement

Semester 2

- The Value of Unpaid Work to Society
- Career Planning 2
- Apply First Aid
- Vocational Placement

Assessment

- Folio Tasks (50%)
- Work Experience (25%)
- Reflections (25%)

Additional Requirements

Students wishing to gain full First Aid qualifications will incur a cost of approximately \$60. This is not a compulsory part of the course.

Students failing to organise work placement in semester one will be not be encouraged to undertake the subject in semester 2

YEAR 12

COMMUNITY STUDIES A

CODE – 2COM20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Chris Morrison

Recommended Background

Open to all students

Content

Students decide on the focus of their community activity and set challenging and achievable goals. Students prepare a contract of work of 120 hours (20 credits) from any

of the six areas of study. There is a major emphasis on students learning to show initiative and responsibility, communicating and using the community.

Areas of Study

- Arts & Community
- Communication & Community
- Foods & Community
- Health, Recreation & Community
- Science, Technology & Community
- Work & Community

Assessment

School Assessment (70%)

Assessment type 1:

- Contract of Work – including contract, folio of evidence, community presentation.

To achieve a 'C' grade or better completion of all work in the contract is required.

External Assessment (30%)

Assessment type 2:

- Reflection

Additional information

Students must have a member of the community (cannot be a family member) who has some knowledge and understanding of the type of work they are planning to undertake as a mentor. Feedback must be obtained from this person. Students will not be eligible for an ATAR if completing this subject.

COMMUNITY STUDIES B

CODE –2COM20

LEVEL – STAGE 2

LENGTH –20 credits

CONTACT – Chris Morrison

Recommended Background

Open to all students

Content

Students will base their learning on the knowledge, skills and understanding described in a field of study in a Board-accredited SACE Stage 2 subject.

Areas of Study

- Humanities & Community
- Science, Technology & Community
- Work & Community

Assessment

School Assessment (70%)

Assessment type 1:

- Contract of Work – including contract, folio of evidence, community presentation.

To achieve a 'C' grade or better completion of all work in the contract is required.

External Assessment (30%)

Assessment type 2:

- Reflection

Additional information

Students must have a member of the community (cannot be a family member) who has some knowledge and understanding of the type of work they are planning to undertake as a mentor. Feedback must be obtained from this person. Students will not be eligible for an ATAR if completing this subject.

WORKPLACE PRACTICES

CODE –2WPC20

LEVEL - STAGE 2

LENGTH –20 credits

CONTACT – Erin Schneider

Recommended Background

Students should have successfully completed work experience in Year 11. They should be prepared to undertake further work experience

as a compulsory component of the course.

Content

Stage Two Workplace Practices enables students to engage in meaningful work placement over a sustained period of time. Students must complete up to 60hrs of placement, either with one or two employers. This encourages students to make a more educated decision when considering their transition from school into the workforce.

Students continue to develop their knowledge of work through folio tasks that explore industrial relations, and the way in which the work force has changed over time.

Workplace Practices also encourages self -reflection whereby students assess their own skills and knowledge with relation to their preferred career path.

The subject also enables students the opportunity to explore the options of VET, Training Guarantees and School Based Apprenticeships.

Topics

- Finding Employment
- Industrial Relations
- The Changing Nature of Work
- Work placement
- Reflections
- Major Investigation

Assessment

- Folio Tasks (25%)
- Work Experience (25%)
- Reflections (20%)
- Investigation (30%)

Additional Requirements

Nil

English

In English individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. It also helps students to engage imaginatively and critically with literature to expand the scope of their experience

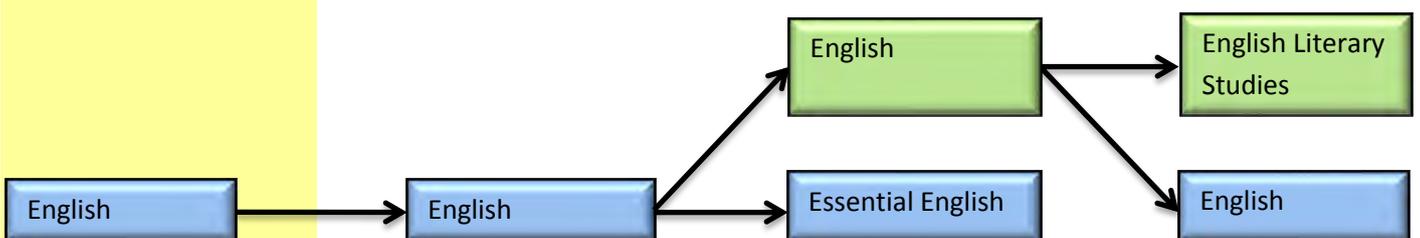


YEAR 9

YEAR 10

YEAR 11

YEAR 12



ENGLISH

YEAR 10

ENGLISH

CODE – 0EGH1A

LEVEL - Year 10

LENGTH - 2 Semesters

CONTACT – Natasha Woodcock

Recommended Background

Nil

Content

This is a core subject as outlined by ACARA. Through this course students will evaluate how text structures can be used in innovative ways by different authors. They will explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for the way features within texts can be manipulated to achieve particular effects.

Students will be able to show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students will create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing

and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Assessment

Semester 1

- Novel Study (25%)
- Media Study (25%)
- Short Stories: Crime Fiction (25%)
- Film Making (25%)

Semester 2

- Novel Study (25%)
- Poetry Analysis (25%)
- Drama Study (25%)
- Debating (25%)

Additional Requirements- Nil

YEAR 11

ENGLISH

CODE – 1ESH10 or 1ESH20

LEVEL – STAGE 1

CREDITS – 10 or 20 credits

CONTACT - Natasha Woodcock

Recommended background

Open to all students who have successfully completed Year 10 English

Content

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

Students read, view, analyse, write and compose texts. They listen, speak, and use information and

communications technologies in appropriate ways for a range of audiences.

Stage 1 English caters for students with a range of learning styles and prepares students for the Stage 2 English subjects.

Assessment

- Assessment Type 1: Responding to Texts (40%)
- Assessment Type 2: Creating Texts (40%)
- Assessment Type 3: Intertextual Study (201%)

Additional Requirements

Nil

ESSENTIAL ENGLISH

CODE – 1ETE10 or 1ETE20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Natasha Woodcock

Recommended Background

Nil

Content

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

The study of Essential English allows students to respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts. Students learn to understand and interpret information, ideas, and perspectives in texts that are created for particular audiences. Likewise, students consider ways that language choices are used to create meaning, which allows for a focus on vocational language at the discretion of the teacher.

Stage 1 Essential English prepares students for the workplace. It does not prepare them for Stage 2

English or Stage 2 English Literary Studies.

Assessment

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (50%)

YEAR 12

ENGLISH LITERARY STUDIES

CODE - 2ELS20

LEVEL – STAGE 2

LENGTH -20 credits

CONTACT – Natasha Woodcock

Recommended Background

Students need to have completed Stage 1 English to a good standard. Stage 1 Essential English will not provide the students with the background need to be successful in this course.

Content

Students analytically read and respond to a range of extended texts and a number of shorter texts from past, contemporary, and everyday contexts. They focus on the skills and strategies of critical thinking needed to interpret texts through shared and individual study of texts.

Students will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. They develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions which they use to

create a range of texts across the year.

Assessment

School Assessment

Assessment Type 1: Responding to Texts (50%)

- Shared Studies
- Comparative Text Study

Assessment Type 2: Creating Texts (20%)

- Transforming Texts
- Creating a written, oral or multimodal text

External Assessment

Assessment Type 3: Text Study (30%)

- Part A: Comparative Text Study (15%)
- Part B: Critical Reading – 90-minute Exam (15%)

Additional Requirements

Nil

ENGLISH

CODE - 2ESH20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT - Natasha Woodcock

Recommended Background

Students need to have completed two semesters of Stage 1 English. Stage 1 Essential English will not provide the students with the background needed to be successful in this course.

Content

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

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

Assessment

School Assessment

Assessment Type 1: Responding to Texts (30%)

Assessment Type 2: Creating Texts (40%)

External Assessment

Assessment Type 3: Comparative Analysis (30%)

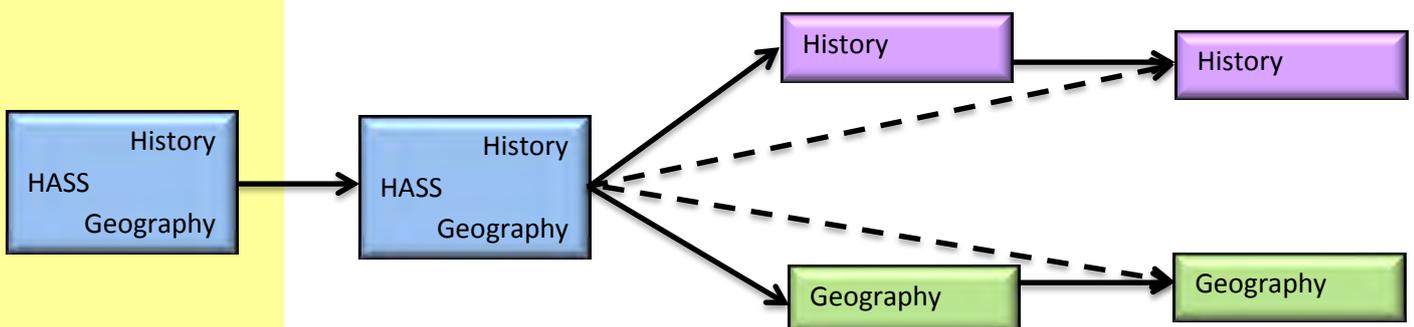
Additional Requirements

Nil

Humanities & Social Sciences

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History is interpretative by nature, promotes debate, and encourages thinking about human values, including present and future challenges.

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of space, place, interconnection, change, environment, sustainability and scale. It addresses scales from the personal to the global and time periods from a few years to thousands of years. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.



- ----> Dashed pathway is possible, but not ideal

HASS

YEAR 10

HISTORY

CODE – 0HIS1A

LEVEL - Year 10

LENGTH –1 Semester only

CONTACT – Caroline Hennell

Recommended Background

Nil

Content

Through this subject, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness,

taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Assessment

- Overview: Interwar years (10%)
- Depth studies:
- World War II (30%)
- Rights and Freedoms (30%)
- Migration Experiences (30%)

Additional Requirements

Nil

GEOGRAPHY

CODE – 0GEO2A

LEVEL – Year 10

LENGTH – 1 Semester only

CONTACT – Caroline Hennell

Recommended Background

Nil

Content

Through this subject, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental,

economic, political and social criteria and draw a reasoned conclusion.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They critically evaluate a range of primary and secondary sources to select and collect relevant, reliable and unbiased geographical information and data. Students record and represent multi-variable data in of the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations. They explain the predicted outcomes and consequences of their proposal.

Assessment

Environmental change and management (50%)
Geographies of human wellbeing (50%)

YEAR 11

GEOGRAPHY

CODE – 1GYP10 or 1GYP20

LEVEL – STAGE 1

LENGTH – 10 credits or 20 credits

CONTACT – Caroline Hennell/Chris Rennie

Content

In 2017, Stage 1 Geography will be using the ACARA Curriculum framework. At the time of printing, this curriculum framework was in the drafting/consultation process. As it stands, the course should consist of the following:

The subject consists of two distinct semesters. Students can elect to study Stage 1 Geography in either semester, or for a full year.

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Students engage in geographical inquiry by using geographical methods and skills. They pose and seek answers to geographical questions and evaluate responses, using a range of field and spatial technology skills. Fieldwork, in all its various forms, is central to the study of geography as it enables students to develop their understanding of the world through direct experience.

Students study two topics per semester, as outlined by ACARA. The topics will be decided in negotiation with the teacher. The

topics that are provided in the draft curriculum for this level are:

- Rural and/or remote places
- Urban places
- Megacities.
- Natural Hazards
- Biological and Human Induced Hazards.
- Local Issues
- Global Issues

Assessment

Students will be assessed through four tasks each semester:

- Geographical Skills and Application (50%)
- Fieldwork (50%)

Additional Requirements

Nil

MODERN HISTORY

CODE – 1MOD10 or 1MOD20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Megan Tucker

Recommended Background

Nil

Content

In 2017, Stage 1 History will be using the ACARA Curriculum framework. At the time of printing, this curriculum framework was in the drafting / consultation process. As it stands, the course should consist of the following:

This subject consists of two distinct semesters. Students can elect to study Stage 1 Modern History in either semester, or for a full year.

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

They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. The developments and movements studied are closely connected with democratic political systems, and have been subject to political debate.

Students study two topics per semester, as outlined by ACARA. The topics that are provided in the Draft curriculum for this level are:

- Imperial Expansion (British, French, American)
- Perspectives on Decolonisation (Africa, Asia, Central America)
- Recognition and Rights of Indigenous Peoples (Basque region, America, South Africa)
- Movements for Liberation in the 20th Century (Workers, Women, Peace and Anti-War, Environmental)
- Revolution (America, France, China, Russia, Cuba, Iran).
- Elective Topic (e.g. Vietnam War, Assassination of JFK, Cuban Missile Crisis)

Assessment

- Students will be assessed through four tasks each semester:
- Historical Skills Tasks (75%)
- Historical Study (25%)

Additional Requirements

Nil

YEAR 12

GEOGRAPHY

CODE – 2GPY20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT –Chris Rennie/Caroline Hennell

Recommended Background

Stage 1 Geography

Content

Stage 2 Geography consists of the following:

Core Topic: Population, Resources, and Development

This topic introduces students to the processes involved in population change. Through it, students become aware of the impacts of population and consumption on the environment. Water is used as a case study.

Fieldwork

- Students undertake one report on their individual fieldwork relating to one of the option topics. Each student is responsible for planning, organising, and carrying out fieldwork and completing a report. Students obtain, analyse, and evaluate primary data as the basis of their report.

Geographical Inquiry

- Students initiate and carry out one inquiry into a particular issue addressed in an option topic. The inquiry involves the study of an issue that has local, national, and global relevance. The emphasis is on the student's development of knowledge and understanding, in relation to the issue, through an inquiry approach.

Option topics for the fieldwork and inquiry include: Urbanisation; Rural Places; Tourism; Sources and Use of Energy; Coasts; Biodiversity; Climate Change; Soils; Environmental Hazards; Globalisation; and Dry lands.

Assessment

Students will be assessed in 4 key areas:

- Fieldwork (25%)
- Inquiry (20%)
- Folio (25%)
- Examination (30%)

Additional Requirements

Nil

MODERN HISTORY

CODE – 2MOH20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Megan Tucker

Recommended Background

One semester at Stage 1 History is recommended but not compulsory.

Content

Through the study of history, students investigate the human experience over time. Students study past events, actions, and phenomena, in order to gain an insight into human nature and the ways in which individuals and societies function. The focus of History is to encourage inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions. The content of the units is developed from the SACE Stage 2 topics recommended by the SACE Board of SA.

Students study topics during the course. Topics that may be investigated at this level include:

- Revolutions and Turmoil: Social and Political Upheavals since c. 1500 (including Russian Revolutions, French Revolution or Chinese Revolution)
- 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

Assessment

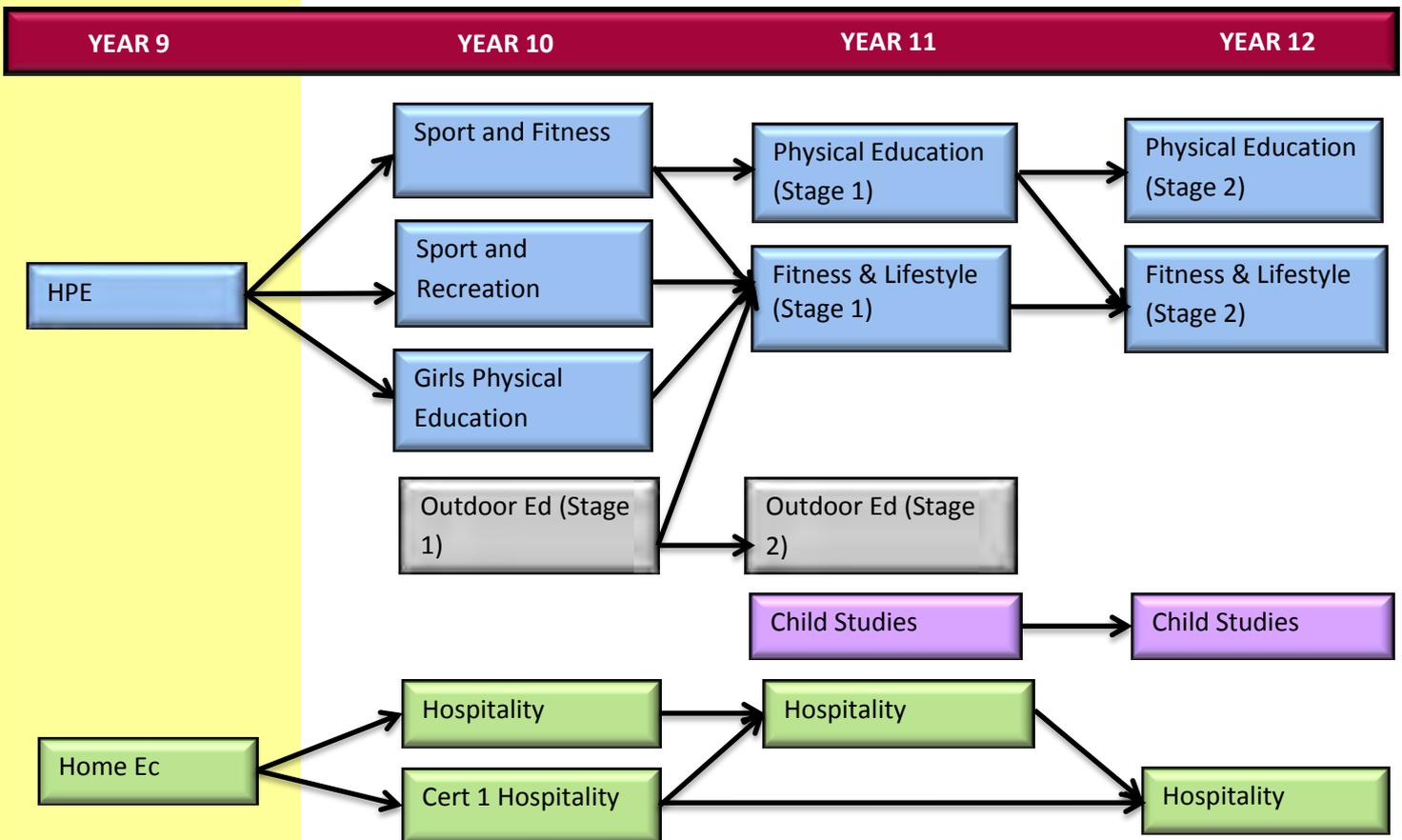
- Students will be assessed through ten tasks:
- Folio Tasks (50%)
- Individual Essay (20%)
- Examination (30%)

Additional Requirements

Nil

Health & P. E.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing



- If students wish to do Stage 1 PE they need to do 2 semesters of sport & fitness in year 10
- If students wish to do Stage 1 Outdoor Ed (offered Semester 2 only) they need to do year 10 Sport and Rec in Semester 1 and participate in the bushwalk.
- If students fail Stage 1 PE in semester 1 they cannot do Stage 1 PE in semester 2, but can do the Stage 1 Lifestyle and Recreation course.
- If students wish to do Stage 2 PE they need to do a full year of Stage 1 PE
- Students must pick a full year if choosing Cert I or Cert II Hospitality
- Students must choose between Front of House and Kitchen Ops
- Can't do Cert II if haven't completed Cert I
- Cert courses will involve a uniform cost and a course levy
- All VET students must undertake Work Experience

H & P.E.

YEAR 10

CERTIFICATE 1 HOSPITALITY

CODE - SIT 10307

LEVEL – Certificate 1

LENGTH – 2 semesters

CONTACT – Hanlie Truter, Erin Schneider

Recommended Background

Completion of year 8 and 9 Home Economics electives.

Content

This is a nationally recognised qualification that can lead to a career in the Hospitality Industry. Kitchen Operations focuses on food preparation, cooking and hygiene. Students studying this course will gain SACE points at Stage One level. The Certificate is made up of 5 Core modules and 5 Electives. They are:

- Use Hygienic Practices for Food Safety. 15 Hrs
- Use Food Preparation Equipment. 25 Hrs
- Prepare Simple Dishes. 25 Hrs
- Participate in Safe Work Practices. 12 Hrs
- Work Effectively with Others. 15 Hrs
- Prepare Sandwiches. 10 Hrs
- Provide Information and Assistance. 20 Hrs
- Practical Assessments

Assessment

Students must pass all of the theory modules and practical competencies in order to gain the full qualification.

Additional Requirements

Completion of Certificate 1 is required in order to enrol for Certificate 2.

Food costs: There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost.

If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

Uniform - \$120.00

GIRLS PHYSICAL EDUCATION

CODE – OPGD1

LEVEL – Year 10

LENGTH – 1 or 2 Semesters

CONTACT – Chris Morrison

Recommended background -

Nil

Content

This semester course is specifically designed for girls who have an interest in being physically active, but who do not intend to continue with Senior PE at Stage 1 and 2.

Students will undertake practical units determined by teacher expertise, student interest and the availability of facilities. Some community based activities, or instructors will be included. Outdoor challenges include a compulsory 1-night, 2-day minimal impact bushwalk.

The theory component will focus on physical health and fitness, mental health and sexual health.

Assessment

- Practical 60%
- Theory 40%

Cost

Charges will depend on options selected.

HOME ECONOMICS

CODE – OHEC1A

LEVEL – Year 10

LENGTH – 1 Semester

CONTACT – Hanlie Truter, Jade Daniel, Erin Schneider

Recommended Background

Year 9 Home Economics

Content

Students will work independently and collaboratively to develop skills in the kitchen for everyday living. They will demonstrate safe work practices in the preparation, storage and handling of food.

Topics include:

- Safety and hygiene
- Sauces
- Tapas
- Methods of cookery
- Pastry making
- Cake decorating

This subject can lead to studying Food and Hospitality at Stage 1 or Certificate I in Hospitality (Kitchen Operations).

Assessment

Students will demonstrate their learning through the following assessment types.

- Practical Skills (60%)
- Theory Tasks (40%)

Additional Requirements

There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

OUTDOOR EDUCATION

CODE – 1OUE10

LEVEL – STAGE 1

LENGTH – 10 Credits – Semester 2

CONTACT – Luke Wood, Chris Morrison

Recommended background

Successful completion of Year 10 Sport and Recreation, or Sport and Fitness, including the bushwalk. A keen interest in the environment and physical activity is expected.

Content

Outdoor Education focuses on learning in, through, and about the natural environment and provides highly motivating and personally challenging activities. The practical activities of bushwalking and kayaking promote the learning of new skills whilst focusing on minimal impact on the environment.

Topics:

- Kayaking
- Bushwalking
- Impact of outdoor activities on the natural ecosystems
- Practical journey

Assessment

- Folio Tasks (20%)
- Practical Activities (60%)
- Journal (20%)

Additional requirements

Ability to manage time to make up work missed in others subjects through participation in expeditions.

Attendance at all practice sessions and camps is compulsory

Cost

The cost of the subject is \$250, based on 2016 costs.

SPORT & FITNESS

CODE – 0FIT1A or 0FIT2A

LEVEL – Year 10

LENGTH – 1 or 2 semesters

CONTACT – Chris Morrison

Recommended background

Nil

Content

This semester course is specifically designed for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE at Stage 1 and 2.

Skill development and improving performance will remain a focus in all practical units. The theory component centres on preparing students for senior Physical Education theory topics, including Anatomy and Physiology, Skill Learning and an Issues Analysis. Compulsory sexual and mental health topics are also included.

Practical Topics

Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. A 2-night, 3 day minimal impact bushwalk is optional. Other choices from: Badminton, Touch, Golf, Volleyball, and European Handball.

Assessment

- Practical 60%
- Theory 40%

Cost

Charges are estimated at approximately \$110 (based on 2016 costs) per student over the semester, but will depend on options selected.

SPORT & RECREATION

CODE – 0REC1A or 0RE2A

LEVEL – Year 10

LENGTH – 1 or 2 Semesters

CONTACT – Chris Morrison

Recommended background -

Nil

Content

This semester course is specifically designed for students wanting to study Outdoor Education at Stage 1 and Stage 2, or Lifestyle and Recreation. Sport and Recreation combines theory with practical activities. Skill development and improving performance will remain a focus in all practical units. The theory component centres on Health and Fitness issues within sport and the community. Compulsory sexual and mental health topics are also included.

Theory topics:

- Recreation, Sport & Fitness
- Mental Health
- Sexual Health

Practical Topics

Students will undertake 3 or 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Clay Target Shooting and a compulsory minimal impact bushwalk are included.

Assessment

- Practical 60%
- Theory 40%

Cost

Charges are estimated at approximately \$130 per student over the semester, but will depend on options selected.

YEAR 11

CHILD STUDIES

CODE – 1CSD10 or 1CSD20

LEVEL – Stage 1

LENGTH – 10 or 20 credits

CONTACT – Erin Schneider

Recommended Background

Nil

Content

In Child Studies, students examine the period of childhood from conception to eight years. They will study issues related to the growth, health and wellbeing of children.

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

Students work independently and collaboratively to achieve common goals. They develop a variety of research, management and practical skills while investigating contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:

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

This subject can lead to studying Child Studies at Stage 2.

Assessment

Students will demonstrate their learning through the following assessment types.

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

- Investigation (25%)

Additional Requirements

None

FOOD & HOSPITALITY

CODE – 1FOH10 or 1 FOH20

LEVEL – STAGE 1

CREDITS – 10 or 20 credits

CONTACT – Erin Schneider

Recommended Background

Year 10 Home Economics or Certificate I Hospitality (Kitchen Operations)

Content

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

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislations. Students investigate and debate contemporary food and hospitality issues and current management practices.

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

Students study topics within the following areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality

- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

This subject can lead to studying Food and Hospitality at Stage 2.

Assessment

Students will demonstrate their learning through the following assessment types.

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

Additional Requirements

There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

FITNESS & LIFESTYLE

CODE – 1LIF10

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Chris Morrison

Recommended background

Nil

Content

The semester length subjects are designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 1 or 2 of the SACE. Students will use sporting activities as a means for developing the Capability for Learning and the Capability for Personal Development.

Students will undertake 3 practical units that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will

relate to the practicals undertaken. One of the practicals must be a Group Activity.

Assessment

- Practical (50%)
- Group Activity (20%)
- Folio and Discussion (30%)

Additional information

Costs will be incurred if students choose to complete some of the activities outside of school facilities.

OUTDOOR EDUCATION

CODE – 2OUE20

LEVEL – STAGE 2

LENGTH – 20 Credits

CONTACT – Luke Wood, Chris Morrison

Recommended background

Successful completion of Stage 1 Outdoor Education. A keen interest in the environment and physical activity is expected.

Content

Outdoor Education focuses on learning in, through, and about the natural environment and provides highly motivating and personally challenging activities. The practical activities of bushwalking, kayaking and a self-directed expedition promote the development of skills whilst focusing on minimal impact on the environment.

Topics:

Semester 1

- Risk Management
- Ecosystems
- Sustainable Parks
- Kayaking
- Bushwalking

Semester 2

- Leadership
- Self-directed Expedition
- Major Investigation

Assessment

- 4 Folio Tasks (20%)
- Bushwalk (15%)

- Kayak Trip (15%)
- Self-directed Trip (20%)
- Major Investigation (30%)

Additional requirements

Attendance at all practice sessions and camps is compulsory

Cost

The cost of the subject is approximately \$400, based on 2016 costs.

PHYSICAL EDUCATION

CODE – 1PHE10 or 1PHE20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Chris Morrison

Recommended background

Full year of study in Sport and Fitness course at Year 10

Content

The semester length subjects are designed for students who intend to study Physical Education at Stage 2 of the SACE. Students need to study a full year of Physical Education and achieve a 'C' grade or better in order to study it at Stage 2. The theory component of this course centres on preparing students for Stage 2 Physical Education. It includes Energy Systems and Pathways, Exercise Physiology, Skill Learning and Biomechanics, and an Issues Analysis.

Practical Topics

Students will undertake 4 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Skill development and improving performance will be a focus in all practical units.

Choices from Badminton, Touch, European Handball, Golf and Archery.

Assessment

- Practical 60% - Performance Checklist to assess practical skills, initiative, leadership, and collaboration
- Folio 40% - Issues Analysis (10%) and two other folio tasks

Cost

There may be a cost depending on practical topics negotiated.

YEAR 12

CHILD STUDIES

CODE – 2CSD20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Erin Schneider

Recommended Background

Stage 1 Child Studies

Content

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children.

Students work independently and collaboratively to achieve common goals. They will investigate

contemporary issues that are relevant to children and their development.

Students study topics within the following areas of study:

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

Assessment

Students will demonstrate their learning through the following assessment types.

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

Additional Requirements

None

FOOD & HOSPITALITY

CODE – 2FOH20

LEVEL – STAGE 2

CREDITS – 20 credits

CONTACT – Erin Schneider

Recommended Background

Stage 1 Food & Hospitality

Content

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

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate

contemporary food and hospitality issues and current management practices.

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students study topics within the following areas of study:

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

Assessment

- Students will demonstrate their learning through the following assessment types.
- Practical Activity (50%) – School based assessment
- Group Activity (20%) – School based assessment
- Investigation (30%) – External assessment

Additional Requirements

There will be an initial allocation to cover cooking requirements. Anything above "standard" cooking requirements will incur an extra cost. If meals are made as an enterprise there will be no cost. If they are made for personal consumption then a cost will be incurred.

PHYSICAL EDUCATION

CODE – 2PHE20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Luke Driver, Chris Morrison

Recommended background

Full year of Stage 1 Physical Education, achieving a 'C' grade or better.

Theory Topics

- Energy systems & pathways
- Exercise physiology
- Nutrition & performance
- Skill learning
- Biomechanics
- Training principles
- Factors affecting learning
- Psychology of learning

Practical Topics

Students will undertake 3 practical units, including Badminton and Touch. A third will be determined by teacher expertise, student interest and the availability of facilities. Potentially this will be Lightweight Bushwalking. Skill development and improving performance will be a focus in all practical units.

Assessment

- Practical 50%
- Folio 20% (3 assignments, including an Issues Analysis)
- External Exam (30%)

Cost

The cost of this subject will be approximately \$130 based on 2016 costs.

FITNESS & LIFESTYLE

CODE – 2LIF20

LEVEL – STAGE 2

LENGTH – 10 or 20 credit

CONTACT – Chris Morrison

Recommended background

Study in either Sport and Fitness or Sport and Recreation at Year 10 OR study in Stage 1 Physical Education or Outdoor Education.

Content

This subject is designed for students who have an interest in being physically active, but who do not wish to study Physical Education at Stage 2 of the SACE. Students will use sporting activities as a means for developing the Capability for Learning and the Capability for Personal Development.

There is a Project which is externally assessed.

Students will undertake 3 practical units that will be determined by teacher expertise, student interest and the availability of facilities. The theory component of the course will relate to the practicals undertaken. One of the practicals must be a Group Activity.

Assessment

- Practical (30%)
- Group Activity (20%)
- Folio and Discussion (20%)
- Project (30%)

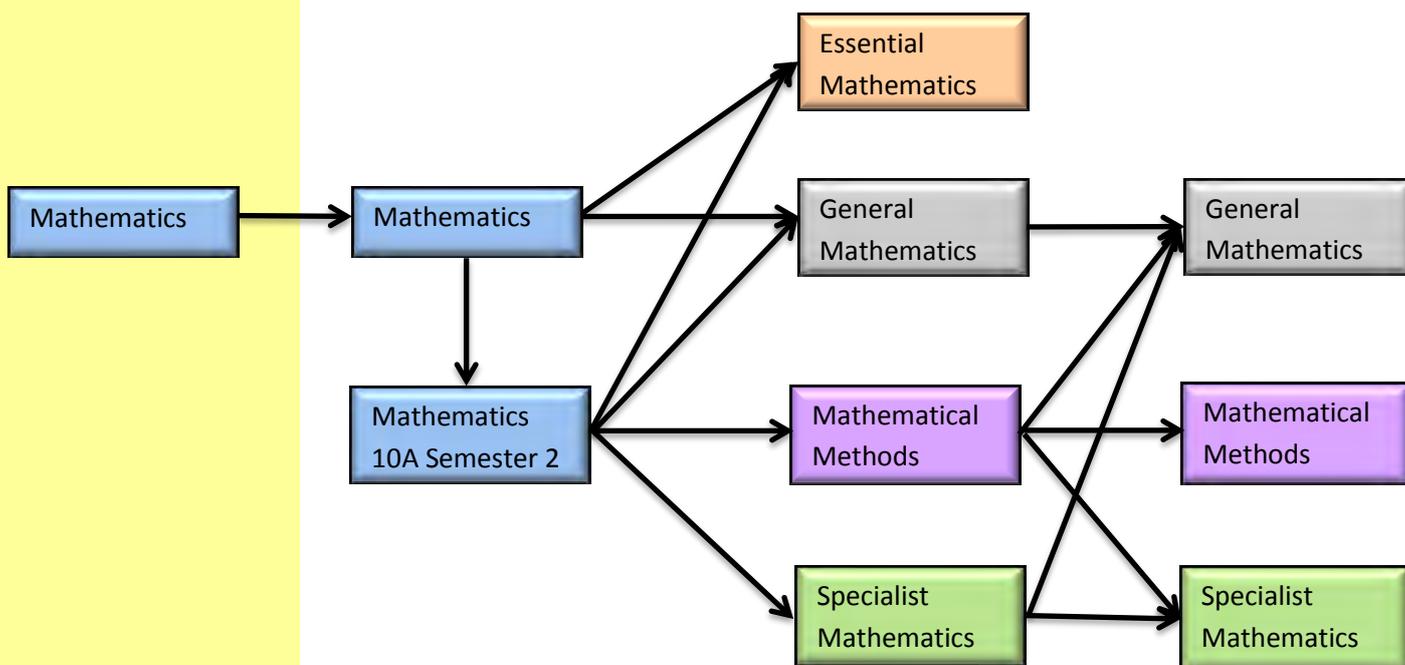
Additional information

Costs will be incurred if students choose to complete some of the activities outside of school facilities.



Mathematics

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Mathematics helps develop capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.



MATHS

YEAR 10

MATHEMATICS STANDARD

CODE – 0MTH1A

LEVEL – Year 10

LENGTH – Full Year

CONTACT – Alix Stanton

Recommended Background

Compulsory for all students

Content

This is a compulsory subject for all year 10 students. The topics studied will align with the Australian Curriculum. There is an extension subject offered in semester 2 called Mathematics 10A. This subject is for students wanting to undertake Mathematical Methods and Specialist Mathematics at Stage 1.

Topics include:

- Probability;
- Algebra;
- Surds;
- Indices;
- Linear and Quadratic functions;
- Trigonometry;
- Coordinate Geometry;
- Geometry;
- Statistics;
- Measurement;
- Financial Mathematics;

Assessment

Students will be assessed on their results in Skills and Applications Tasks (tests) and Mathematical Investigations (assignments, investigations and projects).

Additional requirements

Nil

MATHEMATICS – 10A (SECOND SEMESTER ONLY)

CODE – 0MTHB

LEVEL – Year 10

LENGTH – Full Year

CONTACT – Alix Stanton

Recommended Background

Students should have passed Year 9 Mathematics with a B grade or better.

Content

Mathematics 10A is an additional subject to be studied with Mathematics in Semester 2. The Australian Curriculum 10A course is designed to cover material needed as prerequisites for the Mathematical Methods and Specialist Mathematics in Year 11.

Topics include:

- Real numbers
- Algebra;
- Linear and non linear relationships
- Geometry;
- Measurement;
- Trigonometry;
- Probability;
- Statistics;

Assessment

Students will be assessed on their results in Skills and Applications Tasks (tests) and Mathematical Investigations (assignments, investigations and projects).

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200)

at any year of schooling or leased from the school (\$15 per term).

YEAR 11

ESSENTIAL MATHEMATICS

CODE - 1MEM10 or 1MEM20

LEVEL - Stage 1

LENGTH – 10 or 20 credits

CONTACT – Alix Stanton

Recommended Background

Students should have passed Stage 1 Mathematical Methods or passed Stage 1 General Mathematics with a B grade or better.

Content

This full year subject is designed for students wishing to do a university course that does not have Mathematical Methods as a prerequisite or assumed knowledge and for students who do not intend going to university. To undertake Stage 2 General Mathematics a student should have taken both semesters of Stage 1 General Mathematics and achieved a B grade or better or passed Stage 1 Mathematical Methods.

The content is taken from the topics listed in the SACE Stage 2 General Mathematics Subject Outline.

The topics studied include

- Modelling with Linear Relationships
- Shares
- Statistical Models
- Financial Models
- Discrete Models

Assessment

Students will be assessed on their results in Skills and Application tasks (tests and exams) and Folio tasks (projects and directed investigations).

- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)
- Examination (30%)

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

All students will need to purchase a revision guide, currently \$25.

GENERAL MATHEMATICS

CODE - 1MGM10 or 1MGM20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Alix Stanton

Recommended Background

Students should have successfully completed Standard Mathematics or completed Advanced Mathematics at Year 10.

Content

The semester length subjects are designed for students who intend to study General Mathematics at Stage 2 of the SACE or who want an alternative subject to Stage 1 Mathematical Methods or Essential Mathematics. Students need to study a full year of Stage 1 General Mathematics in order to study it at Stage 2. A 'B' grade or better in each semester must be achieved to study Stage 2 General Mathematics. A 'C' grade or better in either semester is sufficient to satisfy the numeracy requirement of the SACE.

Semester 1:

- Investing and Borrowing,
- Statistical Investigations,
- Measurement

Semester 2:

- Linear and Exponential Functions and their Graphs,
- Matrices and Networks,
- Applications of Trigonometry

Assessment

In each semester students will undertake

- Skills and Applications Tasks (65%)
- Folio asks (35%).

Each is assessed according to the SACE Performance Standards rubric.

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

MATHEMATICAL METHODS

CODE - 1MAM10 or 1MAM20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT - Alix Stanton

Recommended background

Students should have at least a B grade in Advanced Maths at Year 10 level.

Content

The semester length subjects are designed for students who intend to take Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics or Stage 2 General

Mathematics. To undertake Stage 2 Mathematical Methods a student should have taken both semesters of Stage 1 Mathematical Methods and achieved a B grade or better. A student who has completed 2 semesters of Stage 1 Mathematical Methods could take Stage 2 General Mathematics. Achieving a C grade in one semester of Stage 1 Mathematics is sufficient to meet the numeracy requirements of the SACE.

Semester 1

- Functions and graphs,
- Polynomials,
- Trigonometry,

Semester 2

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

Assessment

In each semester students will undertake

- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

Each is assessed according to the SACE Performance Standards rubric.

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop, however does not include some of the necessary functions for this subject in year 11 and 12. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

SPECIALIST MATHEMATICS

CODE – 1MAM10 or 1MAM20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Alix Stanton

Recommended background

Students should have achieved at least a B grade in Advanced Maths at Year 10 level.

Students will also need to be enrolled in Stage 1 Mathematical Methods.

Content

Specialist Mathematics provides opportunities to develop rigorous mathematical arguments and proofs and use mathematical models extensively in a range of scientific and practical applications. It deepens and extends the ideas and processes presented in Mathematical Methods. Specialist Mathematics is the recommended subject to best prepare for maths-related careers, in particular engineering and the computer sciences. Specialist Mathematics is usually studied as an open access course.

The semester length subjects are designed for students who intend to study Specialist Mathematics at stage 2 of the SACE. Students need to study a full year of Specialist Maths in order to study it at stage 2. A 'C' grade or higher in either semesters is sufficient to allow students to achieve the numeracy requirement of the SACE.

Semester 1

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

Semester 2

- Trigonometry
- Matrices

- Real and Complex Numbers

Assessment

In each semester students will undertake

- Skills and Applications Tasks (75%)
- Mathematical Investigations (25%)

Each is assessed according to the SACE Performance Standards rubric.

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop, however does not include some of the necessary functions for this subject in year 11 and 12. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

YEAR 12

GENERAL MATHEMATICS

CODE - 2MGM20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Geoff Rees

Recommended Background

Students should have passed Stage 1 Mathematical Methods or passed Stage 1 General Mathematics with a B grade or better.

Content

This full year subject is designed for students wishing to do a university course that does not have Mathematical Methods as a prerequisite or assumed knowledge and for students who do not intend going to university. To undertake

Stage 2 General Mathematics a student should have taken both semesters of Stage 1 General Mathematics and achieved a B grade or better or passed Stage 1 Mathematical Methods.

The content is taken from the topics listed in the SACE Stage 2 General Mathematics Subject Outline.

The topics studied include:

- Modelling with Linear Relationships
- Shares
- Statistical Models
- Financial Models
- Discrete Models

Assessment

Students will be assessed on their results in Skills and Application tasks (tests and exams) and Folio tasks (projects and directed investigations).

- Skills and Applications Tasks (40%)
- Mathematical Investigations (30%)
- Examination (30%)

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

All students will need to purchase a revision guide, currently \$25.

MATHEMATICAL METHODS

CODE – 2MHS20

LEVEL - STAGE 2

LENGTH – 20 credits

CONTACT – Dylan Agnew

Recommended Background

A or B grades in Stage 1 Mathematical Methods

Content

Mathematical Methods requires students to have knowledge of and an ability to use abstract mathematical concepts.

Students who want to enter fields such as architecture, economics, and biological, environmental, geological, and agricultural science should study Mathematical Methods. Students envisaging careers in other related fields might also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

Students wishing to use Mathematical Methods as part of their university entrance qualifications should carefully check university entrance requirements.

The topics studied include

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Assessment

Students will be assessed on their results in Skills and Application tasks (tests and exams) and Folio tasks (projects and directed investigations).

Skills and Applications Tasks (50%)

Mathematical Investigations (20%)

Examination (30%)

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop, however does not include some of the necessary functions for this subject. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

All students will need to purchase a revision guide, currently \$25.

SPECIALIST MATHEMATICS

CODE – 2MSC20

LEVEL - STAGE 2

LENGTH – 20 credits

CONTACT – Dylan Agnew

Recommended Background

A or B grades in Stage 1 Mathematical Methods and Specialist Mathematics
Students will also need to be enrolled in Stage 2 Mathematical Methods

Content

This subject will provide pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields including economics and commerce might also benefit from studying this subject. Specialist Mathematics requires students to have knowledge of and ability to use abstract mathematical concepts. Specialist Mathematics is usually studied online with another school.

The topics studied include

- Mathematical Induction

- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations.

Students wishing to use Specialist Mathematics as part of their university entrance qualifications, particularly those intending to study tertiary Mathematics, Physics or Engineering should carefully check university entrance requirements.

Assessment

Students will be assessed on their results in Skills and Application tasks (tests and exams) and Folio tasks (projects and directed investigations).

- Skills and Applications Tasks (50%)
- Mathematical Investigations (20%)
- Examination (30%)

Additional Requirements

Access to computers and a Casio Graphics calculator outside of lessons is essential. An earlier version of the graphics calculator is available to download onto a laptop, however does not include some of the necessary functions for this subject. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$200) at any year of schooling or leased from the school (\$15 per term).

All students will need to purchase a revision guide, currently \$25.

SCIENCE

YEAR 10

AGRICULTURE

CODE – 0AGR10 or 0AGR20

LEVEL – Year 10

LENGTH – 1 or 2 semesters

CONTACT – Leanne Wait

Recommended Background

Open to all students

Content

This program is based on theoretical and practical aspects of Agricultural principles, with a focus on: Occupational Health and Safety, Sheep and Cattle Production, Pests and Disease. Year 10 Agriculture students have the opportunity to be involved in the Royal Adelaide Led Steer and Schools Merino Wether competition. This involves working with the steers and sheep in preparation for the show in September.

The content and assessments in Year 10 Agriculture is decided upon negotiation with students. An overview of common topics is outlined below.

Safety in Agriculture

- Climate and Weather Systems
- Beef Production
- Led Steer Preparation
- Sheep Production
- Pest and Disease management
- Agricultural Business Enterprises

Assessment

- Practical work (25%)
- Written coursework (75%)

Additional Requirements

Nil

SCIENCE

CODE – 0SCI1A

LEVEL – Year 10

LENGTH – 2 semesters

CONTACT – Stephen Nelson

Recommended Background

Open to all students

Content

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems.

They apply relationships between force, mass and acceleration to predict changes in the motion of objects.

Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Year 10 Topics Include:

- Genetics
- Evolution and Natural Selection
- Chemical Bonding
- Living Chemistry
- Our Universe
- Global Ecology
- Energy
- Motion

Assessment

- Practical work (25%)
- Written coursework (75%)

Additional Requirements

Nil

YEAR 11

AGRICULTURE

CODE – 1AHG10

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Leanne Wait

Recommended Background

Open to all students

Content

This program is based on the theoretical and practical aspects of Plant and Animal Production, current issues in agriculture as well as the interaction between agriculture and the environment.

This will provide experiences for students that both support and further develop their existing knowledge and skills as well as providing exposure to aspects of agriculture that are new to them.

The practical work is undertaken both in the laboratory and in the field to enable the students to develop a scientific basis for their fieldwork.

The content in Stage 1 Agriculture and Horticulture Principles is decided upon negotiation with students. An overview of common topics outlined below.

Topic 1: Animal Production

Topic 2: Issues in Agriculture

Topic 3: Plant and Broad Acre Production

Topic 4: Environmental Issues in Agriculture

Assessment:

- Investigations Folio (40%)
- Skills and Applications Tasks (30%)
- Examination (30%)

Additional Requirements

Nil

BIOLOGY A

CODE - 1BIG10 or 1 BIG20

LEVEL – STAGE 1

LENGTH - 10 Credits

CONTACT - Nick Anargyros

Recommended Background

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

Content

Term 1

Cancer and Cellular Biology

This part of the course investigates the structure of cells both Prokaryote and Eukaryote, electron microscopy and organelle structure and function. Students learn about cell division and the role of DNA in chromosomes. Finally the topic investigates the origins of Cancer and its treatment.

Useful for careers in medicine, nursing, cytology etc.

Term 2

Environmental Biology and Ecology

This includes a compulsory excursion to Warburto Point. This is a large task involving the planning, learning in the classroom, collection of data in the field, collation of data from different groups, writing a report on the data collected, and finally the development of a reasoned plan for this particular section of coastline. Main subtopics include Classification and Nomenclature as well as Adaptation studies of species. Useful for careers in Vet Science, Parks Management, Botany, Research Scientist etc.

Assessment

Investigations folio (60%)

- Cancer investigation
- Osmosis Practical
- Field report

Skills and Applications Task (40%)

- Micrograph analysis assignment
- Exam

Additional Requirements

Warburto Excursion requires a small payment and the need for a student to access boots or waders for the day.

BIOLOGY B

CODE - 1BIG10

LEVEL – STAGE 1

LENGTH - 10 credits

CONTACT - Nick Anargyros

Recommended Background

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

Content

Term 3

You Are What You Eat.

This topic studies Nutrition and Diet, the chemicals in food and the associated benefits as well as problems of the food we eat today. We also learn about the human digestive system in structure and function.

Useful for careers in Nutrition, Dietetics, Nursing, Medicine, Chef etc.

Term 4

Water Quality

This is a large task involving planning, learning in the classroom, collection of data in water bodies of the School grounds using electronic probes and computers, collation of data from different groups, writing a report on the data collected, and finally completing an exam of the main concepts learnt. Main subtopics include Abiotic and Biotic factors in freshwater Ecology, Classification and Nomenclature as well as Adaptation studies of species.

Students also complete an Aquaculture module in their studies.

Useful for careers in Aquaculture, Science, Environmental studies etc.

Assessment

Investigations folio (60%)

- Calorimetry and Food Analysis Practical
- Diet Analysis Assignment
- Field report/ Fresh Water Ecology

Skills and applications tasks (40%)

- Topic test- You are What You Eat
- End of topic test: Ecology and You Are What You Eat

Additional Requirements

It is useful to complete both units if a student wishes to do well in Biology Stage 2

Possibility of doing an overnight stay at the Adelaide Zoo in Term 4.

CHEMISTRY

CODE – 1CME10 or 1CME20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Nick Hedges

Recommended Background

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts under test conditions.

Content

Students study the matter that makes up materials, and the properties, uses, means of production and reactions of these materials.

They undertake a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Semester 1

- Atomic Structure and Bonding
- Plastics and Polymers
- Organic and Living Chemistry

Semester 2

- Acids and Bases
- Environmental Chemistry
- Stoichiometry
- Corrosion Chemistry
- Electrochemistry/Redox

Assessment

Per semester

- (50%) - Practical report x 2
- Issues investigation x 1
- (50%) - Skills and Application x 2

PHYSICS

CODE – 1PYS10 and 1PYS20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Stephen Nelson

Recommended Background

Students should have a genuine interest in this subject and preferably completed a full year of Year 10 Science successfully. They must be prepared to work in practical groups with other students safely and learn and apply key concepts during investigations.

Content

The semester length subjects are designed for students who intend to study Physics in Stage 2 of the SACE. Students need to study a full year or

be successful in a semester in order to study it at Stage 2. The focus of this subject is to solve problems based on physical phenomena that can be observed, modelled or manipulated. The content of the subject has been developed from topics recommended by SACE and can be found on the SACE website. The subject is application based and highly relatable to the real world.

Semester 1

- Motion in 1 dimension
- Newton's Laws of Motion
- Conservation of Momentum and Energy

Semester 2

- Wave behavior and phenomena
- Thermodynamics

Assessment

Students are assessed on their results in Skills and Application Tasks (tests and exams) and Folio tasks (Practical tasks and Issues Analysis tasks)

- Skills and Application Tasks (40%)
- Folio Tasks (60%)

PSYCHOLOGY

CODE - 1PSC10 or 1PSC20

LEVEL - STAGE 1

LENGTH - 10 or 20 credits

CONTACT – David Yorke, Danni Hicks

Recommended Background

None

Content

Psychology students will learn about 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.

Psychology builds on the Scientific Method by involving students in the collection and analysis of qualitative and quantitative data

Compulsory Topic

- Introduction to Psychology (Different jobs in Psychology + university course options) +
- Semester 1 = 3 option topics + Group Research Program
- Semester 2 = 3 option topics + Individual Research Program

Option Topics

- Social Behaviour: Why people behave in certain ways in different situations
- Intelligence: IQ tests and Emotional Intelligence, Savant syndrome, Gifted and Talented people
- Cognition: Memory
- Human Psychological Development
- Brain and Behaviour: The parts of our brain and how it all works together, including brain dissection.
- Emotion: Differentiating emotions and micro facial movements.

Students will participate in a group research program. This could be based around Memory, Phobias, Intelligence, Emotion or Caffeine. (Folio task)

Students also participate in an individual research (Folio Task).

Assessment

Skills and Application Tasks 60%
Folio Tasks 30%
Exam 10%

YEAR 12

AGRICULTURE

CODE – 2AHG20

LEVEL – STAGE 2

LENGTH – 20 CREDITS

CONTACT – Leanne Wait

Recommended Background

Open to all students

Content

This subject focuses on the Scientific and Technological Principles of Agricultural and Horticultural management, practice, and production. Students develop knowledge and understanding of the specific and general relationships within and between soils, water, and plant and animal production.

The content in Stage 2 Agriculture and Horticulture Principles is decided in negotiation with students. An overview of common topics is outlined below.

- Plant Production
- Animal Production
- Agricultural and Environmental Interactions
- Issues in Modern Agriculture

Assessment

School-Based Assessment

- Investigations Folio (40%)
- Skills and Applications Tasks (30%)
- External Assessment- Examination (30%)

BIOLOGY

CODE – 2BIG20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Floyd Weissman

Recommended Background

Full year Stage I Biology

Content

Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of Biologists and to join and initiate debates about how Biology impacts on their lives, society, and the environment. Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

Topics:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Assessment

- Investigations Folio (40%)
- Skills and Applications Tasks (30%)
- External Examination (30%)

CHEMISTRY

CODE – 2CME20

LEVEL – STAGE 2

LENGTH - 20 credits

CONTACT – Nick Hedges

Recommended Background

Full year Stage I Chemistry

Content

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials.

Assessment

- Investigations Folio (40%)
- Skills and Applications Tasks (30%)
- External Examination (30%)

PHYSICS

CODE – 2PYS20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Stephen Nelson

Recommended Background

Full year Stage 1 Physics

Content

This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. Students apply knowledge to solve problems, develop experimental and investigation design skills, and communicate through practical and other learning activities. They gather evidence from experiments, and research and acquire new knowledge through their own investigations.

Topics:

- Motion in two dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Assessment

- Investigations Folio (40%)
- Skills and Applications Tasks (30%)
- External Examination (30%)

PSYCHOLOGY

CODE - 2PSC20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT - Stephen Nelson

Recommended Background

Open to all students. However 1 semester of Stage 1 Psychology is recommended.

Content

Students learn to understand their own behaviours and the behaviours of others. They apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Students are involved in the collection and analysis of qualitative and quantitative data. They develop skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures in research programs.

All topics cover the four levels of explanation of behaviour: Basic Processes, Biological, Socio Cultural and Personal.

The following six topics are covered in Stage 2 Psychology:

Introduction to Psychology (Scaffold from Stage 1)

- Social Cognition – Why people react in particular ways in certain situations and attitude development
- Learning – Conditioning

- Personality - Freud, Humanistic and Trait theories of conception
- Psychobiology of Altered States of Awareness – Sleep and Fatigue, Effects of drugs
- Healthy Minds – Claustrophobia, Panic Disorders, Depression, Anxiety, Specific Phobias and OCD

All topics must be covered

- Individual Investigation on a psychological issue (1500 Words)
- Group investigation on a psychological issue (1500 Words)

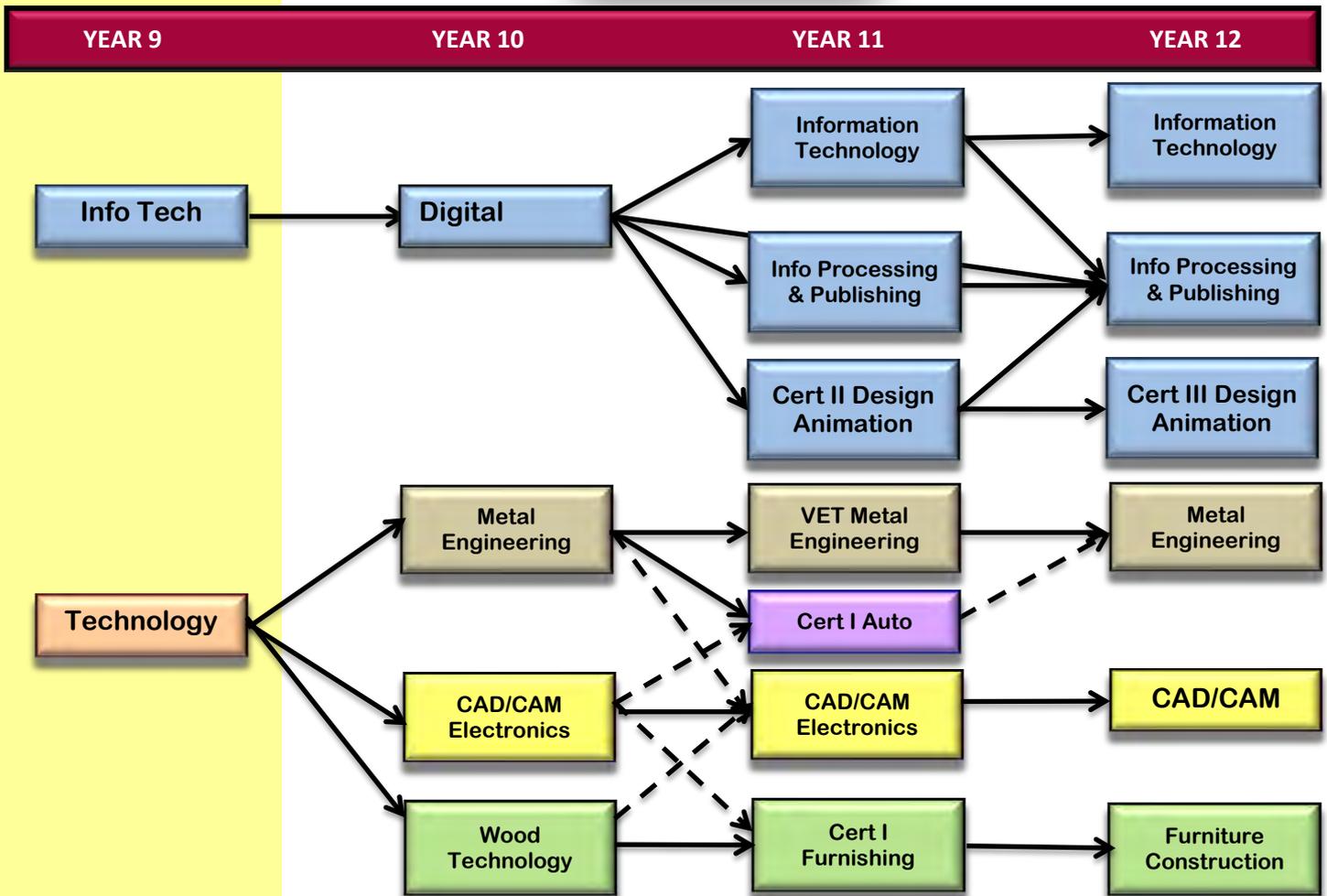
Assessment

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)
- External Examination (30%)

Technology

Technology will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The flexibility of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities. A comprehensive education in Technologies provides opportunities for students to progress from creative and directed play through to the consolidation of knowledge, understanding and skills. This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

PLEASE NOTE; Students wishing to achieve an ATAR need to choose carefully within this subject area at Stage II level. Only one Design & Technology (Furniture, Metal Engineering, CAD/CAM) can count towards a student's ATAR. However they may choose a Design & Technology and a Digital Technology subject and meet the ATAR requirements



- ----> Dashed pathway is possible, but not ideal
- Cert courses will involve a cost.

TECHNOLOGY

YEAR 10

CAD-CAM/ELECTRONICS

CODE – 0CAD1A

LEVEL - Year 10

LENGTH – 1 Semester

CONTACT - Al Woods

Recommended Background

Successful completion of a Year 9 Technology Course is desirable.

Content

Computer aided design and manufacture is a clean technology which is commonplace across many industries. Skills in this area are becoming highly sought after both at a trade and university level. With our well-equipped Trade School for the Future, students will be using software such as Autocad, Circuit Wizard and V-Carve. They will design scale models and prototypes which can be physically produced using one of the CNC machines to perform sophisticated cutting operations in 2 and 3D.

Electronic circuits will be designed and printed circuit boards produced. Automated robotic systems will be programmed using the NXT Robots. This course is suited for students who are interested in taking a trade or university pathway.

Topics

- Introduction to AutoCAD
- AutoCAD car design
- Introduction to Electronics & Circuit Wizard
- Torch design & manufacture
- Schematic drawing interpretation

- Advanced circuit design & manufacture
- Program Logic Control using the NXT robots

Assessment

- Computer Aided Design (Virtual Model Car) (30%)
- Electronics design and manufacture (30%)
- NXT Robot programming (30%)
- PLC theory assignment (10%)

Additional Requirements

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

DIGITAL TECHNOLOGY

CODE – 0CMP1A

LEVEL – Year 10

LENGTH – 1 or 2 semesters

CONTACT – Luke Atkinson

Recommended Background

Open to all students

Content

Students work across one of three different streams:

Information Processing and Publishing

- Students use a computer to design a variety of desktop publishing solutions
- Working to a design brief
- Augmented Reality
- Adobe Suite to create Posters, Advertisements etc.
- Using Data effectively – Using Word, PowerPoint, Excel

Information Technology

Students use the computer as a programming tool studying

- Computer Components, Building a computer system
- Multimedia Programming and Design (Game)

- Database and Website Creation
- Coding and programming

Introduction to Creative Industries Concepts

- Using Maya and the Unreal Engine
- 3D Modelling
- UV Wrapping and Texturing
- Rigging
- Animation
- Rendering

Assessment

Students will complete a variety of tasks and assignments.

Semester 1

- Designing and understanding a computer system
- Understanding online policy
- Augmented Posters
- Using Data effectively
- Database creation and Board game design with digital implementation

Semester 2

- The Design Process
- Coding
- Creating a professional folio of digital work
- Create a multimedia application Develop a focused skills set (Modelling, UV Mapping/Texturing, Rigging, Animation)

Additional Requirements

Nil

METAL TECHNOLOGY

CODE – 0MDA1A or 0MDA2A

LEVEL - Year 10

LENGTH – 1 semester

CONTACT – Al Woods

Recommended Background

Successful completion of a Year 9 Technology Course is desirable.

Content

Students will be developing skills and working towards a Metal Engineering and/or Automotive pathway. Some certificate 1 competencies will be delivered that will provide students with a good background experience in readiness for a full certificate course at year 11.

Students will experience various machining techniques using the lathe and associated tools. Skills in MIG and TIG welding will be taught as students work on a simple metal fabricated project. Accuracy, planning, and quality procedures are emphasised as students use graduated devices to measure and work toward industry standards.

Assessment

- Skills Assessment Tasks (35%)
- Metalwork Theory (30%)
- Major Product manufacture (35%)

Additional Requirements

The school will cover the initial cost of the major project to the limit of \$40-00. If a student chooses to construct a larger project then they will need to cover the extra costs.

WOOD TECHNOLOGY

CODE – 0MDB1A

LEVEL - Year 10

LENGTH – 1 semester

CONTACT – Andrew McDonald

Recommended Background

Successful completion of a Year 9 Technology Course is desirable.

Content

Students will be developing skills in material preparation, joint construction, and furniture making. This will provide a pathway into a certificate course in furniture

making at year 11 and future trades in Furniture/Cabinet making and Building. For students that are unsure of trade or University pathways this course will also lead to an ATAR course in Furniture Design and Making at year 12.

Assessment

- Timber machining and joint construction (20%)
- Sharpening and maintenance (10%)
- Theory Research topics and test (30%)
- Major Product manufacture (40%)

Additional Requirements

The school will cover the initial cost of the major project to the limit of \$40-00. If a student chooses to construct a larger project then they will need to cover the extra costs.

YEAR 11

CAD/CAM/ELECTRONICS

CODE – 1SSP10 or 1SSP20

LEVEL – Stage 1

LENGTH – 10 or 20 credits

CONTACT – Al Woods

Recommended Background

Successful completion of a Year 10 Technology Course is desirable.

Content:

Students will further develop skills in software packages such as AutoCad and V-carve to produce designs that can be sent to the CNC mill to be machined into a fully functioning and enterprising product. The first semester's focus will be on the production of 2D parts and electronic circuitry to assemble a 3D model car with functioning lights.

In the second semester students will study pneumatic and mechanical systems. Components will be designed through AutoCad and made on the mill. 'Smart' machines will be interfaced with the computer and programmed to sense and act according to commands. Both of these courses will challenge students to think and apply skills in maths and science in a fun and meaningful way. With global competition for manufacture Australian industries are looking more toward technological systems to design and produce products. Job prospects in this field are significant.

Semester 1:

- Sign Making / Advertising
- Electronics
- Model Car design and manufacture

Semester 2:

- Pneumatic, mechanised and PLC
- Pic Axe programming
- Design and construction of an Automated (robotic) machine.

Careers in CAD/CAM include: Tool Maker, Civil/Mechanical/Electrical Engineer, Architect, Designer, Advertising and Marketing, Manufacturing Consultant, Technician, Programmer, Teacher/Lecturer

Assessment

- Skills and application tasks (50%)
- Folio Task (25%)
- Product (25%)

Additional Requirements

The school will cover the initial cost of the major project to the limit of \$40-00. If a student chooses to

construct a larger project than they will need to cover the extra costs.

CERTIFICATE I - AUTOMOTIVE

CODE – AUR10112

LEVEL – Certificate 1

LENGTH – 20 Credits

CONTACT – Andrew McDonald

Recommended Background

Successful completion of a Year 10 Technology Course is desirable.

Content

This program is designed to be the first step for students considering a future trade in the automotive industry. Job prospects are broad with small engines, petrol and diesel options. Further options could include sales, service, parts, panel repairs, etc. The course involves activities and study of the following:

- The significance and impact of the internal combustion engine on society
- Workshop safety and practice according to Australian OHSW laws
- Tools associated with the automotive industry and their correct use
- The principle of operation of 2 and 4 stroke engines
- Basic engine systems and component function
- Bearing types, function and significance
- Owner maintenance, servicing procedures
- Use of technical data, measuring
- Basic fault finding

The ability to work safely in the workplace environment and communicate in an appropriate manner will be emphasized. Through small group work students

will further develop team skill, problem solving, and technical literacy and numeracy skills.

Assessment

Students will be provided with the opportunity to be accredited with the following TAFE competencies from the Certificate 1 in Automotive.

- Apply automotive workplace safety fundamentals. 10 hours
- Use and maintain basic measuring devices. 15 hours
- Identify environmental requirements in an automotive workplace. 25 hours
- Remove and tag engine system components. 18 hours
- Remove and tag steering, suspension and brake system component. 18 hours
- Use and maintain workplace tools and equipment. 20 hours
- Apply automotive mechanical system fundamentals. 15 hours
- Apply automotive electrical system fundamentals. 10 hours

Students that don't fulfil requirements for the entire certificate will still be accredited a pass for those competencies that are successfully completed.

Additional Requirements

Nil

CERTIFICATE I - FURNISHING

CODE – LMF10108

LEVEL – Certificate 1

LENGTH – 30 Credits

CONTACT – Andrew McDonald

Recommended Background

Successful completion of a Year 10 Technology Course is desirable.

Content

Furnishing is a part of the Light Manufacturing industry and covers the following areas of manufacture:

- Furniture manufacture, domestic and commercial furniture
- Kitchen manufacture
- Soft furnishing blinds and awnings
- Manufacture and installation of built in furniture
- Layout of soft, resilient and hard flooring materials
- Flat glass and glazing
- Picture framing
- Musical instrument making, turning and repairing
- Upholstery and mattress making
- Furniture finishing and Polishing
- Furniture / antique restoration
- Coopering and vat making
- Furniture design

Further qualifications can be gained through apprenticeships and/or TAFE study. Students who have demonstrated, and gained a sound understanding of the furnishing industry at school, have a distinct advantage when first applying for employment.

The course is closely aligned to the Building and Construction industry. Working with materials, hand and machine tools, the construction of joints and assembly are a big part of the course and students considering careers in carpentry and associated trades will benefit.

Assessment

There are seven competencies within the certificate. Students need to prove themselves competent in each of these to fulfil the requirements of the Certificate. Plenty of opportunity will be given to students to be assessed throughout the year.

The following competencies make up the Certificate:

- MSAPMSUP102A- Follow occupational health and safety procedures
- MSAPMUP102A-Communicate in the workplace
- MSAPMOPS101A-Make measurements
- MSAPMSUP106A- Work in a team
- LMFFM1001B-Construct a basic timber furnishing product
- LMFFM2005B-Join Solid Timber
- MSAENV272B-Participate in environmentally sustainable work practices

Students that don't fulfil requirements for the entire certificate will still be accredited a pass for those competencies that are successfully completed.

Additional Requirements

The school will cover the initial cost of the major project to the limit of \$40-00. If a student chooses to construct a larger project then they will need to cover the extra costs.

VET METAL ENGINEERING

Code - 1MMP20

Level - STAGE 1

Length – 20 credits/140 hours

Contact – Al Woods

Assumed Background

Successful completion of a Year 10 Technology Course is desirable.

Content

Students will engage in the fabrication of set items and the machining of small components in order to gain skills which they will use in later tasks. ARC welding skills will also be taught incorporating an understanding of distortion and quality production techniques.

Within the VET course there will be a significant emphasis on safety, working with others and producing a finished product that is of 'Industry Standard'.

Metal Engineering is a part of the Light and Heavy Manufacturing industry and covers the following areas of manufacture:

- Boiler making
- Sheet metal Industry
- Machining
- General Fabrication
- Fitting
- Toolmaking
- Pattern Making

Assessment

There are nine competencies within the certificate. Students need to prove themselves competent in each of these to fulfil the requirements of the Certificate. Many opportunities will be given to students to be assessed throughout the year.

The following competencies make up the Certificate:

- MEM13014A 'WHS in the work environment'
- MEM14004A 'Plan to undertake a routine task'
- MEM15024A 'Apply quality procedures'
- MEM16007A 'Work with others in a manufacturing, engineering or related environment'
- MEM18001C 'Use Hand Tools'
- MEM18002 'Use Power Tools & Hand Held Operations'
- MEM05012C 'Perform routine manual metal arc welding'
- MEM12023A 'Perform Engineering measurements'
- MEM05006C 'Perform Brazing and Silver Soldering'

Additional competencies may be offered to individuals if time permits.

Additional Requirements

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

CERTIFICATE II – CREATIVE INDUSTRIES (MEDIA)

CODE – CUF20107

LEVEL – Certificate 2

LENGTH – 20 Credits

CONTACT – Luke Atkinson

Recommended Background:

Successful completion of year 10 Mathematics and Digital Technology is desirable.

Students who do not enroll for both semesters will be unable to gain the full certificate.

This course is run with a focus on 3D animation and gives understanding of the creative potential and application of 3D animation software in the games, film and visual effects industry.

Content

This is a nationally recognized qualification. The Certificate II in Creative Industries (Media) is intended to introduce students to the many career opportunities available for 3D artists, animators and designers.

Assessment

- 3D Animation Pre Production – Create storyboard and concept art for your short animated movie production. Develop the concept to the animatic stage.
- 3D Character Development – Design, model, texture, rig and

- animate and character of your own design.
- 3D Environments – Learn about using 3D animation software to model, texture and render through the design and creation of a 3D environment.
- 3D Short Animated Move – Create a short 3D movie demonstrating your understanding of all the skills learnt so far. In addition, you will cover animation industry knowledge such as production pipelines and common roles and milestones.

Additional Requirements

This is a nationally recognized qualification. A cost will be involved for registration, administration and delivery. This will be influenced by the number of students selecting the course. An indicative cost is \$300 per student, may vary from year to year. There will also be an excursion to the Australian Institute of Entertainment in Adelaide midway through the year. It is highly recommended student have access to a PC at home and download and install (for free) Maya

INFORMATION TECHNOLOGY

CODE – 1IFT10 or 1IFT20

LEVEL – STAGE 1

LENGTH – 10 or 20 credits

CONTACT – Luke Atkinson

Recommended Background

Open to all students

Content

Stage 1 Information Technology is organised into the following six topics:

- Computer Systems - computer concepts and develop accurate terminology that helps in the development of an information technology system.

- Relational Databases - database principles by constructing a relational database.
- Application Programming - programming by constructing an application program that accepts input from, and interacts with, the user to produce outputs.
- Multimedia Programming - programming in a multimedia environment by developing a system that allows interactivity. Website Programming - programming in a client-sided web environment.
- Dynamic Websites - programming in a server-sided web environment.

This subject consists of two chosen topics from above with the option of a major focus on one topic and a minor focus on the other per semester. A topic can be undertaken only once at Stage 1. The topics generally have a practical basis and emphasise the development of skills and understanding in evaluating, designing, and making systems.

Assessment

- Folio (25%)
- Skills and Applications Tasks (50%)
- Project (25%)

Additional Requirements

It is highly recommended that students have access to a reliable computer. Students will be designing their own computers during Core Topic: Computer Systems - they will have the skills and knowledge to design it themselves after the task is completed in term 1. Students may

also begin budgeting for next year instead.

INFORMATION PROCESSING AND PUBLISHING

CODE – 1IPR10 or 1IPR20

LEVEL – STAGE 1

LENGTH – 10 or 20 Credits

CONTACT – Luke Atkinson

Recommended Background

Open to all students

Content

Students will choose to work in TWO of the following areas

- Business Publishing – involves the use of information-processing and publishing tools in a business context.
- Digital Presentations – involves the development of digital presentations to enhance information presented to an audience in personal, community, or business contexts.
- Digital Publishing - involves the development of products to be published in a digital format.
- Personal Publishing – involves the use of software appropriate to paper-based publications. It also provides a sound basis for the investigation and use of new personal publishing tools in the future.
- Data Input - Input involves the use of equipment to input data that can be used in information processing and publishing.

Student will create a multitude of different documents which can vary from Augmented Reality Posters to the complete range of documents required for an event e.g. Wedding, Birthday (dependant on the area of choice).

Assessment

Students provide evidence of their learning through four or five assessment tasks.

- Practical Skills (40%)
- Product and Documentation (40%)
- Issues Analysis (20%)

Additional Requirements

Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.

YEAR 12

CAD/CAM

CODE – 2SSP20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Al Woods

Recommended Background

Successful completion of Stage 1 CAD/CAM is desirable.

Content

Students use CAD (Computer Aided Design) to design and CAM (Computer Aided Machining) to manufacture products. The course will be similar to stage 1 however product designs will be of a more complex and demanding nature.

Skill tasks will include the manufacture of a small box and a CAD drawing of a set project. A materials analysis task is also a small requirement. All this leads to the development of skill and knowledge to adequately tackle the design of a major project

Through this students can potentially be quite enterprising and business like with a product for specific client. This course will

provide students with the knowledge and skills to take the next step into business &/or TAFE in a field with good future prospects. Students considering a career in engineering or similar would also benefit from this course.

Careers in CAD/CAM include: Tool Maker, Civil/Mechanical/Electrical Engineer, Architect, Designer, Advertising and Marketing, Manufacturing Consultant, Technician, Programmer, Teacher/Lecturer

Assessment:

- Skills and application tasks (20%)
- Folio Task (30%)
- Minor Product – Mould Production (15%)
- Major product – Toy / Game / Model Production (35%)

Additional Requirements

Nil

CERTIFICATE III – MEDIA (GAME DESIGN FOUNDATIONS)

CODE – CUF30107 Certificate III in Media

LEVEL – Certificate 3

LENGTH – Full Year (40 credits)

CONTACT – Luke Atkinson

Recommended Background:

Successful completion of Certificate 2 Creative Industries

Content:

The Cert III in Media is a course for students that wish to learn the process of Game Design and Production. Students are required to have completed the Cert II in creative Industries to enroll.

The course involves using the Unreal 4 (UE4) Game Engine by Epic Games, an industry leader in game production as well as Maya, the

industry standard in 3D modelling and animation.

Topics covered range from Level Design and Character Design to 3D Modelling and Node Based Scripting.

Students will create their own game on a framework provided by AIE, with access to assets from the UE4 Marketplace.

The aim of the course is to expose students to industry standard practices and prepare them for further study in the Game Production and 3D Animation fields.

Learning outcome: After completing this subject you will have a strong understanding of the process of designing and creating game levels, character design, 3D modelling, texturing, rigging and animation. You will then be able to take your 3D model created and animated in Maya and import it into UE4 as a playable character.

The final project is a playable game built in UE4.

Assessment

There are six competencies within the certificate. Students need to prove themselves competent in each of these to fulfil the requirements of the Certificate. Plenty of opportunity will be given to students to be assessed throughout the year.

The following competencies make up the Certificate:

Modules

- BSBDES202A – Evaluate the nature of design in a specific industry context
- CUVACD201A – Develop drawing skills to communicate ideas
- CUSOHS301A – Follow occupational health and safety procedures

- CUFIND301B – Work effectively in the screen and media industries
- CUFANM302A – Create 3D digital animations
- ICAICT308A – Use advanced features of computer applications
- CUFANM303A – Create 3D digital models

Additional Information

This is a nationally recognized qualification. A cost will be involved for registration, administration and delivery. This will be influenced by the number of students selecting the course. An indicative cost is \$300 per student, may vary from year to year. There will also be an excursion to the Australian Institute of Entertainment in Adelaide midway through the year. It is highly recommended student have access to a PC at home and download and install (for free) Maya and the Unreal Engine.

FURNITURE CONSTRUCTION

CODE – 2MMB20

LEVEL – Stage 2

LENGTH – 20 Credits

CONTACT – Andrew McDonald

Recommended Background

Successful completion of Certificate 1 Furniture at Year 11 is desirable.

Content

This course further develops skills with hand tools, fixed and portable machinery. A major focus is the design and construction of a piece of timber furniture. Both traditional and contemporary methods of construction will be taught. Through the design process students will make decisions about style, construction, processes, materials, etc. Skill tasks that will be assessed will include jointing and machining

exercises. Students will be expected to consider the construction of jigs to assist production and consider the use of CNC (Computer Numeric Equipment) to produce components for their project. A materials study will be undertaken and a design folio will be developed whereby students will need to document all thought and ideas as detailed annotated sketches and images. They will use Auto CAD to draw professional 3D designs and engineering drawings of the major project and use excel to prepare detailed parts lists with costings. A common product chosen for the major project is a small entertainment unit. A major and minor product is to be produced and assessed however the minor product can form part of the major product, eg. Door or drawer.

Assessment:

- Skills and application tasks – Jointing, Materials, Jig/CNC (20%)
- Folio Task – Design document - Externally Moderated (30%)
- Minor Product – Door/Frame Construction (10%)
- Major product – Article of Furniture (40%)

Additional Info

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

INFORMATION TECHNOLOGY

CODE – 2IFT20

LEVEL – STAGE 2

LENGTH – 20 credits

CONTACT – Luke Atkinson

Recommended Background

Stage 1 Information Technology

Content

Stage 2 Information Technology consists of two core topics and five option topics. Students study both core topics and two of the option topics.

Core Topics

- Information Systems - concepts that the developer learns to build a system that meets the needs of the user or community.
- Computer and Communication Systems – what underpins computer devices and how these concepts apply to networks.

Option Topics

- Relational Databases - understanding of database principles by constructing a relational database.
- Application Programming – designing a computer program that performs a specific role.
- Multimedia Programming - Students use the problem-solving approach of the systems development life cycle to build an interactive multimedia system
- Website Programming - develop an understanding of programming in a client-sided web environment.
- Dynamic Websites - develop an understanding of programming in a server-sided web environment.

Assessment

- Folio (20%)
- Skills and Applications Tasks (30%)
- Project (20%)
- Examination (30%).

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. They include at least three folio assessments that cover the core topics and the option topics, one skills and applications task and one project for one option topic, two skills and applications tasks for the other option topic and one examination.

Additional Requirements

It is highly recommended that students have access to a reliable computer. Students will be designing their own computers during Core Topic:

Information Systems - they will have the skills and knowledge to design it themselves after the task is completed in term 1.

INFORMATION PROCESSING AND PUBLISHING

CODE – 2IPR20

LEVEL – Stage 2

LENGTH – 20 credits

CONTACT – Luke Atkinson

Recommended Background

Open to all students

Content

Stage 2 Information Processing and Publishing consists of two of the following four focus areas:

- Desktop Publishing,
- Electronic Publishing,
- Personal Documents,
- Business Documents.

Assessment

- Practical Skills (40%)
- Issues Analysis (30%)
- Product and Documentation (30%)

Students provide evidence of their learning through eight to ten

assessments, including the external assessment component. Students undertake at least five practical skills assessments, one or two issues analysis assessments and one technical and operational understanding assessment and one product and documentation assessment.

Additional Requirements

Students may subscribe to Adobe Cloud to access all the applications used at a student price (varies year to year). Although this is not needed if students manage time correctly.

METAL ENGINEERING

CODE - 2MMA20

LEVEL - STAGE 2

LENGTH - 20 credits

CONTACT – Al Woods

Assumed Background

Successful completion of Year 11 Metal Engineering

Content

Students will engage in the fabrication of set items and the machining of small components to accurate and fine tolerances in order to gain skills which they will use in later tasks. A higher level of MIG welding skills will also be taught incorporating quality production techniques and fault rectification. Within the SACE course they are required to develop a Design & Investigation Folio which provides solutions and detailed drawings of the item they wish to manufacture as their major project. Students will need to research and investigate practical solutions to design problems (Folio) and then manufacture the product with a high level of skill in machining and welding.

Topics include;

- Sheet metal Fabrication
- Precision Machining
- MIG Welding
- OHSW
- General Fabrication

Assessment

Three Skills Assessment Tasks, two practical, one theory (10%)
Design & Investigation Folio (30%)
Major Product manufacture (50%)
Minor Product manufacture (10%)

Additional Requirements

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the year. If a student chooses to construct a more significant 'major project' then they will need to cover the extra costs.

VET

VET (Vocational Education and Training) Programs and School Based Apprenticeships

VET PROGRAMS

What is Vocational Education and Training (VET)?

VET refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School Based Apprenticeships), further education and training, and skilled jobs.

What are VET Programs at Kadina Memorial School (KMS)?

VET programs provide students in years 10, 11 and 12 at KMS with increased vocational pathway options through a broad range of VET program choices. VET programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at KMS and attend school and / or a host school or RTO for their chosen VET program.

Further on is information on VET programs offered onsite at KMS as well as through RTOs.

What are the benefits of choosing VET?

Some of the benefits are:

- Gaining a nationally recognised qualification while completing your SACE
- Getting a 'head start' in your chosen career
- Making your senior school studies more relevant and interesting
- Providing opportunities to learn 'on-the-job' through workplace learning

- Gaining skills and knowledge that employers seek in their employees
- Providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training, and direct employment

Will I have to pay to participate in a VET Program?

There are some courses where significant reductions in fees can be obtained through Training Guarantees for SACE Students (TGSS). See your VET Coordinator for more information on these courses. Courses that fall outside of the funded training list will require full fees at the responsibility of the student.

Some programs may have specific equipment or materials that you are required to purchase, eg steel-capped boots or equipment that becomes your personal property. It is the responsibility of the student to cover these extra costs.

How will I travel to my VET program?

In most cases, students will be required to arrange their own transport to VET programs and workplace learning.

How will doing a VET program affect my other subjects?

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Coordinator.

What other SACE subjects could I study that are relevant to my VET program?

One SACE Stage 1 and 2 subject that is highly recommended for VET students is **Workplace Practices**, as this can be related to your VET program. In this subject, students

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

Will I need to do workplace learning as part of my VET program?

Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET program.

SCHOOL BASED APPRENTICESHIPS

What is an Australian School Based Apprenticeship (ASBA)?

A School Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE and nationally-recognised qualification. Students undertaking ASBAs commence a **Contract of Training** through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO).

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

Some benefits include:

- Gaining a head start in your chosen job without competing with the rest of the school leavers in the state

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

Does an Australian School Based Apprentice get paid?

Yes! The relevant industry Award covers most School Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian School Based Apprenticeship take to complete?

If the ASBA is not completed prior to the student completing SACE, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off'. Students commencing a Certificate III or IV generally work part-time while still attending school, then continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

How much time does a School Based Apprentice spend away from school?

As facilitated by the school's Apprenticeship Broker, the School Based Apprenticeship can be organised in a number of ways. It can be working one or more days a week; on weekends; during school holidays or block of time (eg a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is

required (this can be averaged over time).

What are Apprenticeship Brokers?

Apprenticeship Brokers are employed by the Department of Education and Child Development (DECD) as part of the Trade Schools for the Future strategy. Their role is to facilitate School-Based Apprenticeships between students, parents/caregivers, employers, schools and Registered Training Organisations. This involves negotiation of work day(s) or hours at work and a review of students individual learning plans for SACE completion. At Kadina Memorial School our Apprenticeship Broker is Kerry Woolston (based in the Riverland) and Trade School Support Officer is Hannah Dayman (based onsite at KMS). Kerry and Hannah work closely with students, school staff and parent/caregivers to connect students with employers to School Based Apprenticeships.

How can I meet with an Apprenticeship Broker?

Year 9, 10, 11 or 12 students can arrange a meeting with an Apprenticeship Broker. Meeting times can be booked through Hannah Dayman in the KMS office.

VET PROGRAMS

VET programs are available to students in a number of industry areas:

- Animal Care
- Automotive
- Business and Finance
- Construction
- Electro-technology
- Engineering
- Furnishing
- Hair and Beauty
- Health and Community Services
- Horticulture
- Hospitality
- Information Technology
- Justice and Policing Studies

- Maritime
- Media and Design
- Retail Services
- Sport and Recreation

Courses offered through timetabled lessons at KMS

- Certificate I Hospitality (SIT10213)
- Certificate I Engineering (MEM10105)
- Certificate I Automotive Vocational Preparation (AUR10112)
- Certificate I Furnishing (MSF10113)
- Certificate II Creative Industries (3D Animations) (CUA20115)
- Certificate III Screen and Media (Game Design) (CUA31015)

Courses offered through Host Schools and RTO's

The following is a list of courses that students in 2016 participated in. These may or may not be available in 2017. Courses can be dependent on student numbers, trainer availability, costs, etc. These courses were situated all over the Yorke Peninsula as well as some in Adelaide. There are also many other courses available to students. Please come and see the VET coordinator for more information on courses for 2017.

- Certificate I Automotive Vocational Preparation (AUR10112)
- Certificate II Animal Studies (ACM20110)
- Certificate II Applied Fashion, Design, Technology (LMT21707)
- Certificate II Automotive Servicing Technology (AUR10116)
- Certificate II Engineering (MEM20105)
- Certificate II Horticulture (AHC20410)
- Certificate II Hospitality (SIT20216)
- Certificate II Individual Support (Aged Care) (CHC33015)

- Certificate II Individual Support (Disability) (CHC33015)
- Certificate II Kitchen Operations (SIT20316)
- Certificate II Retail Services (SIR20212)
- Certificate III Agriculture (AHC30110)
- Certificate III Beauty Services (SHB30115)
- Certificate III Business Administration (BSB30415)
- Certificate III Civil Construction (RII30915)
- Certificate III Early Childhood Education and Care (CHC30113)
- Certificate III Financial Services (FNS30115)
- Certificate III Hospitality (SIT30616)
- Certificate III Information, Digital Media and Technology (ICT30115)
- Certificate III Sport and Recreation (SIS30115)

Training Guarantee for SACE Students (TGSS)

Many of the courses that students are involved in outside of our timetabled lessons at KMS are made available to them via the Training Guarantee for SACE Students (TGSS). The Training Guarantee means that you start training for your certificate III pathway at school and have a guaranteed funded place at a Training Provider when you leave. You'll earn credit towards your VET qualification and you SACE.

Course fees for certificate II qualifications that are TGSS approved are fully subsidised. You'll pay some course fees towards certificate III qualifications, and pay incidental fees for personal items such as tools, clothing or other materials for your training.

To be eligible for the Training Guarantee you must be 16 years or over, and be enrolled in SACE at school already.

Only courses that appear on the subsidised training list (found at skills.sa.gov.au) are able to be used

for the Training Guarantee. This list is constantly changing and it would be best to speak to your VET coordinator for more information.

Important Date for TGSS

For students wishing to commence training under TGSS in Semester 1, 2017 all forms must be completed and passed on to the Training Provider no later than Monday 19th September 2016 (Term 2, Week 9). Therefore, students will need to ensure that they have seen the VET coordinator prior to this date to discuss their options and obtain appropriate forms.