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INTRODUCTION

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 career counselling process begins with a Parent Night early in Term 3 and a Careers Expo in week 1. From there families will receive this handbook and students will discuss it with their Care Group and SACE Dynamics 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's pathway for Year 10, 11 or 12 and beyond. Subject choices will be confirmed in Term 4 when results are known.

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 completed semester subject is worth 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:

- SACE Dynamics – 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 undertaken at KMS in Year 11.

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 courses of a student's choice.

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 career counselling 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.

Due to COVID-19 restrictions and innovations, the Coordinators at Kadina Memorial School have created videos of all subjects that students can choose from Year 9 to Year 12. These videos have been uploaded to your child's Care Group Teams Portal. We encourage you and your child to view these videos to gain a greater understanding and energy for subjects available.

Verity Williams
Head of Senior School

YEAR 10	YEAR 11					YEAR 12				
SACE Dynamics 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				

SACE DYNAMICS

SACE Dynamics is a compulsory subject at Stage 1, normally undertaken at Year 10. SACE Dynamics 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. SACE Dynamics contributes 10 credits towards their SACE.

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.

VOCATIONAL EDUCATION & TRAINING

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 pages 6-8 and to see how many credits are offered by each course, contact the VET Coordinator 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://sace.sa.edu.au/subjects/recognised-learning/community-learning>

MODIFIED LEARNING

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 to log in. Their PIN is usually the first 4 digits of their birthday, eg 14th of June is 1406.

POST SCHOOL PATHWAYS

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.

TERTIARY ADMISSION SUBJECTS (TAS)

All Stage 2 subjects, except Community Studies, may be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and/or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the South Australian Tertiary Admissions Centre (SATAC) Guide or the SATAC website (www.satac.edu.au) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

To calculate the ATAR or TAFE SA selection scores Tertiary Admissions Subjects (TAS) will be used.

During Term 3 of Year 12, the Senior School Wellbeing and Inclusion Coordinator 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.

UNIVERSITY ENTRY REQUIREMENTS

To be eligible for selection into a university course/program you must:

- qualify for the SACE
- obtain an Australian Tertiary Admissions Rank (ATAR)
- meet any prerequisite subject requirements for the course / program

Competitiveness

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

To obtain a university aggregate and an ATAR you must:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and recognised studies at Stage 2 from a maximum of three attempts which need not be in consecutive years
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.

- normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs (e.g. music), can substitute for a 20 credit subject.

Calculating the University Aggregate

The university aggregate is calculated from scaled scores and will be a score out of 90. These are numeric measures of your performance in TAS which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. The score out of 90 is then converted to an ATAR which is a ranking between 0-100.

Please note that if you do not attempt the externally assessed component of a TAS (e.g. an examination or investigation), you will be given a scaled score of 0.0 for that subject.

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of 1 or more TAS;
- the scaled score of 1 or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

TAFE ENTRY REQUIREMENTS

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 (MER)

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 student must achieve the SACE and gain a TAFE SA Selection Score.

THE AUSTRALIAN CURRICULUM

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum is the mandated curriculum for Years 8 to 10. The South Australian Teaching for Effective Learning Framework (TfEL) supports the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

The Structure of the Australian Curriculum

The Australian Curriculum is made up of three interconnected elements:

- learning areas
- general capabilities
- cross-curriculum priorities

The general capabilities are skills, dispositions, understandings and attributes considered crucial to young people's successful participation in 21st century life and work. The seven general capabilities include:

- literacy
- numeracy
- ICT competence
- critical and creative thinking
- personal and social
- intercultural understanding
- ethical behaviours

These general capabilities will be made explicit in each learning area as appropriate.

Three cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

More information can be found at:
www.australiancurriculum.edu.au



VOCATIONAL EDUCATION & TRAINING

VET INFORMATION

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 AND TRAINING

What is an Australian School Based Apprenticeship (ASBAT)?

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 ASBAT 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).



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

Course Code	Course Name
CUA20215	Certificate II Creative Industries (3D Animations)
CUA31015	Certificate III Screen and Media (Game Design)

Courses offered through Host Schools and RTO's

The following is a list of courses that past students have participated in. These may or may not be available in 2021. 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.

Course Code	Course Name
CM20110	Certificate II Animal Studies
LMT21707	Certificate II Applied Fashion, Design, Technology
AUR10116	Certificate II Automotive Servicing Technology
MEM20105	Certificate II Engineering
AHC20410	Certificate II Horticulture
SIT20216	Certificate II Hospitality

Course Code	Course Name
CHC33015	Certificate II Individual Support (Aged Care)
CHC33015	Certificate II Individual Support (Disability)
SIT20316	Certificate II Kitchen Operations
SIR20212	Certificate II Retail Services
AHC30110	Certificate III Agriculture
SHB30115	Certificate III Beauty Services
BSB30415	Certificate III Business Administration
CHC30113	Certificate III Early Childhood Education and Care
FNS30115	Certificate III Financial Services
SIT30616	Certificate III Hospitality
ICT30115	Certificate III Information, Digital Media and Technology
SIS30115	Certificate III Sport and Recreation
BSB30315	Certificate III Micro-Business
SIS30315	Certificate III Fitness

Please come and see the VET coordinator for more information on courses for 2021.

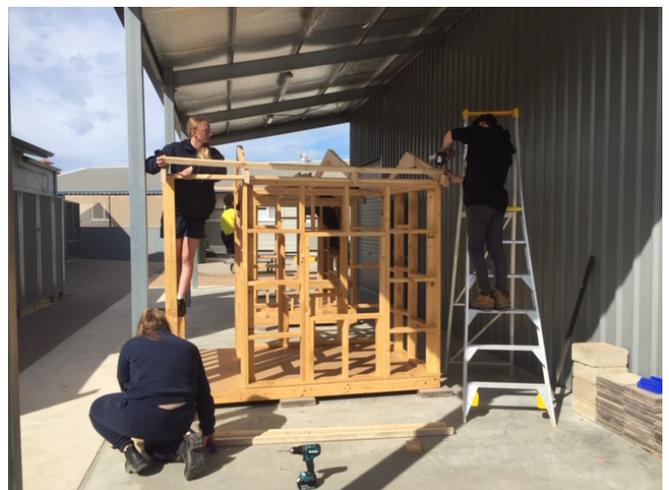
Training Guarantee for SACE Students (TGSS)

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 your SACE.

Course fees to 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.

For students wishing to commence training under TGSS in Semester 1, 2021 all forms must be completed and passed on to the Training Provider no later than Week 8 of Term 3. 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.



MIDDLE SCHOOL CURRICULUM PATTERNS

YEAR 7

English Full Year	Mathematics Full Year	Science Full Year	Humanities and Social Sciences (HASS) Full Year	Health & Physical Education Full Year	Visual Art 1 Term	Technologies 1 Term
					Drama 1 Term	Home Economics 1 Term
					Music 1 Term	Design & Technologies 1 Term
					Creative Arts 1 Term	Digital Technologies 1 Term

YEAR 8

English Full Year	Mathematics Full Year	Science Full Year	Humanities and Social Sciences (HASS) Full Year	Health & Physical Education Full Year	Visual Art 1 Term	Design & Technologies 1 Semester
					Drama 1 Term	Home Economics 1 Term
					Music 1 Term	Digital Technologies 1 Term
					Creative Arts 1 Term	

YEAR 9

English Full Year	Mathematics Full Year	Science Full Year	Humanities and Social Sciences (HASS) Full Year	Health & Physical Education Full Year	Choice 1 Semester	Choice 1 Semester
					Choice 1 Semester	Choice 1 Semester

Year 9 Choice Subjects

Students must nominate seven possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

- Agriculture 1
- Agriculture 2
- Art 1
- Art 2
- Creative Art 1
- Creative Art 2
- Drama 1
- Drama 2
- Music 1
- Music 2
- Home Economics
- Wood Technology
- Metal Technology
- Digital Technology
- AFL

SENIOR SCHOOL CURRICULUM PATTERNS

YEAR 10

English Full Year	Mathematics Full Year	Science Full Year	History 1 Semester	Health & Physical Education 1 Semester	Choice 1 Semester	Choice 1 Semester
			SACE Dynamics 1 Semester 10 Credits	Choice 1 Semester	Choice 1 Semester	Choice 1 Semester

Year 10 Curriculum

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

Compulsory Subjects

• English.....28	Health & Physical Education - Students must choose one of the following:
• Mathematics.....42	• Sport & Fitness.....35
• Science.....47	• Sport & Recreation.....36
History.....31	• Girls Physical Education.....35
SACE Dynamics.....25	

Year 10 Choice Subjects

Students must nominate seven possible choice subjects from the list below. The five choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester.

• Agriculture 1.....48	• CAD/CAM/Electronics 1.....54
• Agriculture 2.....48	• CAD/CAM/Electronics 2.....54
• Visual Arts 1.....18	• Metal Technology.....55
• Visual Arts 2.....18	• Wood Technology.....55
• Creative Arts 1.....17	• Sport & Fitness 1.....35
• Creative Arts 2.....17	• Sport & Fitness 2.....35
• Drama 1.....17	• Sport & Recreation 1.....36
• Drama 2.....17	• Sport & Recreation 2.....36
• Music 1.....18	• Girls Physical Education 1.....35
• Music 2.....18	• Girls Physical Education 2.....35
• Geography.....31	• Mathematics - 10A (Semester 2 only).....43
• General Home Economics.....37	• AFL.....36
• Food and Nutrition.....37	• Business and Innovation (Shark Tank).....24
• Digital Technology 1.....54	
• Digital Technology 2.....54	

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.

* Certificate I Hospitality is a nationally recognised qualification. Students must choose two semesters of this subject.

SENIOR SCHOOL CURRICULUM PATTERNS

YEAR 11 - STAGE 1

Research Practices 1 Semester 10 Credits	Literacy Full Year 20 Credits	Numeracy 1 Semester 10 Credits	Choice 1 Semester 10 Credits	Choice 1 Semester 10 Credits	Choice 1 Semester 10 Credits
Research Project* 1 Semester 10 Credits		Choice 1 Semester 10 Credits	Choice 1 Semester 10 Credits	Choice 1 Semester 10 Credits	Choice 1 Semester 10 Credits

Year 11 Curriculum

Year 11 students are required to study a full year of a literacy (English) based subject and at least one semester of a numeracy (Mathematics) based subject. Students must achieve a C grade or better in these subjects in order to meet the compulsory literacy and numeracy requirements of the SACE.

Year 11 students will also complete the Stage 2 Research Project during Semester 2. Students must achieve a C- grade or better to meet this compulsory requirement of the SACE.

One semester in Year 11 is equivalent to 10 SACE Stage 1 credits.

Compulsory Subjects

<ul style="list-style-type: none"> • Research Practices.....24 • Research Project*.....24 	Numeracy Subjects - Students must choose at least one semester <ul style="list-style-type: none"> • Essential Mathematics.....43 • General Mathematics.....44 • Mathematical Methods.....44 • Specialist Mathematics.....44
Literacy Subjects - Students must choose a full year <ul style="list-style-type: none"> • Essential English.....28 • English.....28 	

Year 11 Choice Subjects

Students must nominate nine possible choice subjects from the list below. The seven choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one semester or 10 credits.

<ul style="list-style-type: none"> • Agriculture 1.....48 • Agriculture 2.....48 • Biology 1.....49 • Biology 2.....49 • Chemistry 1.....50 • Chemistry 2.....50 • Physics 1.....50 • Physics 2.....50 • Psychology 1.....50 • Psychology 2.....50 • Visual Arts - Art 1.....19 • Visual Arts - Art 2.....19 • Visual Arts - Design 1.....20 • Visual Arts - Design 2.....20 • Creative Arts 1.....18 • Creative Arts 2.....18 	<ul style="list-style-type: none"> • Drama 1.....19 • Drama 2.....19 • Music 1.....19 • Music 2.....19 • Modern History 1.....32 • Modern History 2.....32 • Geography 1.....32 • Geography 2.....32 • Physical Education 1.....38 • Physical Education 2.....38 • Fitness & Lifestyle 1.....38 • Fitness & Lifestyle 2.....38 • Outdoor Education 1**.....36 • Outdoor Education 2**.....36 • AFL.....36
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* Research Project is a compulsory SACE Stage 2 subject offered in Year 11.

** Outdoor Education is a SACE Stage 2 Subject offered in Year 11. Students must choose two semesters of this subject.

SENIOR SCHOOL CURRICULUM PATTERNS

Year 11 Choice Subjects - continued

• Child Studies 1.....	39	• Certificate II Creative Industries (media) 2***.....	59
• Child Studies 2.....	39	• CAD/CAM/Electronics 1.....	55
• Food & Hospitality 1.....	39	• CAD/CAM/Electronics 2.....	55
• Food & Hospitality 2.....	39	• Metal Engineering 1.....	58
• Essential Mathematics 2.....	43	• Metal Engineering 2.....	58
• General Mathematics 2.....	44	• Wood Technology 1.....	57
• Mathematical Methods 2.....	44	• Wood Technology 2.....	57
• Specialist Mathematics 2.....	44	• Auto Technology 1.....	56
• Workplace Practices 1.....	24	• Auto Technology 2.....	56
• Workplace Practices 2.....	24	• Building and Construction 1.....	56
• Digital Technology 1.....	59	• Building and Construction 2.....	56
• Digital Technology 2.....	59		
• Information Processing and Publishing 1.....	60		
• Information Processing and Publishing 2.....	60		
• Certificate II Creative Industries (media) 1***.....	59		

Year 11 Subject Selection Process

In preparation for Year 11, our Year 10 students will participate in a detailed subject selection process. There will be a Careers Expo and parent information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.

*** Certificate I Furnishing, Certificate 1 Construction, Certificate I Automotive, and Certificate II Creative Industries are nationally recognised qualifications. Students must choose two semesters of these subjects.



SENIOR SCHOOL CURRICULUM PATTERNS

YEAR 12 - STAGE 2



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 as well as the 10 credit Research Project 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.

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/or employment. They should also choose subjects that will allow them to achieve the highest ATAR score possible.

Year 12 Subjects

Students must nominate six possible choice subjects from the list below. The four choice subjects that best fit the timetable will be chosen to complete their curriculum pattern. Each subject is equal to one year or 20 credits.

• Agriculture.....	51	• Physical Education.....	40
• Biology.....	51	• Fitness & Lifestyle.....	40
• Chemistry.....	51	• Child Studies.....	41
• Physics.....	52	• Food & Hospitality.....	40
• Psychology.....	52	• General Mathematical.....	45
• Visual Arts - Art.....	22	• Mathematical Methods.....	45
• Visual Arts - Design.....	22	• Specialist Mathematics.....	46
• Creative Arts.....	20	• Workplace Practices.....	26
• Drama.....	21	• Community Studies B.....	25
• Music.....	21	• Electronics CAD/CAM.....	60
• Modern History.....	33	• Furniture Construction.....	61
• Geography.....	33	• Metal Engineering.....	62
• English Literary Studies.....	29	• Information Processing & Publishing.....	62
• English.....	29	• Certificate III Screen & Media (game design)*.....	60

* Certificate III Screen & Media is a nationally recognised qualification.

SENIOR SCHOOL CURRICULUM PATTERNS

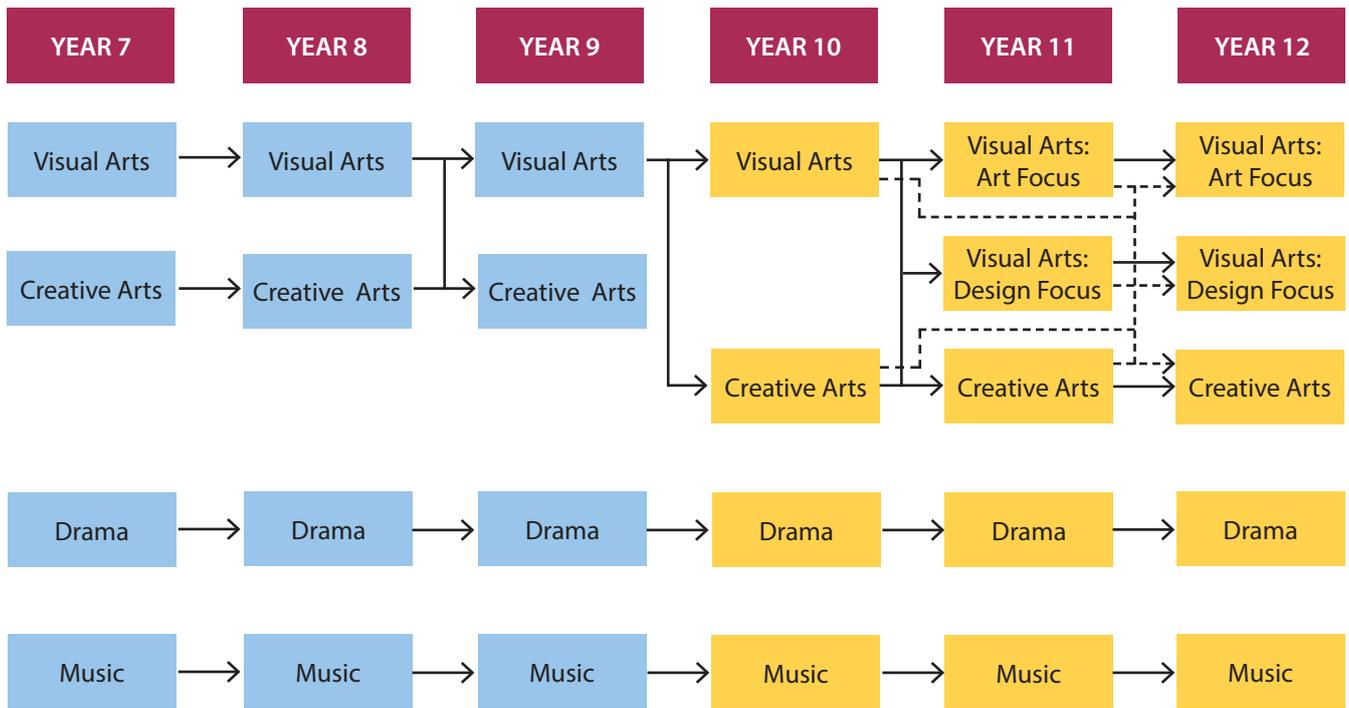
Year 12 Subject Selection Process

In preparation for Year 12, our Year 11 students will participate in a detailed subject selection process. There will be a parent information night at the beginning of Term 3. Following this, students and their families (if needed) will meet with Course Counsellors. They will use Semester 1 results along with teacher recommendations and possible career pathways to choose subjects for the following year.



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 - Visual Arts, Creative Arts, Drama and Music - 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.



Dashed pathway is possible, but not ideal.



CREATIVE ARTS

CODE - 0CVA1A or 0CVA2A

LEVEL - Year 10

LENGTH - 1 Semester or 2 Semesters

CONTACT - Jacq Barry

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 photography, character design, visual art or media.

Each semester students are required to undertake an investigation 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 500 words or equivalent in multi modal form.

Assessment

Students will be assessed on the development and presentation of

- A Creative Arts Product
- Inquiry
- Skills Development Folio

Additional Requirements

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

DRAMA

CODE - 0DRA1A or 0DRA2A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Andre Starr

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 work.

Produce written work for a folio, which will include journal entries, planning and production reports.

Investigate:

- Semester 1: Symbolism, Music Drama and Group Production
- Semester 2: Theatre Styles (Naturalism, Surrealism, and Political Theatre), and a 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, organise and communicate ideas to produce dramatic works.
- Share artworks through performance, presentation or display.
- Analyse and reflect upon intentions.
- Respond to and interpret works.

Excursions

It is an important 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)
- Theatre Styles studies and performances
- Written Folio
- Participation and Ensemble- work

MUSIC

CODE - 0MUS1A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Sandy Hahn

Recommended Background

Students should have successfully completed one semester of Year 9 music. Students who complete two semesters of music in Year 9 will be better equipped to meet the performance standards at a higher level. 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 several performances
- Knowledge and understanding of musical theory concepts
- Understanding of historical events, key figures and development of styles in music

VISUAL ARTS

CODE - 0ACT1A or 0ACT2A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Karen George

Recommended Background

A passing grade in Year 9 Art is recommended.

Content

The course is aimed at preparing students for senior Art (Art and Design) by encouraging more self-directed learning. Students will begin to specialise in the materials they find most engaging. Each semester students will undertake two practical's each with a supporting Artist Statement and one Visual Study. The media studied will include drawing, painting, ceramics and sculpture.

In the Visual Study task students develop a portfolio exploring a theme or artist for example portraiture, landscape, or the human form in art etc. They will research, examine and replicate the styles and process of several established artists.

Students will further develop skills in creative and conceptual thinking. They will be required to plan, develop and create

an artwork in a chosen media based on a theme, phrase or quote. Students are encouraged to experiment and consider the conceptual meanings behind subject matter, materials and styles they employ. They document this learning across 8-10 A3 folio pages, that includes both practical and written work.

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

We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are encouraged to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

YEAR 11

CREATIVE ARTS

CODE - 1CVA10 or 1CVA20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Jacq Barry

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 Inquiry 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 provide 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 up to 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%)
- Inquiry (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 - Andre Starr

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, Responding to Drama and Creative Synthesis. Students can expect to:

- Participate in the planning, rehearsal, and performance of a dramatic work, including a Major Production
- Produce written work that responds to Drama 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) and create a real or hypothetical production

Excursions

It is an essential part of the SACE to attend a live performance to complete a theatre review. This involves a trip to Adelaide, which will incur an extra cost.

Assessment

Students will be assessed on:

- Performance (On-stage or off-stage) (40%)
- Responding to Drama (30%)
- Creative Synthesis (30%)

MUSIC

CODE - 1MUE10

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Sandy Hahn

Recommended Background

Students are assumed to have attained a performance standard that reflects at least 3 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. Students who complete two semesters in year 9 and 10 are better equipped to meet the performance standards at a higher level.

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.

Assessment Type 1: Creative Work (50%)

Assessment Type 2: Musical Literacy (50%)

VISUAL ARTS - ART FOCUS

CODE - 1VAA10 or 1VAA20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Karen George

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.

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

We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

VISUAL ARTS - DESIGN FOCUS

CODE - 1VAD10 or 1VAD20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Karen George

Recommended Background

It is recommended that students have achieved a passing grade in Visual or Creative Arts at Year 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.

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 for display and accompanied by a 250 word statement.

Assessment

Students will be assessed on:

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

Additional Requirements

We endeavor to supply diverse materials as options for this subject. Depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

YEAR 12

CREATIVE ARTS

CODE - 2CVA20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Jacq Barry

Recommended Background

Successfully completed at least one semester of Music, Drama, Creative-Arts or Visual Art in either Year 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 a 2000 word investigation into the career and works of an arts practitioner or artistic style relevant to their artistic interests.

Students must create two products or performances. 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 or multimodal form. One project may inform the next.

In addition to their product, 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 product. The student needs to research each skill, its relevance and how it is done, then undertake the skill and evaluate their results.

Assessment

Students will be assessed on the development and presentation of:

- Product and Folio (50%)
- Inquiry (20%)
- Skills Development Folio (30%)

Additional Requirements

We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose

for their final piece, some students may need to supply unusual materials that are not stocked at school.

DRAMA

CODE - 2DRM20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Andre Starr

Recommended Background

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

Content

The Stage 2 Drama course has been renewed and 2021 will be the first year with the new curriculum. Students engage in the course as practising dramatic artists. This means they have to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

The two main areas of focus are:

- Company and Production – learning specialised theatre roles while collaborating and producing dramatic works as a theatre company
- Exploration and Vision – engaging with dramatic ideas, theories and works from professional productions, innovators, or teachers

Excursions

As a part of the Exploration and Vision component of the course, is it essential to attend a live theatre performance or workshop. This will incur an extra financial cost and possibly time after school.

It is also an expectation that students will make themselves available after school for rehearsals and performance of the Group Production.

Assessment

Students show their understanding of 'Company and Production' and 'Exploration and Vision' through three assessment tasks.

Group Production (40%) – Students are led by the teacher to conceive, explore, develop, produce, refine, and perform a dramatic work. Students take on a role as though in a theatre company and then collaborate with other students to produce a dramatic work, such as a play, for a live audience. Students also present evidence of their learning through a video of their creative process as a dramatic artist.

Evaluation and Creativity (30%) – Students complete two interrelated tasks. Part One involves responding to Drama through seeing live theatre, attending a workshop or visiting artist. Part Two involves creating Drama. This will involve taking creative risks and to experiment while imagining, conceiving, and developing a hypothetical creative outcome.

Presentation (30%) - Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. The presentation may take a

variety of forms including, for example, but not limited to, a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop, or a masterclass.

MUSIC

CODE - 2MUE20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Sandy Hahn

Recommended Background

Students who undertake performance subjects are assumed to have attained a performance standard that reflects at least 4 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

Stage 2 Music can be completed as a 20 credit course, choosing from two 10 credit performance subjects or one of the 20 credit subjects. All courses, either 10 or 20 credit must be undertaken for the full year. For students wishing to obtain an ATAR, they need to complete a 20 credit subject or two 10 credit performance subjects in Year 12 or two 10 credit performance subjects over two years.

Music Studies (20 credits)

Music studies is a theoretical and analytical course which should only be undertaken by students who wish to go on and study music at university level. Students will develop a high level of understanding and ability in aural skills, composition, theory and analysis.

Music Explorations (20 credits)

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. They develop and apply their musical understanding as they explore how others create, present, and/or produce music and experiment with their own creations.

Performance Solo (10 credits)

Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These assessments include a written or verbal discussion of the learning process.

Performance Ensemble (10 credits)

Students undertake a full year of study preparing for three separate performances totalling 24 minutes. These assessments include individual part testing and a written or verbal discussion of the learning process.

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 - ART FOCUS

CODE - 2VAA20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Karen George

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

In Visual Arts, students are 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 (drawings or photos) as a starting point. Students complete 2 major practicals each with their own folio of back-up work as well as a Visual Study.

- Students use a back-up folio (20 A3 pages for each artwork) to show their thoughts and visual ideas used in the development of each major artwork
- Two final artworks are produced for exhibition with a supporting 500 word Artist's Statement for each
- A separate visual study (20 A3 pages) of an Art movement, media or theme, including written and practical examples is also required, with a 2000 word limit.

Assessment

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

School Assessment

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

External Assessment

- Visual Study (30%)

Additional Requirements

We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

VISUAL ARTS - DESIGN FOCUS

CODE - 2VAD20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Karen George

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 visual study cannot exceed 2000 words.

For each semester studied, students must complete one 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 images and develop branding materials for them. Students will document the development of their major work over 20 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%

Additional Requirements

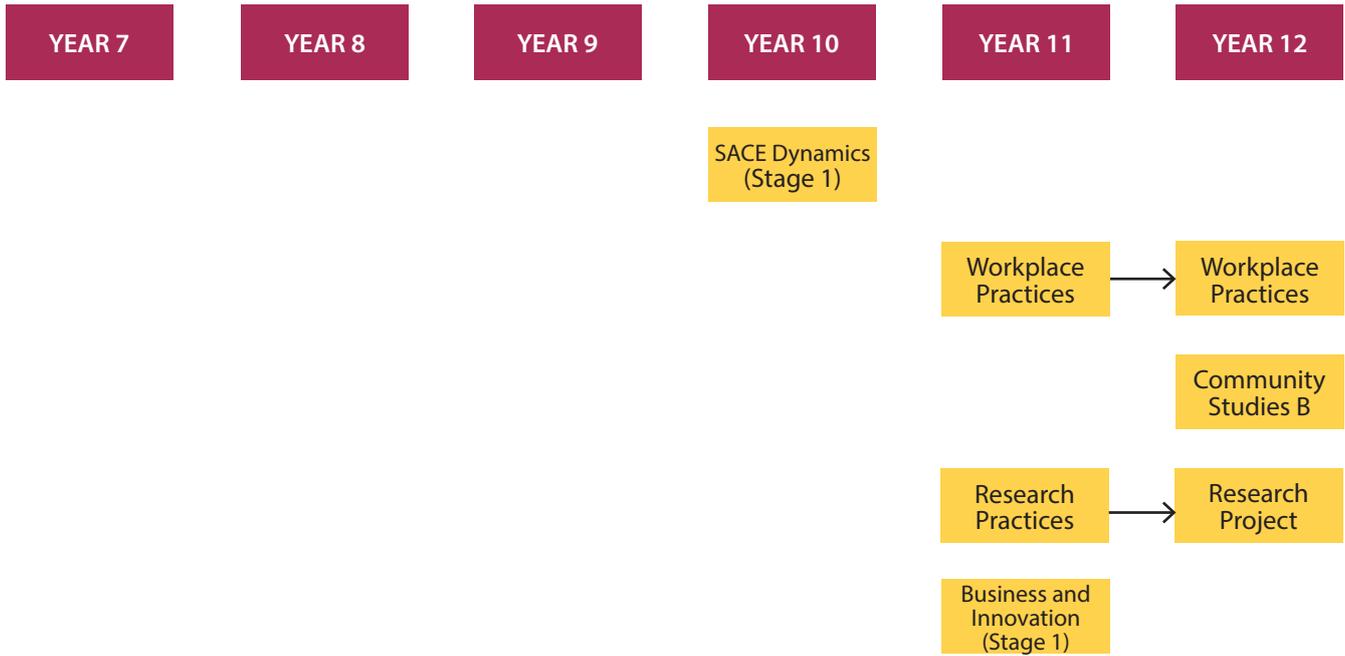
We endeavor to supply diverse materials as options for this subject. However depending on the practical they choose for their final piece, some students may need to supply unusual materials that are not stocked at school.

As part of this course students in the first semester are required to attend the senior art excursion. Cost is approximately \$20 (based on 2019 costs).

CROSS DISCIPLINARY STUDIES

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 10

SACE DYNAMICS (PLP)

CODE - 1PLP10
LEVEL - Stage 1
LENGTH - 10 Credits
CONTACT - Erin Schneider

Recommended Background
Compulsory for all SACE students

Content
SACE Dynamics is a compulsory subject at Stage 1, undertaken at Year 10. SACE Dynamics 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 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.

Business Innovation (Shark Tank)

CODE - 1ILG1S
LEVEL - Stage 1
LENGTH - 10 Credits
CONTACT - Erin Schneider

Shark Tank is a new Year 10 Choice subject that will provide students with 10 Stage 1 Credits for a semester of Learning. It is run through connections with Adelaide University and Business and Innovation.

It is an action learning Program, project based and focussed on forming teams to identify and generate a business idea.

Topics include Imagine it, Define it, Confirm it, Ideate it, Create it, Validate it, Master it, Market it and Pitch it.

Please refer to the Description Video on Teams

YEAR 11

RESEARCH PRACTICES

CODE - 1RPP10
LEVEL - Stage 1
LENGTH - 10 Credits
CONTACT - Erin Schneider

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

- The Purpose of Research 5%
- Folio Development 45%
- Outcome 25%
- Source Analysis and Evaluation 25%

Additional Requirements
Nil

RESEARCH PROJECT

CODE - 2RPA10 or 2RPB10
LEVEL - Stage 2
LENGTH - 10 Credits
CONTACT - Erin Schneider

Recommended Background
Stage 1 Research Practices

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 Research Project A will be assessed on:

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

Students in Research Project B will be assessed on:

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

Additional Requirements

Nil

WORKPLACE PRACTICES

CODE - 1WPS10 or 1 WPS20

LEVEL - Stage 1

LENGTH - 10 Credits or 20 Credits

CONTACT - Glen Williams

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
- Vocational Performance
- Reflection

Semester 2

- The Value of Unpaid Work to Society
- Career Planning 2
- Vocational Performance
- Reflection

Assessment

- Folio Tasks (45%)
- Vocational Performance (30%)
- 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 B

CODE - 2COM20, 2UBY20, 2SBY20, 2IBY20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Megan Tucker

Recommended Background

Open to all students following negotiation with Megan Tucker.

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 and the Community
- STEM and the Community
- Interdisciplinary Learning and the Community

Assessment

- Assessment type 1 - School Assessment (70%)
Five folio tasks related to a Board-accredited SACE Stage 2 subject.
- Assessment type 2 - External Assessment (30%)
Community Activity Report and Reflection

Additional Requirements

Parental consent will be required to enrol in this subject as students will not be eligible for an ATAR upon completion.

WORKPLACE PRACTICES

CODE - 2WPC20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Glen Williams

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 2 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

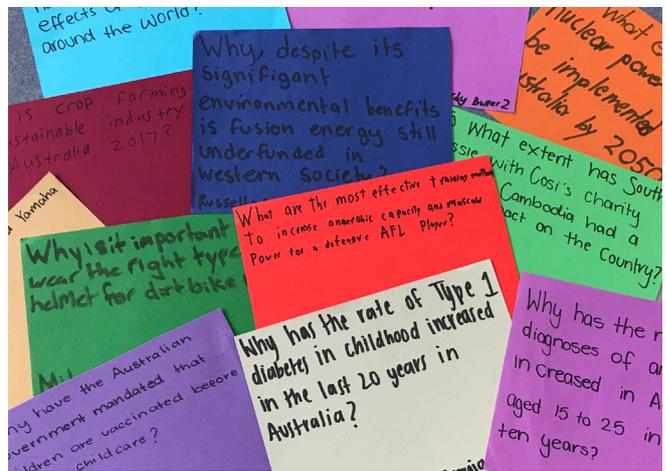
- Finding Employment
- Industrial Relations
- The Changing Nature of Work
- Work placement
- Reflections
- Major Investigation

Assessment

- Folio Tasks (25%)
- Vocational Performance (25%)
- Reflections (20%)
- Investigation (30%)

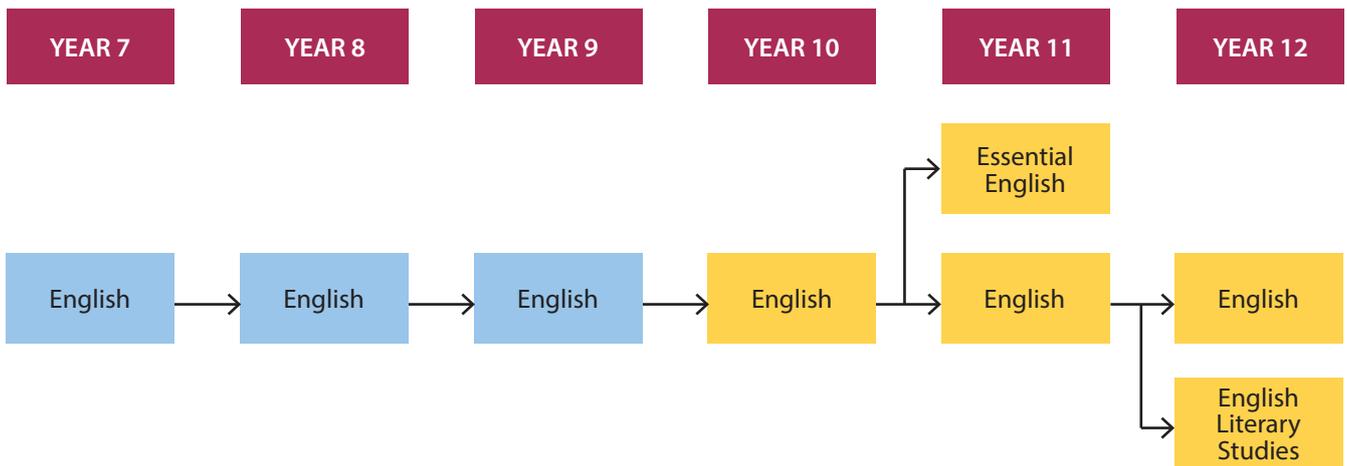
Additional Requirements

Nil



ENGLISH

In English, individuals learn to analyse, understand, communicate and build relationships with others and 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 10

ENGLISH

CODE - 0ENG1A

LEVEL - Year 10

LENGTH - 2 Semesters

CONTACT - Tom Ackland

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, evaluate other interpretation and analyse 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
- Film Study
- Short Stories: Crime Fiction
- Film Making

Semester 2

- Theme Text Study
- Media Study
- Drama Study

Additional Requirements

Nil

YEAR 11

ENGLISH

CODE - 1ESH10 or 1ESH20

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Tom Ackland

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 communication 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 (20%)

Per Semester

Additional Requirements

Nil

ESSENTIAL ENGLISH

CODE - 1ETE10 or 1ETE20

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Tom Ackland

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.

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%)

} Per Semester

Additional Requirements

Nil

YEAR 12

ENGLISH LITERARY STUDIES

CODE - 2ELS20

LEVEL - Stage 2

LENGTH - 20 credits

CONTACT - Tom Ackland

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 needed 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 Type 1: Responding to Texts (50%)

- Shared Studies
- Critical Perspectives Study

School Assessment Type 2: Creating Texts (20%)

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

External Assessment Type 3: Text Study (30%)

- Part A: Comparative Text Study (15%)
- Part B: Critical Reading – 100-minute Online Exam (15%)

Additional Requirements

Nil

ENGLISH

CODE - 2ESH20

LEVEL - Stage 2

LENGTH - 20 credits

CONTACT - Tom Ackland

Recommended Background

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

Content

This course is separated into three assessment types. Through Responding to Texts, students will read and view a range of texts. They will analyse the language and stylistic features used, and evaluate how these influence audiences.

In Creating Texts, students will create texts such as scripts, magazine articles and TED talks. They will also produce a Writer's Statement reflecting on the choices made in one of their created texts.

Finally, the Comparative Analysis task requires students to select two texts to compare. These can be films, novels or drama texts. Students will write a 2000 word response in which they critically compare and contrast the way the author of each text uses language features and stylistic features to influence the audience.

Assessment

School Assessment Type 1: Responding to Texts (30%) - 3 tasks

School Assessment Type 2: Creating Texts (40%) - 4 tasks

External Assessment Type 3: Comparative Analysis (30%)

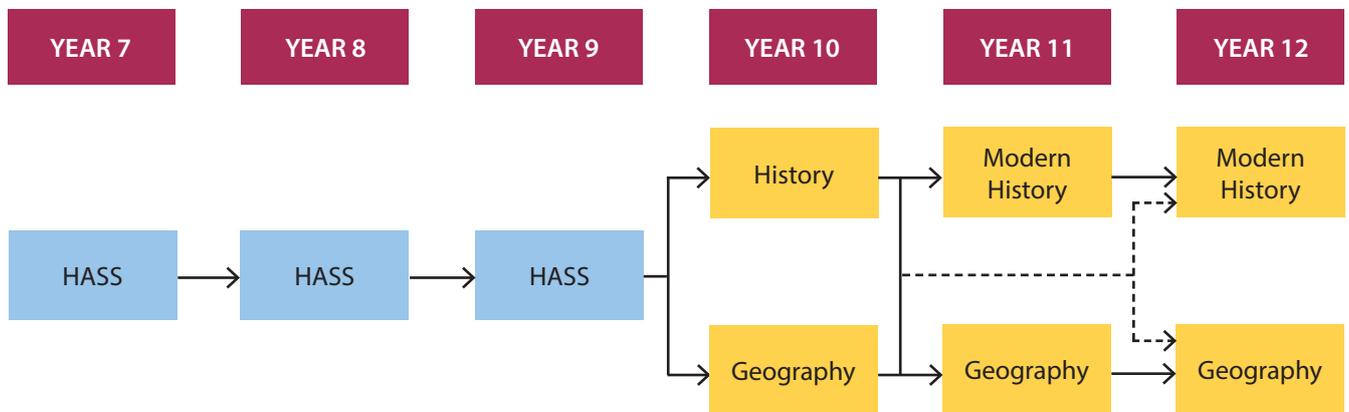
Additional Requirements

Nil

HASS - 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.



YEAR 10

HISTORY

CODE - 0HIS1A

LEVEL - Year 10

LENGTH - 1 Semester only (compulsory)

CONTACT - Tom Ackland

Recommended Background

Nil

Content

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will develop key skills related to source analysis and historical inquiry through the study of the following topics: World War II, Rights and Freedoms, and Migration Experiences.

The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Assessment

- Overview: Interwar Years
- World War II
- Rights and Freedoms
- Migration Experiences

Additional Requirements

Nil

GEOGRAPHY

CODE - 0GEO2A

LEVEL - Year 10

LENGTH - 1 Semester only (choice)

CONTACT - Tom Ackland

Recommended Background

Nil

Content

There are three topics studied in the Year 10 curriculum for Geography:

- Mapping Skills
- Measuring human development and wellbeing
- Environmental change and management

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Assessment

- Mapping Skills
- Human Wellbeing - data collection and analysis
- Environmental Change - geographical report

Additional Requirements

Nil

YEAR 11

GEOGRAPHY

CODE - 1GHY10 or 1GHY20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Chris Rennie

Recommended Background

Nil

Content

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

This subject consists of seven topics organised under three key themes. For a one-semester course, students study at least two topics from one or two of the themes. Themes and topics include:

Theme 1: Sustainable Places

- Topic 1: Rural and/or Remote places
- Topic 2: Urban places
- Topic 3: Megacities

Theme 2: Hazards

- Topic 4: Natural hazards
- Biological and human-included hazards

Theme 3: Contemporary Issues

- Topic 6: Local issues
- Topic 7: Global issues

Assessment

- Geographical Skills and Application (70%)
- Fieldwork Report (30%)

Additional Requirements

Nil

MODERN HISTORY

CODE - 1MOD10 or 1MOD20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Megan Tucker

Recommended Background

Nil

Content

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

In Stage 1 Modern History, students explore changes within the world since 1850, examining political developments and social movements across Europe, the Americas and Asia. They consider the political, social and cultural ideologies that inspired change, as well as the short-term and long-term consequences on societies and individuals.

Students investigate the impact of social, political and cultural developments on people's perspectives, circumstances, and lives – including the impact on their own lives and the world in which they currently live. They investigate ways in which people, groups, and institutions challenge political structures and social organisation in order to create lasting and significant change. They consider the importance of individual voice in driving change.

Students can elect to study a variety of topics during the course. They are encouraged to decide as a group on the areas of study, which may include:

- Youth Movements
- Russian Revolution
- Cuban Revolution
- Cuban Missile Crisis
- Assassination of John F. Kennedy
- Vietnam War
- Terrorism
- Spread of Fascism

Assessment

Students will be assessed through four assessment tasks each semester:

- Historical Skills Tasks (75%)
- Historical Study (25%)

Additional Requirements

Nil

GEOGRAPHY

CODE - 2GHY20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Chris Rennie

Recommended Background

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

Content

This subject consists of five topics organised under two key themes. There is also an independent fieldwork task where the student chooses their own topic for investigation. Themes and topics include:

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality

Topic 1 and 3 are the focus in the external examination.

Assessment

School assessment (70%)

- Geographical Skills and Applications (40%)
- Fieldwork Report (30%)

External assessment (30%)

- Examination - 130 minute online exam

Additional Requirements

Nil

MODERN HISTORY

CODE - 2MOD20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Megan Tucker

Recommended Background

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

Content

In Stage 2 Modern History, students explore the growth of modern nations at a time of rapid global change.

Students investigate the social, political, and economic changes that shaped the development of a selected nation over time. They develop insights into the characteristics that shape a modern nation, and the challenges that have confronted it.

Students also examine distinctive features of the world since 1945. They consider the impact of conflicts, alliances and organisations on the contemporary world and investigate the political and economic impact of interactions on international, national and regional development. They consider how some nations, including some emerging nations, have sought to impose their influence and power while others have sought to forge their own destiny.

Students are encouraged to decide as a group on the topics of study. The topics studied are divided into two distinct streams and one topic must be selected from each stream:

- Nations Study
- United States of America (1914–45)
 - Germany (1918–1948)
 - The Soviet Union (1945–c.2004)

The World Since 1945

- The Changing World Order (1945–)
- Challenges to Peace and Security (1945–)
- The United Nations and Establishment of a Global Perspective (1945–)

Assessment

Students will be assessed through seven tasks:

- Historical Skills (50%) - 5 tasks
- Historical Study (20%) - 1 task
- Examination (30%) - 130 minute online exam

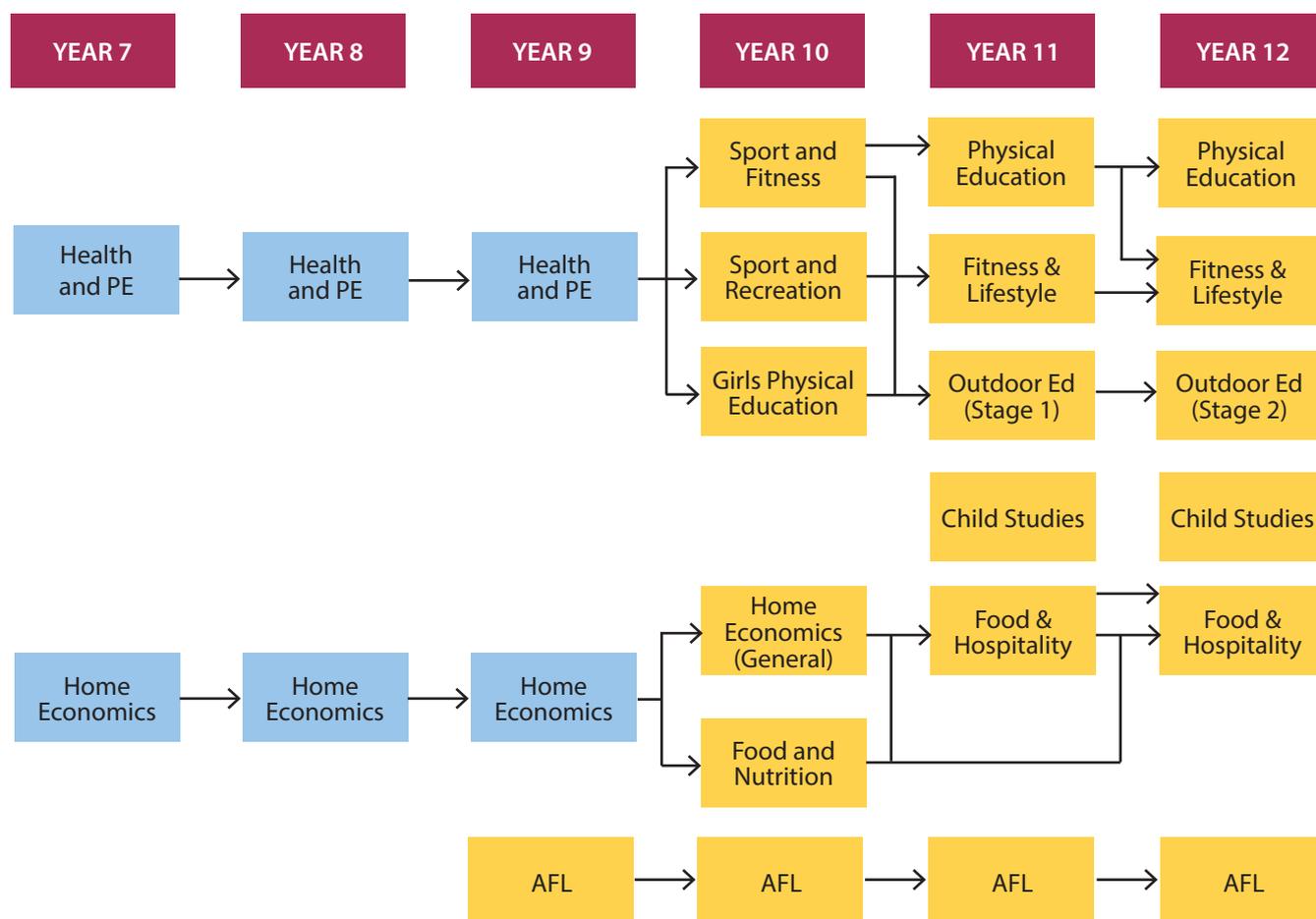
Additional Requirements

The annual Year 12 Melbourne History Camp is run over the ANZAC day week. This is an elective activity and costs are estimated at approximately \$620 (GST Included) per person based on the 2020 camp.

**COVID-19 Travel dependent

HEALTH & PHYSICAL EDUCATION

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 they need to do Year 10 Sport and Recreation or Year 10 Sport & Fitness 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 Fitness & Lifestyle course.
- If students wish to do Stage 2 PE they need to pass a full year of Stage 1 PE

YEAR 10

GIRLS PHYSICAL EDUCATION

CODE - OPGD1

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Luke Driver

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%

Additional Requirements

Cost - Charges will depend on options selected.

SPORT & FITNESS

CODE - OFIT1A or OFIT2A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Luke Driver

Recommended Background

Nil

Content

This 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 such as: Badminton, Touch, Golf, Volleyball, and European Handball.

Assessment

- Practical 60%
- Theory 40%

Additional Requirements

Charges are estimated at approximately \$110 (based on 2020 costs) per student but will depend on options selected.

SPORT & RECREATION

CODE - OREC1A or OREC2A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Luke Driver

Recommended Background

Nil

Content

This 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. There is the option of including a 2-night, 3 day minimal impact bushwalk.

Assessment

- Practical 60%
- Theory 40%

Additional Requirements

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

AFL

CODE - 10UE10

LEVEL - Stage 1

LENGTH - 10 Credits

CONTACT - Luke Driver

Recommended background

As per entry requirement sheet. Students must be meeting schools grades and values commitments and be a current player of a competing football team.

Content

Students will learn about the skills and tactics of the game of AFL. Improving their fundamental skills such as;

- Kicking
- Marking
- Handball
- Fitness

Whilst also developing their understanding of tactics and strategy including;

- Running patterns
- Movement concepts
- Positioning
- Zoning
- Offence
- Defence

Students will participate in a range of practical activities designed to improve their skills and understanding of the game of AFL. These practical activities will also form the foundation of their assignments, where students can analyse video footage of Elite players, themselves and teams to complete tasks. Participants in the course will also be required to complete a group task where they are to collaborate with peers to create, plan and compete a group task, such as junior football carnival.

Assessment

Group Connections 30%

Practical Exploration 40%

Personal Venture 30%

FOOD AND NUTRITION

CODE - OFAN1

LEVEL - Year 10

LENGTH - 1 Semester

CONTACT - Erin Schneider

Recommended Background

Completion of year 9 Home Economics.

Content

Food and Nutrition takes on more of a health focus in Home Economics. Students will work independently and collaboratively to develop an understanding of the nutritional value of food for themselves and others. They will have the opportunity to explore food functions, nutrition

labelling, nutritional psychology, food substitutes, as well as raw and plant based foods.

This subject can lead to studying Food and Hospitality or Nutrition at Stage 1.

Assessment

Students will demonstrate their learning through the following assessment types.

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

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.

HOME ECONOMICS (GENERAL)

CODE - 0HEC1A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Erin Schneider

Recommended Background

Completion of 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:

Semester 1

- Safety & hygiene
- Methods of Cookery
- Food Presentation
- Cake decorating

Semester 2

- Hygiene
- Methods of cookery
- Pastry making
- Event catering / enterprise

This subject can lead to studying Food and Hospitality at Stage 1.

Assessment

Students will demonstrate their learning through the following assessment types.

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

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.

YEAR 11

FITNESS & LIFESTYLE

CODE - 1ILG10
LEVEL - Stage 1
LENGTH - 10 or 20 Credits
CONTACT - Glen Williams

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 and recreational activities as a means for developing the Capability for Learning and the Capability for Personal Development.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks 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 Exploration (50%)
- Group Activity - Connections (20%)
- Folio and Discussion - Personal Venture (30%)

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

PHYSICAL EDUCATION

CODE - 1PHE10 or 1PHE20
LEVEL - Stage 1
LENGTH - 10 or 20 Credits
CONTACT - Luke Driver

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

Content
Students will participate in a range of practical sports to analyse their own performance. They will collect relevant data such as possessions, heart rate, speed and time to design program to assist with their development in these sports. Students will document these changes and monitor improvement. Tasks will also require students to investigate issues around involvement in sport and what can be done to involve more.

Assessment

- Performance Improvement tasks 60%
- Physical Activity Investigation tasks 40%

FOOD & HOSPITALITY

CODE - 1FOH10 or 1FOH20
LEVEL - Stage 1
LENGTH - 10 or 20 Credits
CONTACT - Erin Schneider

Recommended Background
Year 10 Home Economics or Certificate I 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 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.

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

Nil

OUTDOOR EDUCATION

CODE - 1OUE10

LEVEL - Stage 1

LENGTH - 10 Credits

CONTACT - Luke Driver

Recommended Background

Successful completion of Year 10 Bushwalk through PE. A keen interest in the environment and physical activity is expected.

Content

There are three focus areas:

1. Environment and Conservation
2. Planning and Management
3. Personal Growth and Development.

Through the study of Outdoor Education, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop team work and practical outdoor skills.

Topics

Students demonstrate their learning through 4 tasks

Assessment Type 1: About Natural Environments (2 tasks)

Assessment Type 2: Experiences in Natural Environments (2 Tasks)

As part of Assessment Type 2, students will participate in two outdoor experiences (kayaking and bushwalking), wherein they will gain skills and experience in planning and risk management.

Assessment

- Kayak skill development 30%
- Bushwalk Folio 30%
- Conservation and Sustainability 40% (2 tasks)

Additional Requirements

Attendance at all practice sessions and camps is compulsory
Cost- The cost of the subject is approximately \$350 based on 2020 costs.

YEAR 12

FITNESS & LIFESTYLE

CODE - 2ILA20

LEVEL - Stage 2

LENGTH - 10 or 20 Credits

CONTACT - Glen Williams

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 and recreational activities as a means for developing the Personal and Social Capability. There is a Project which is externally assessed.

Students will undertake 3-4 (10 credit) or 5-6 (20 credit) assessment tasks 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 Inquiry (40%)
- Connections task (30%)
- Personal Endeavour (30%)

Additional Requirements

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

PHYSICAL EDUCATION

CODE - 2PHE20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Luke Driver

Recommended Background

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

Content

Students will participate in practical activities and use these activities to complete their learning and assignments. They will reflect upon this practical involvement analysis their involvement from a theory view point looking at;

- Exercise physiology
- Skill learning
- Biomechanics

Students will participate in practical activities and use these activities to complete their learning and assignments. They

will reflect upon this practical involvement analysis their involvement from a theory view point looking at;

- Exercise physiology
- Skill learning
- Biomechanics

Students will also be required to complete a group task where they take on various rolls within the group, to investigate the different roles they could undertake whilst being involved in physical activity.

Assessment

- Group dynamics 30%
- Improvement Analysis 40%
- Diagnostics 30%

FOOD & HOSPITALITY

CODE - 2FOH20

LEVEL - Stage 2

LENGTH - 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.

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

Nil

OUTDOOR EDUCATION

CODE - 2OUE20

LEVEL - Stage 2

LENGTH - Full year 20 credits

CONTACT - Luke Driver

Recommended Background

Successful completion of Year 10 Sport and Recreation, and/or Stage 1 Outdoor Education, 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 focusing on three key areas.

Students demonstrate their learning through 4 tasks

Assessment Type 1: About Natural Environments (2 tasks)

Assessment Type 2: Experiences in Natural Environments (2 Tasks).

Assessment Type 3: Connections with natural environment (external).

As part of Assessment Type 2, students will participate in two outdoor experiences (kayaking and bushwalking), wherein they will gain skills and experience in planning and risk management.

Assessment

- Kayak skill development bushwalk (50%)
- Conservation and Management (20%)
- External (30%)

Additional Requirements

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

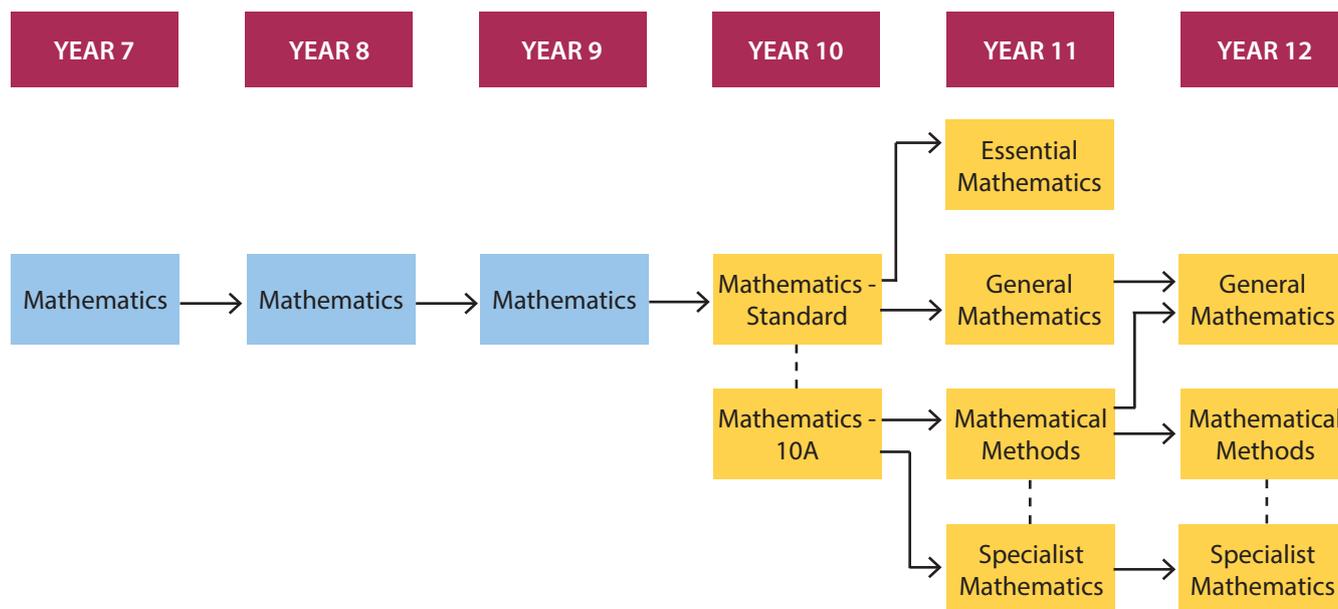
Attendance at all practice sessions and camps is compulsory.

Cost - The cost of the subject is \$250, based on 2020 costs.



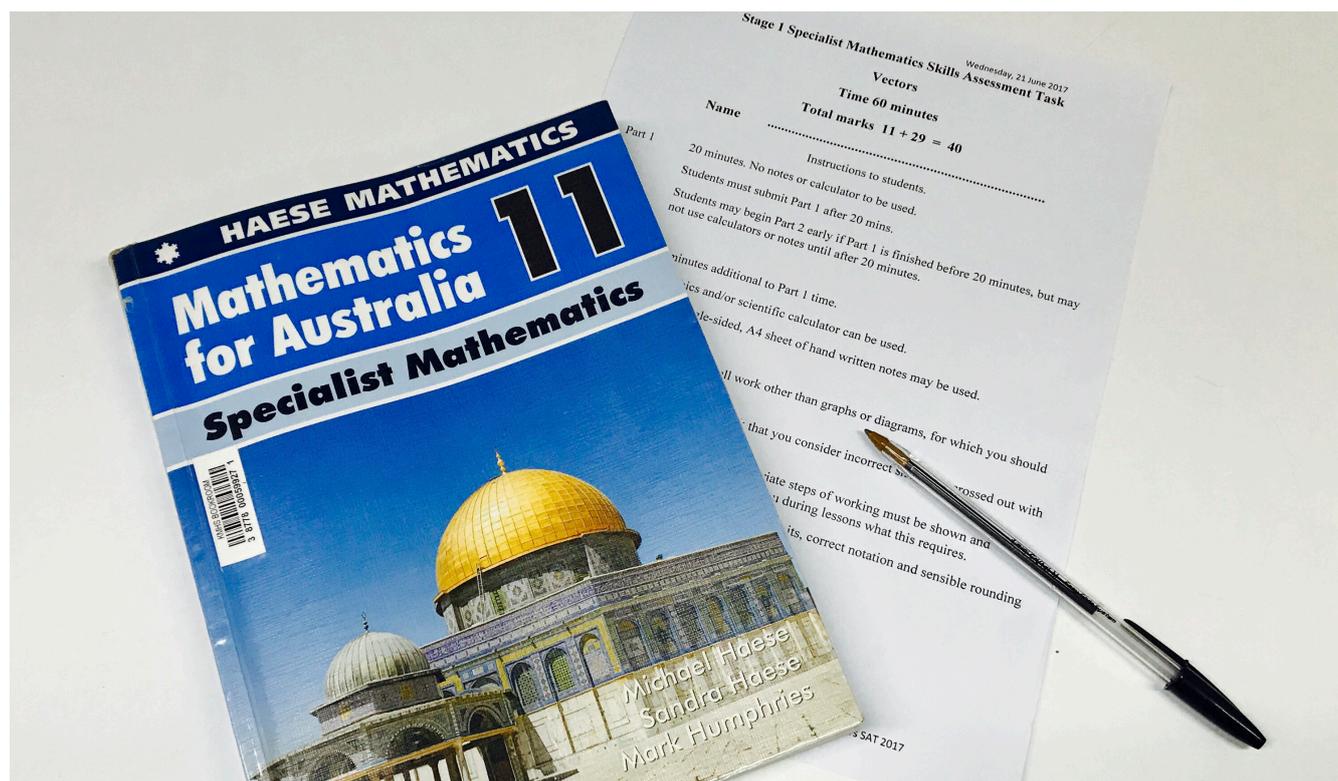
MATHEMATICS

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.



Students wishing to study Mathematical Methods or Specialist Mathematics at Stage 1 should have completed Mathematics 10A in addition to Mathematics Standard in Year 10.

- Specialist Mathematics is to be studied in conjunction with Mathematical Methods at both Stage 1 and 2.



YEAR 10

MATHEMATICS - STANDARD

CODE - 0MTH1A

LEVEL - Year 10

LENGTH - 2 Semesters

CONTACT - Alix Hillebrand or Vanessa Koch

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.

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

CODE - 0MTHB

LEVEL - Year 10

LENGTH - 1 Semester

CONTACT - Geoff Rees

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 Mathematical Methods and Specialist Mathematics in Year 11.

Topics include:

- Exponents
- Further Trigonometry
- Exponential Functions
- Statistics and Normal Distributions
- Quadratic, Polynomial and Simultaneous Equations

Assessment

Students will be assessed on their results in Skills and Applications Tasks (tests) and a Mathematical Investigation.

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 \$225) at any year of schooling or leased from the school (\$30 per semester).

YEAR 11

ESSENTIAL MATHEMATICS

CODE - IMEM10

LEVEL - Stage 1

LENGTH - 10

CONTACT - Alix Hillebrand

Recommended Background

Nil

Content

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

Assessment

In each semester students will undertake:

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

Additional Requirements

Nil

GENERAL MATHEMATICS

CODE - 1MGM10 or 1MGM20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Geoff Rees

Recommended Background

Students should have successfully completed Mathematics - Standard 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:

- Statistical Investigations
- Measurement
- Applications of Trigonometry

Semester 2:

- Linear and Exponential Functions and their Graphs
- Matrices and Network
- Investing and Borrowing

Assessment

In each semester students will undertake

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

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 \$225) at any year of schooling or leased from the school (\$30 per semester).

MATHEMATICAL METHODS

CODE - 1MAM10 or 1MAM20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Vanessa Koch or Aaron McDonald

Recommended Background

Students should have successfully completed Mathematics 10A 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
- Counting and Statistics

Semester 2

- Trigonometry
- Growth and Decay
- Introduction to Differential Calculus

Assessment

In each semester students will undertake

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

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 it 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 \$225) at any year of schooling or leased from the school (\$30 per semester).

SPECIALIST MATHEMATICS

CODE - 1MSC10 or 1MSC20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Geoff Rees

Recommended Background

Students should have achieved at least a B grade in Mathematics 10A 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.

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%)

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 it 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 \$225) at any year of schooling or leased from the school (\$30 per term).

YEAR 12

GENERAL MATHEMATICS

CODE - 2MGM20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Geoff Rees

Recommended Background

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.

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.

The topics studied include:

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

Assessment

During the year students will undertake:

- 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 \$225) at any year of schooling or leased from the school (\$30 per term).

MATHEMATICAL METHODS

CODE - 2MHS20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Vanessa Koch/Aaron McDonald

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

During the year students will undertake:

- 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. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$225) at any year of schooling or leased from the school (\$30 per term).

SPECIALIST MATHEMATICS

CODE - 2MSC20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Geoff Rees

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.

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.

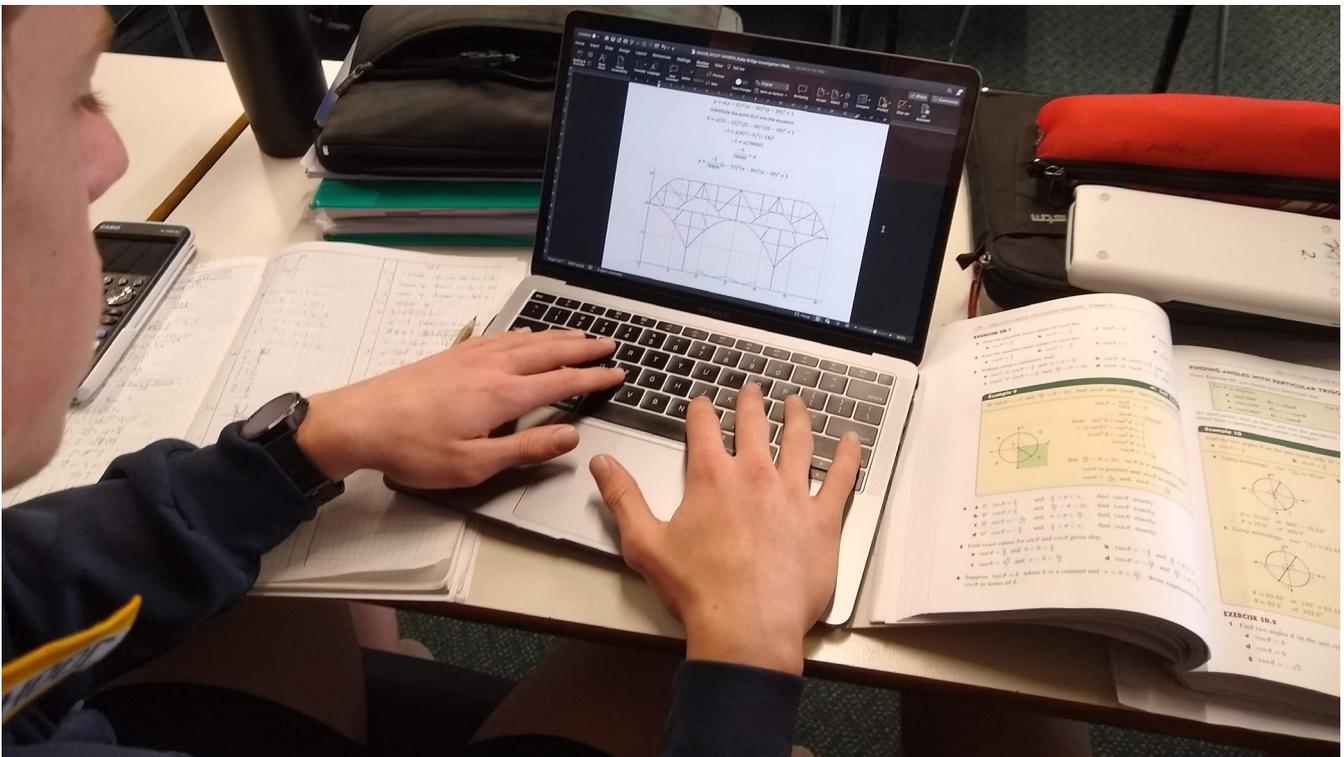
Assessment

During the year students will undertake:

- 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. Students taking Year 12 mathematics subjects need to have access to one of their own. These can be bought (approximately \$225) at any year of schooling or leased from the school (\$30 per term).

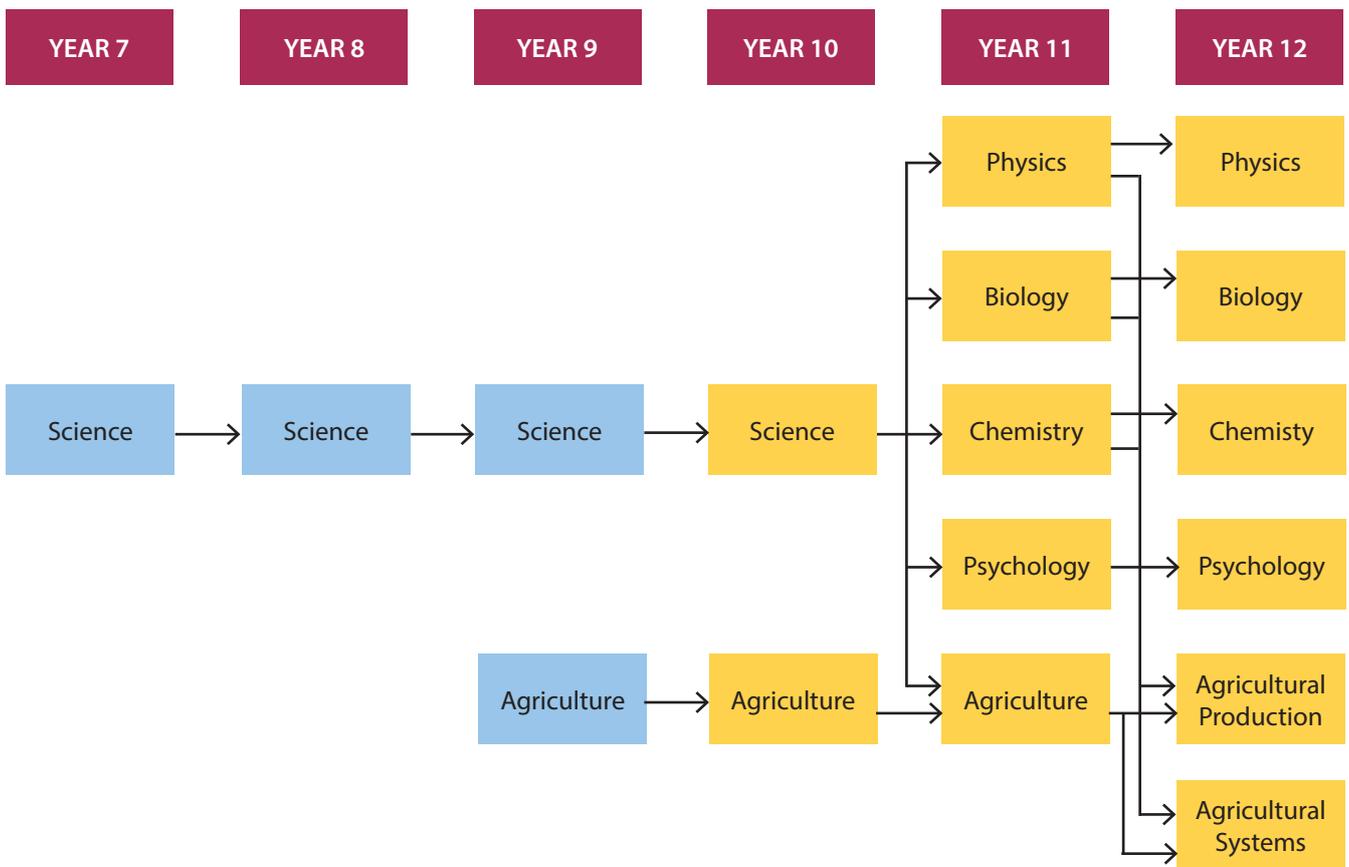


SCIENCE

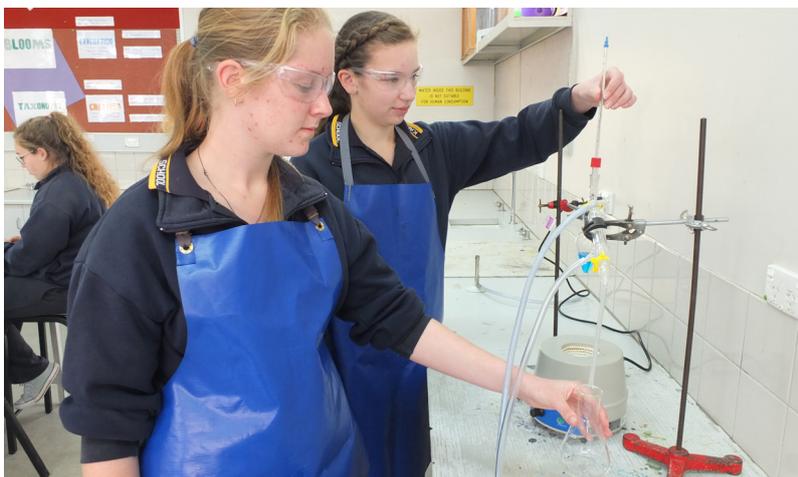
Science provides an answer to questions using facts and evidence rather than guesswork. These answers are then used to solve problems the entire world is experiencing- more efficient electricity production, safer cars, healthier people with longer life spans, pollution management, solutions to global warming, increasing food production, using less natural resources, a better understanding of how our brains work, managing stress and having better mental health.

Science is always changing based on the needs of society. It is a collaborative and creative human endeavour and helps us to make sense of our world through exploration. Science helps people to make predictions and solve problems.

If students want to study Biology, Chemistry, Psychology, Agriculture or Physics at Stage 2, it is highly recommended they do a full year at Stage 1.



If students want to study Biology, Chemistry or Physics at Stage 2, it is highly recommended they do a full year at Stage 1.



YEAR 10

AGRICULTURE

CODE - OAGR10 or OAGR20

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Stephen Nelson

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 - OSCI10

LEVEL - Year 10

LENGTH - 2 Semesters

CONTACT - Stephen Nelson

Recommended Background

Compulsory

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 - 1AGR10

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Agriculture have gone on to future pathways that include:

- Agricultural Science
- Agronomy
- Farm Management

Recommended knowledge

- Genuine interest in subject and preferably completed a full year of Year 10 Agriculture successfully
- Must be prepared to work in practical groups with animals and students safely

- Application of the scientific method to construct, apply and analyse a fair scientific test
- Being able to work independently

Topics Studied

- Global Agriculture and food security
- Sheep production
- Pest Management
- Cropping trials
- Soil science
- Animal production

BIOLOGY 1

CODE - 1BGY10

LEVEL - Stage 1

LENGTH - 10 Credits

CONTACT - Stephen Nelson

Past students who have picked Biology have gone on to future pathways that include:

- Nursing
- Environmental Science
- Marine Biology
- Medicine
- Botany
- Physiotherapy
- Zoology

Recommended knowledge

- Genuine interest in subject and preferably completed a full year of Year 10 Science successfully
- Must be prepared to work in practical groups with other students safely and apply key concepts under test conditions
- Application of the scientific method to construct, apply and analyse a fair scientific test
- Experience with microscope use
- Basic understanding of cell structure and function

Semester 1 topics

- Cells & Microorganisms
- Biodiversity & Ecosystem Dynamics

Semester 2 topics

- Multicellular Organisms & Materials Exchange
- Infectious Disease & Defence

BIOLOGY 2

CODE - 1BGY10

LEVEL - Stage 1

LENGTH - 10 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 under test conditions.

Content

Term 3

Multicellular Organisms and Material Exchange

Covers the role of exchange surfaces in the body to provide an efficient exchange of materials. Focus will be on the respiratory, circulatory, excretory and digestive systems. Dissections of the lungs, heart, and kidneys will be performed to enhance the knowledge of the structure and functions of these organs as they relate to these body systems.

Term 4

Infectious Diseases and their Defence

Concepts include the identification of types of diseases, their identification and their spread. The bodies defence will be covered and the immunity response to vaccination will be explored by looking at the societal implications of vaccination itself

Assessment

Investigations folio (50%)

- Enzymes Completion Practical
- Spread of Infectious Disease Practical Skills and applications tasks (50%)
- Vaccinations SHE task
- End of Topic Test and Exam

Additional Requirements

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

CHEMISTRY

CODE - 1CEM10 or 1CEM20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Chemistry have gone on to future pathways that include:

- Medicine
- Veterinary Science
- Engineering
- Lecturing
- Aviation
- Speech Pathology
- Law
- Agricultural Science

Recommended knowledge

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. A full year of year 10 science at a B standard or above. A full year of stage one chemistry is strongly recommended as the topics covered in semester 2 rely on the knowledge of the topics covered in semester 1.

Semester 1 topics

1. Materials and their atoms
2. Bonding between atoms
3. Molecules

Semester 2 topics

1. Mixtures and solutions
2. Acids and bases
3. Redox reactions

PHYSICS

CODE - 1PYI10 or 1PYI20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Physics have gone on to future pathways that include:

- Engineering
- Environmental Science
- Electrical Trades
- Health Sciences
- Occupational Therapy
- Physiotherapy

Recommended knowledge

- Genuine interest in subject and preferably completed a full year of Year 10 Science successfully
- Being able to identify problems and offer effective solutions
- Must be prepared to work in practical groups with other students safely and apply key concepts under test conditions
- Application of the scientific method to construct, apply and analyse a fair scientific test

Semester 1 topics

- Motion and Newton's Laws
- Electrical Circuits
- Energy and Momentum

Semester 2 topics:

- Light and matter
- Nuclear technologies and the standard model

PSYCHOLOGY

CODE - 1PSC10 or 1PSC20

LEVEL - Stage 1

LENGTH - 10 or 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Psychology have gone on to future pathways that include:

- Stage 2 Psychology

Recommended knowledge

- Basic science

Potential Stage 1 Topics:

- Cognitive Psychology
- Neuropsychology
- Emotion
- Psychological Wellbeing
- Psychology in context – i.e. Indigenous Psychology, Cyber Psychology, Organisational Psychology, Environmental Psychology, Forensic Psychology, Exercise and Sports Psychology

YEAR 12

AGRICULTURAL PRODUCTION

CODE - 2AGD20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT -Stephen Nelson

Recommended Background

Open to all students. Previous studies in either Year 10 or Stage 1 Agriculture is recommended.

Content

Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of broadacre, horticultural, animal, soil and water agricultural production. Investigations are undertaken to determine ways in which agribusiness can achieve greater efficiencies and 21st century marketing.

Topics include:

- Plant Production
- Animal Production
- Resource Management
- Agribusiness

Assessment

School-Based Assessment

- Agricultural Reports (30%)
- Applications (40%)

External Assessment

- Production Investigation (30%)

AGRICULTURAL SYSTEMS

CODE - 2AGY20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT -Stephen Nelson

Past students who have picked Agriculture have gone on to future pathways that include:

- Agricultural Science
- Agronomy
- Farm Management

Recommended knowledge

- Genuine interest in subject and preferably completed a full year of Year 10 Agriculture successfully
- Must be prepared to work in practical groups with animals and students safely
- Application of the scientific method to construct, apply and analyse a fair scientific test
- Being able to work independently

Topics Studied:

- Technology in Agriculture
- Weed and pest management
- Cropping trial
- Livestock health and nutrition
- Agribusiness

Assessment

- 70% School based (SAT's 40%, Folio 30%)
- 30% Externally assessed by SACE (Investigation)

BIOLOGY

CODE - 2BGY20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Biology have gone on to future pathways that include:

- Nursing
- Environmental Science
- Marine Biology
- Medicine
- Botany
- Physiotherapy
- Zoology

Recommended knowledge

- Genuine interest in subject and completed a full year of Stage 1 Biology successfully
- Must be prepared to work in practical groups with other students safely and apply key concepts under test conditions
- Application of the scientific method to construct, apply and analyse a fair scientific test
- Understanding of cell structure and function and protein synthesis

Semester 1 topics

- DNA & Proteins
- Cells as the Basis of Life

Semester 2 topics

- Homeostasis
- Evolution

Assessment

- 70% School based (SAT's 40%, Folio 30%)
- 30% Externally assessed by SACE (Exam)

CHEMISTRY

CODE - 2CME20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Chemistry have gone on to future pathways that include:

- Medicine
- Veterinary Science
- Engineering
- Lecturing
- Aviation
- Speech Pathology
- Law
- Agricultural Science

Recommended knowledge

- Full year of stage 1 Chemistry

Topics

The subject consists of 4 topics covered over the entire year. These include:

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

Assessment

- 70% School based (SAT's 40%, Folio 30%)
- 30% Externally assessed by SACE (Exam)

PHYSICS

CODE - 2PYI20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Physics have gone on to future pathways that include:

- Engineering
- Environmental Science
- Electrical Trades
- Health Sciences
- Occupational Therapy
- Physiotherapy

Recommended knowledge

- Genuine interest in subject and completed at least one semester of Stage 1 Physics successfully
- Being able to identify problems and offer effective solutions
- Understanding the importance of science to society
- Must be prepared to work in practical groups with other students safely and apply key concepts under test conditions
- Application of the scientific method to construct, apply and analyse a fair scientific test

Topics Studied:

- Motion in 2 Dimensions (motion, gravity and satellites, momentum, Einstein's relativity)
- Electrical and Magnetic fields (electric fields, magnetic fields, electromagnetic induction)
- Light and Matter (wave and particle behaviour of light, x-ray production, atomic emission and absorption, the Standard Model)

Assessment

- 70% School based (SAT's 40%, Folio 30%)
- 30% Externally assessed by SACE (Exam)

PSYCHOLOGY

CODE - 2PSC20

LEVEL - Stage 2

LENGTH - 20 Credits

CONTACT - Stephen Nelson

Past students who have picked Psychology have gone on to future pathways that include:

- Psychologist
- Social worker
- Counsellor
- Criminology
- Law
- Police
- Teacher

Recommended knowledge

- Year 10 Science
- Stage 1 Psychology (Not Compulsory)

Stage 2 Topics:

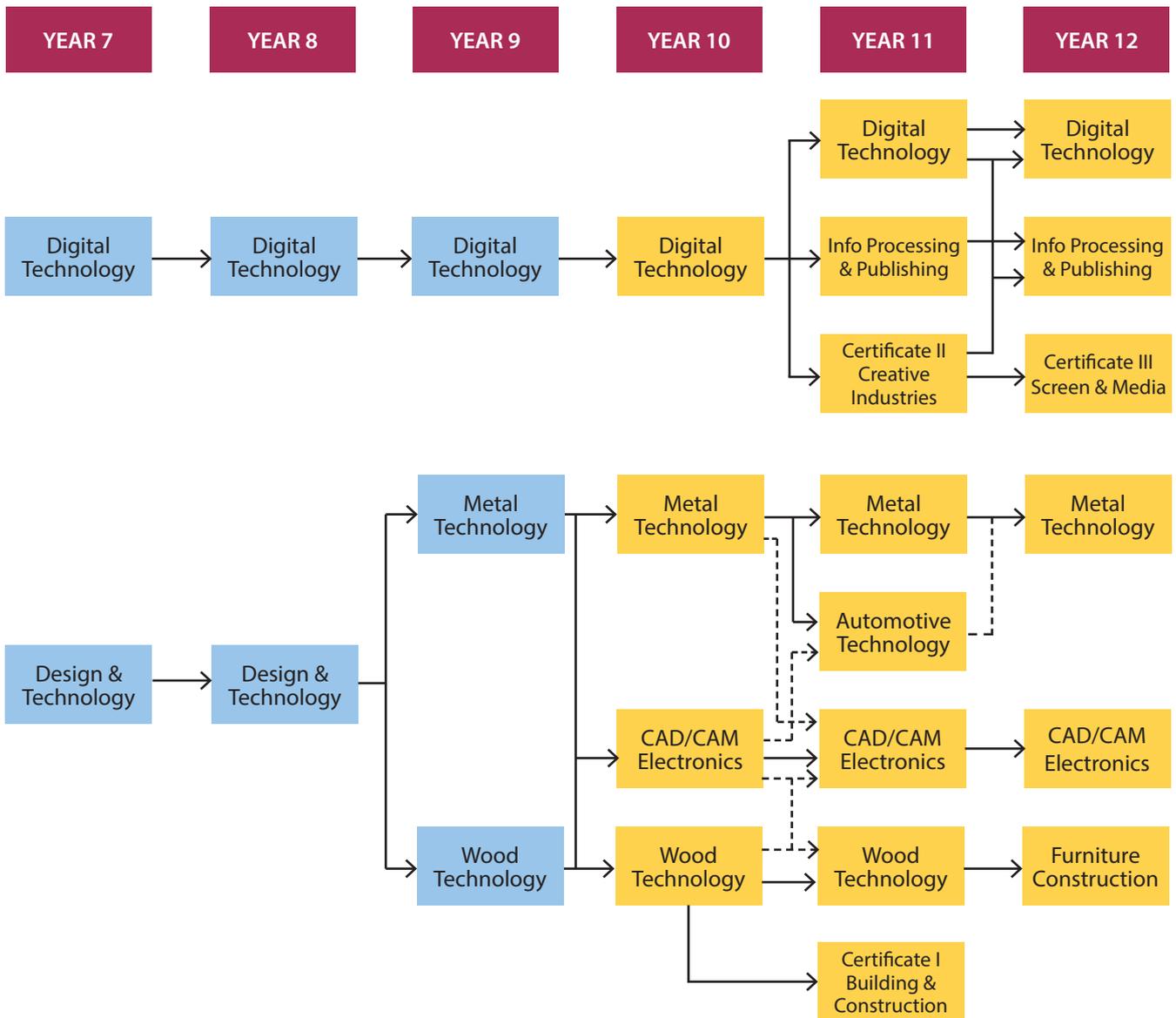
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

Assessment

- 70% School based (SAT's 40%, Folio 30%)
- 30% Externally assessed by SACE (Exam)

TECHNOLOGIES

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.



Dashed pathway is possible, but not ideal.
Certificate courses will involve a cost

YEAR 10

CAD-CAM/ELECTRONICS

CODE - 0CAD1A

LEVEL - Year 10

LENGTH - 1 or 2 Semesters

CONTACT - Al Woods

Recommended Background

Successful completion of a Year 9 Design & Technologies course is desirable.

Content

Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. In our well-equipped Trade School for the Future students will be using software such as Circuit Wizard, EV3 Mindstorms, and AutoCAD. Students will have the opportunity to gain a sound understanding of basic electronic principles. Electronic circuits are designed and circuit boards printed produced using Computer Aided Design and Manufacture. Students learn to solder components in place to bring the project to life.

Automated robotic systems are investigated and icon driven programs created to control the new EV3 Robots. Students use the 'Track Challenge' to demonstrate the skills they have learnt.

Students also have the opportunity to use AutoCAD Inventor to design and realise 3D models starting with a 3D printed keytag and finish by designing their 'Dream Virtual Car'. This course leads into SACE Stage One Systems & Control and Physics and is suited for students who are interested in taking a trade or university pathway.

Topics

- Introduction to Electronics & Circuit Wizard
- Schematic drawing interpretation
- Advanced circuit design & manufacture
- Electronic projects design & manufacture
- Program Logic Control using the EV3 robots
- Introduction to AutoCAD
- AutoCAD car design

Assessment

- Electronics design and manufacture (30%)
- EV3 Robot programming (20%)
- Computer Aided Design (Virtual Model Car) (30%)
- Theory assignments (20%)

Additional Requirements

As part of the Material and Services charge an initial allocation of \$40.00 will cover the basic material cost for the semester.

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

LEVEL - Year 10

LENGTH - 1 Semester

CONTACT - Al Woods/Gerrard Kleinig

Recommended Background

Successful completion of a Year 9 Design & Technologies course is desirable.

Content

Students will be developing skills and working towards a Metal Engineering and/or Automotive pathway. The course will provide students with a good background experience in readiness for a certificate course at Year 11.

Students will experience various machining techniques using the lathe and associated tools. Skills in MIG 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

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.

WOOD TECHNOLOGY

CODE - 0MDB1A

LEVEL - Year 10

LENGTH - 1 Semester

CONTACT - Andrew McDonald/Hamish Price

Recommended Background

Successful completion of a Year 9 Design & Technologies 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

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.

YEAR 11

ELECTRONICS/CAD-CAM

CODE - 1SSP10 or 1SSP20

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Al Woods

Recommended Background

Successful completion of a Year 10 Design & Technologies course is desirable.

Content

Students will further develop skills in software packages such as AutoCad to produce designs that can be sent to the CNC mill to be machined into a fully functioning and enterprising product. Semester one's focus will be electronic circuitry components with an introduction to integrated circuits. Students will assemble a pre-designed electronic project and focus on the operation of the circuit. This circuit is incorporated into their major task design of their 'Flat Pack Car' controlling the headlights, taillights and indicators. In the second semester students will study the workings and application of Integrated Circuits, in particular the NE555 and 'Pic Axe' logic chip. As their major practical task students will have the opportunity to create a scenario into which the NE555 and other components can be incorporated to control a particular piece of equipment. Students will design and manufacture both the circuit and the practical application it controls.

In both semesters designing will be done through Circuit Wizard and AutoCad and utilise laser and 3D printers and the mill to manufacture the products. Both of these courses will challenge students to think and apply skills in a fun and meaningful way.

Semester 1:

- Introduction to electronic components
- Circuit board componentry, construction & soldering
- Electronic kit manufacture
- Introduction to AutoCAD
- Model Car design and manufacture

Semester 2:

- Pic Axe programming
- NE555 IC fundamental circuits
- Using the NE555 IC.
- Design and construction of an Automated scenario

Careers in Electronics include; Civil/Mechanical/ Electrical Engineer, Technician, Programmer, Teacher/ Lecturer.

Assessment

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

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 'product' then they will need to cover the extra costs.

AUTOMOTIVE TECHNOLOGY

CODE – 1IES1A and 1IES2A

LEVEL – Stage 1

LENGTH – Full year – 20 Stage 1 credits

CONTACT – Andrew McDonald

Recommended Background

Successful completion of a Year 10 Design and Technologies course is desirable.

Content

This course is designed to provide a pathway 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 work within 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
- OHS laws, regulations, Workshop safety and practice.
- Tools associated with the automotive industry and their use
- 2 and 4 stroke engine operating principles.
- Vehicle maintenance and service procedures.
- Engine component identification, dismantling and reassembly procedures.
- Study of vehicle suspension, brakes, steering and electrical systems.
- Use of technical data, measuring of components and basic fault finding

The ability to work safely in the workplace in the workplace environment and communicate effectively will be emphasized. Through small group work students will further develop team skill, problem solving, and technical literacy and numeracy skills.

Assessment

- Specialised Skills Tasks -30%
- Design Process and Solution – 70%

Additional Requirements

Nil

CERTIFICATE I BUILDING AND CONSTRUCTION

CODE - CPC10111

LEVEL - Certificate 1

LENGTH - Full year - contribute up to 40 Stage 1 credits

CONTACT - Andrew McDonald

Recommended Background

Successful completion of a Year 10 Design & Technologies course is desirable.

Content

This is an ideal foundation course for students considering a future in a building/construction trade. Students will engage in a variety of trades which could include carpentry, concreting, gyprocking, and bricklaying.

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. Support is provided by the Construction Industries Training Board (Doorways to Construction) through which students will be able to access subsidized whitecard training and specialist support training from Kesab and Asbestos Industries. Students will need to undertake 3 weeks of work experience throughout the year.

Successful completion of the course will contribute up to 40 credits towards SACE Stage 1. Students complete the following units of competency:

Code	Unit Title	Hours
CPCCCM1012A	Work effectively and sustainably in the construction industry	20
CPCCCM1013A	Plan and organise work	20
CPCCCM1014A	Conduct workplace communication	20
CPCCCM2001A	Read and interpret plans and specifications	36
CPCCCM2005B	Use construction tools and equipment	96
CPCCWHS1001	Prepare to work safely in the construction industry	6
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	20
CPCCVE1011A	Undertake a basic construction project	40
CPCCCM1015A	Carry out measurements and calculations	20
CPCCCM2004A	Handle construction materials	16
CPCCCM2006B	Apply basic levelling procedures	8

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.

WOOD TECHNOLOGY

CODE - 1MRS1A and 1MRS2A

LEVEL - Stage 1

LENGTH - Full year – 20 Stage 1 credits

CONTACT - Andrew McDonald

Recommended Background

Successful completion of a Year 10 Design and Technologies course is desirable.

Content

This course is designed to provide a pathway for students considering future work and/or business enterprise opportunities in Design and or Manufacturing. For students who enjoy making products, skills developed in this course will benefit those considering trade options - Construction, Cabinetmaking, Shop Fitting, Soft Furnishings, Floor coverings, glazing, and Design. Alternatively students with a more entrepreneurial vision of business ownership may be interested in the skills associated with modern CAD and computer controlled machining processes to design and produce a marketable product. Major emphasis will be on Workshop safety, wood machining skills and component assembly, whilst communication, team skill, marking and measuring, and problem solving will also play a major part within the program.

Assessment

- Specialised Skills Tasks -30%
- Design Process and Solution – 70%

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.

METAL TECHNOLOGY

CODE - 1MMP10

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Al Woods

Recommended Background

Successful completion of a Year 10 Design & Technologies 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. Manual Metal Arc welding skills will also be taught incorporating an understanding of distortion and quality production techniques.

Within the 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

While this course can be undertaken as a 10 credit course over one semester, it is envisaged that students undertaking this course in Semester One will continue for the full year. This will enable them to gain the skills similar to those offered previously in the Certificate course and place them well for studies at Stage 2 level.

Assessment

- Skills and Application Tasks (50%)
- Folio (25%)
- Product (25%)



CERTIFICATE II CREATIVE INDUSTRIES

CODE - CUA20215

LEVEL - Certificate II

LENGTH - Full year - contribute up to 40 Stage 1 credits

CONTACT - Erin Schneider/Luke Atkinson

Recommended Background

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

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.

- 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 a 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 Movie – 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.

This course is delivered by fully accredited trainers under an auspice agreement through the Academy of Interactive Entertainment.

Successful completion of the course will contribute up to 40 credits towards SACE Stage 1. Students complete the following units of competency:

Code	Unit Title	Hours
CUFIND201	Develop and apply creative arts industry knowledge	20
CUAWHS302	Apply work health and safety principles	10
BSBWOR203	Work effectively with others	15
BSBCRT101	Apply critical thinking techniques	20
BSBDES201	Follow a design process	40
BSBCRT301	Develop and extend critical and creative thinking skills	40
CUAACD101	Use basic drawing techniques	50
CUADIG201	Maintain interactive content	30
CUARES201	Collect and organise content for broadcast or publication	20
CUADIG202	Develop digital imaging skills	50

Assessment

Competency Based Assessment via completion of online tasks and practical work.

Students need to prove themselves competent in each of the units to fulfil the requirements of the full certificate.

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

Additional Requirements

This is a nationally recognised 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 \$695 per student (based on 2020 costing). 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.

DIGITAL TECHNOLOGY

CODE - 10DGT

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Luke Atkinson

Recommended Background

Open to all students.

Content

- Focus area 1: Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
- Focus area 2: Advanced programming, students extend their programming skills with a particular focus on problem-solving.
- Focus area 3: Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
- Focus area 4: Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

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

- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.

INFORMATION PROCESSING & 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.

Students 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 (dependent 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

DIGITAL TECHNOLOGY

CODE - 10DGT

LEVEL - Stage 1

LENGTH - 10 or 20 credits

CONTACT - Luke Atkinson

Recommended Background

Open to all students.

Content

- Focus area 1: Programming, students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
- Focus area 2: Advanced programming, students extend their programming skills with a particular focus on problem-solving.
- Focus area 3: Data analytics, students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
- Focus area 4: Exploring innovations, students apply their critical and creative thinking skills to explore digital innovations, develop ideas, and create digital solutions.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies.

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

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

- at least two project skills tasks
- at least one digital solution.

Students have the opportunity to work collaboratively in at least one assessment.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. Students undertake:

- at least four project skills tasks
- at least two digital solutions.

Students have the opportunity to work collaboratively in at least two assessments.

CERTIFICATE III SCREEN & MEDIA

CODE - CUA31015

LEVEL - Certificate III

LENGTH - Full year - contribute up to 70 Stage 2 credits

CONTACT - Erin Schneider/Luke Atkinson

Recommended Background

Successful completion of Certificate II Creative Industries

Content

The Certificate III in Screen & Media is a course for students that wish to learn the process of Game Design and Production. Students are required to have completed the Certificate 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.

This course is delivered by fully accredited trainers under an auspice agreement through the Academy of Interactive Entertainment.

Successful completion of the course will contribute up to 70 credits towards SACE Stage 2. Students complete the following units of competency:

Code	Unit Title	Hours
BSBCRT301	Develop and extend critical and creative thinking skills	40
BSBWHS201	Contribute to the health and safety of self and others	20
CUAIND301	Work effectively in the creative arts industry	20
BSBDES201	Follow a design process	40
BSBDES303	Explore and apply creative design process to 3D forms	50
CUAACD201	Develop drawing skills to communicate ideas	60
CUAANM302	Create 3D digital animations	75
CUAANM303	Create 3D digital models	75
CUASOU304	Prepare Audio Assets	30
ICTICT308	Use advanced features of computer applications	40
BSBDES301	Explore use of colour	40

Assessment

Competency Based Assessment via completion of online tasks and practical work.

Students need to prove themselves competent in each of the units to fulfil the requirements of the full certificate.

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

Additional Requirements

This is a nationally recognised 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 \$825 per student (based on 2020 costing). 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 Wood Technology 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.

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 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.

INFORMATION PROCESSING & PUBLISHING

CODE - 2IPR20

LEVEL - Stage 2

LENGTH - 20 credits

CONTACT - Luke Atkinson

Recommended Background

Successful completion of Stage 1 Information Processing & Publishing is desirable.

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 TECHNOLOGY

CODE - 2MMA20

LEVEL - Stage 2

LENGTH - 20 credits

CONTACT - Al Woods

Recommended Background

Successful completion of Stage 1 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.

ELECTRONICS/CAD-CAM

CODE - 2SSP20

LEVEL - Stage 2

LENGTH - 20 credits

CONTACT - Al Woods

Recommended Background

Successful completion of Stage 1 Electronics/CAD-CAM is desirable.

Content

Skills in this area are becoming highly sought after both at a trade and university level. Industries are relying heavily on automation within their production lines and architecture. Students are given the opportunity to work with a variety of electronic components primarily focussing on the 'Logic Gate'. The 'Skills Assessment Tasks' are designed to refresh their knowledge of basic components and introduce them to AND, OR, NAND & NOR ICs and the use of Flip Flops in a practical manner using bread boards and connectors to create and test a variety of circuits.

The minor production task requires them to design a 12 stage digital combination lock using gates and a design of their choice. The major task involves a pre-set task for which students need to develop a Folio to design and then manufacture an electronic solution.

All design and manufacture work is carried out using Computer Aided Design programs and are manufactured by computer driven Laser, Milling and 3D printing devices. Careers in Electronics & CAD/CAM include: Civil/Mechanical/Electrical Engineer, Designer, Manufacturing Consultant, Technician, Programmer, Teacher/Lecturer.

Assessment

- Skills and application tasks (20%)
- Folio Task (30%)
- Minor Product – Digital Lock (15%)
- Major product – Pre-set problem solving Task (35%)

Additional Requirements

Nil



GLOSSARY

ACARA	Australian Curriculum, Assessment and Reporting Authority
ASBA	Australian School-based Apprenticeship
ATAR	Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.
Australian Curriculum	The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority.
Counting Restrictions	Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area.
Curriculum Pattern	A selection of subjects required in order to qualify for the SACE or meet year level requirements.
Credit	Ten credits are equivalent to 2 semesters or 6 months of study in a particular subject or course in the South Australian Certificate of Education.
DECD	Department for Education and Child Development
Flexible Option	Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.
MER	Minimum Entry Requirements (used for TAFE entry purposes)
PLP	Personal Learning Plan
Precluded Combination	Two subjects are a precluded combination if they are defined by the universities and TAFE SA as having a significant overlap in content.
Prerequisite	A formal requirement that is needed before proceeding to further study
Recognised Studies	Studies such as higher education studies or Vocational Education and Training (VET) awards approved by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.
Research Project	A compulsory Stage 2 subject
RTO	Registered Training Organisation
SACE	The South Australian Certificate of Education
SACE Board	South Australian Certificate of Education Board
SATAC	South Australian Tertiary Admissions Centre
Semester	50-60 hours of programmed lesson time
Stage 1	The first of two levels of the SACE - for students, this will usually take place in Year 11
Stage 2	The second of two levels of the SACE - for students, this will usually take place in Year 12
STAT	Special Tertiary Admissions Test
TAFE	Technical and Further Education
TAS	Tertiary Admission Subject - a SACE Stage 2 subject which has been approved by the universities and TAFE SA for tertiary admission.
TEA	TAFE Entry Assessment
TGSS	Training Guarantee for SACE Students
VET	Vocational Education and Training

CAREER GUIDANCE RESOURCES

RELEVANT PUBLICATIONS AND WEBSITES

The following publications are made available to students at various times to help in the course counselling process. Information can also be found on the websites listed.

Department for Education and Child Development
www.decd.sa.gov.au

SACE Board
www.sace.sa.edu.au

Flinders University Undergraduate Prospectus
www.flinders.edu.au

University of South Australia Undergraduate Prospectus
www.unisa.edu.au

Adelaide University Undergraduate Prospectus
www.adelaide.edu.au

SATAC Guide
www.satac.edu.au

TAFE Subject Guide
www.tafesa.edu.au

CAREER GUIDANCE RESOURCES

Myfuture
Australia's online career exploration and information service.
www.myfuture.edu.au

Careerone
Australia's online career exploration and information service - The Australian Careers Directory. A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.
www.careerone.com.au

The Job Guide
Provides information on over 600 occupations and describes the education or training needed for those occupations.
www.jobguide.deewr.gov.au

Occupational Information
www.joboutlook.gov.au

SACE Board
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.
www.sace.sa.edu.au

PLANNING YOUR CAREER

Making a decision about what type of career you want can be hard, especially if you are new to the workforce or are looking to change your career. Below are some simple steps to help you through the decision making process.

STEP 1 - SELF ASSESSMENT

To find a job that will interest you and keep you motivated and challenged, it's important to understand your own interests, abilities and values.

Your interests

- What do you enjoy doing?
- What inspires and motivates you?

Skills and abilities you have developed

- Education
- Previous employment or work experience
- Voluntary or charity work
- Extracurricular activities (e.g. sport, music, social clubs).

Values and Influences

- What aspects of work are important to you? e.g. respect,
- recognition, security, achievement, status, money
- What influences are important to your decision making? e.g. health, family, community.
- What working conditions are suitable for your lifestyle?
- Do you have health issues to consider when planning your career path?

STEP 2 - CAREER ASSESSMENT

Once you have thought about a few different career paths that may interest you, do some industry research to find out what each career involves.

Job Outlook

- What are the employment prospects?
- What are the predictions for the future of the industry?
- Will the industry grow?
- Can you further develop and progress in the career?

Education and Training

- Do you have the right qualifications, education or training?
- Can you do on the job training or study while you work in the career?
- Are there opportunities for further education or training?

Duties and tasks

- What duties and tasks will you be required to perform?
- Can you perform these duties and tasks?
- Will the duties and tasks keep you motivated?

Industry knowledge

Talk to people who already work in the industry and ask questions to help you with your career decision making.

- What does your typical work day involve?
- What do you most like about your job?
- What do you least like about your job?
- What training would you recommend to prepare for the job?
- Do you know of any alternative training pathways?
- Have you had the opportunity to progress in your career and develop further skills?

STEP 3 - CAREER DECISION

When it comes to making a decision on what career path you want to pursue, make sure you explore all the options available to you.

- Make a decision that will suit your personality and the working environment that you are interested in, as well as the career goals that you have set for yourself.
- If you are uncertain about your career choices, don't worry too much. The average Australian will have between five and seven career changes in their lifetime.

Remember that in each job you will develop new skills that you can apply in other jobs. You will also meet more people, which is ideal for career networking.

STEP 4 - TAKE ACTION

Now that you've gone through the decision making process, it's time to take action. Get your resume ready and apply for any suitable jobs that you find. Keep in mind that things don't always work out the first time. You may even need to go through the steps again to find what you're looking for, but don't give up. Remember that having a job, even if it's not the one you want, can lead to getting the job you do want.

ONLINE JOB SEARCHING

www.jobsearch.gov.au – search for jobs by choosing your state, local area and occupation category. Create a job match profile, upload your resume and use the instant job list to find jobs based on your skills and experience

www.joboutlook.gov.au – search for a career that you are interested in and find information on the trends and job prospects for that career

www.careerone.com.au – search for jobs that interest you

www.mycareer.com.au – search for jobs that interest you

www.seek.com.au – search for jobs that interest you

CAREER AND RECRUITMENT

www.employmentguide.com.au – look for recruitment agencies relating to your chosen industry and find career advice and information

www.myfuture.edu.au – identify your interests and skill areas, make career decisions and plan your career

www.jobguide.thegoodguides.com.au – work out what occupations suit you best, based on your interests and abilities

GOVERNMENT INFORMATION

www.skills.gov.au – find out how gaining new skills can increase your job opportunities and find out about training options

www.apsjobs.gov.au – look for job vacancies in the Australian Public Service

www.defencejobs.gov.au – find information about jobs in the Navy, Army and Air Force

For information about Public Service jobs in each state refer to the relevant site www.vacancies.sa.gov.au

STARTING A BUSINESS

www.business.gov.au – find information to help you plan, start and grow your business

For state-based information about starting your own business refer to the relevant site www.sa.gov.au/topics/business-and-trade/starting-a-business

STUDYING OR TRAINING

www.australianapprenticeships.gov.au – find out about apprenticeships and combining employment and training

www.gooduniguide.com.au – Australian degree and university ratings guide

www.humanservices.gov.au/students – payments and services are available to support people who are studying or planning to study. Families and carers of students and people undertaking training or Australian apprenticeships

www.qilt.edu.au – look for information about Australian universities and other higher education providers

www.studyassist.gov.au – find information about Australian Government assistance for financing tertiary study

www.training.gov.au – search for training organisations, packages and courses in Australia.

VOLUNTEERING

www.volunteeringaustralia.org – find volunteer opportunities Australia wide

www.govolunteer.com.au – find volunteer opportunities Australia wide

www.volunteeringsa.org.au – look for volunteering opportunities in the Northern Territory and South Australia.



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