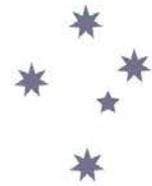




Government of South Australia  
Department for Education



VICTOR HARBOR  
HIGH SCHOOL

# Senior School Curriculum Handbook



## 2020

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# INTRODUCTION

The curriculum at Victor Harbor High School is aligned with both state and national expectations for all schools. The Australian Curriculum is the mandated curriculum for Years 8 to 10 and the South Australian Certificate of Education (SACE) continues to be the mandated Curriculum in the senior years. This handbook provides information to assist students and families in making significant decisions about future learning options, about courses and subjects offered in Stage 1 (Years 10 and 11) and Stage 2 (Year 12) for 2020.

The school's vision is that our young people leave us as good writers and speakers, great leaders when they can be, good followers when they should be, creative no matter their field, and can be positive team members when required. As global citizens they are aware their behaviour makes a difference, and above all they are generous of spirit.

Therefore, our aim is to build the curriculum around the needs and aspirations of each student with guidance from our well-trained staff. Our Senior School structure is built around the concept of verticality. This enables students to access subjects from higher year levels if they are ready for this challenge. Students choose subjects based on their interests, skills and readiness. Through the clever use of resources and an innovative timetable students are provided with choice from a broad range of subjects, a range which is not possible in the majority of similar sized schools.

We also have a strong focus on mentoring. The mentoring group is led by a teacher who provides students with knowledge and experiences that further their understanding of the possibilities beyond schooling. Our staff also continually develop links with industry and community partners to ensure that students are able to transition from school into real employment, training or further education opportunities.

Students need to read the handbook thoroughly to help decide which subjects they wish to study next year. It provides the most up-to-date information about each subject and particular requirements and patterns that need to be met.

In addition to the subjects offered at Victor Harbor High School, students are able to access a broad range of subjects offered in other schools in the district through a partnership called the Southern Adelaide and Fleurieu Secondary School (SAFSS). A

brochure outlining the courses offered at each of the participating schools is available upon request.

We have endeavoured to offer students maximum choice in our curriculum offerings and while the handbook describes the full extent of possible subjects, **please note subjects will only run if there are enough students to make a viable class.** Whilst we often run classes below our resource entitlement the school is resourced to accommodate class sizes of 30 at Years 8 - 10 and 26 in Years 11 and 12.

A broad range of extra-curricular activities where students can extend their skills and connect with other like-minded students are available both as subject curriculum and as extracurricular activities. These pursuits enable our students to belong and connect to others in a healthy environment.

If students have any questions they should speak with their Mentor Teacher or Sub School Leader. If more detail is required they will refer students to a specific staff member who has the expertise they require to answer their questions and clarify their decisions.

The details of the counselling process will be communicated to the school community in the following ways;

- your child
- school website [www.vhhs.sa.edu.au](http://www.vhhs.sa.edu.au)
- Facebook page

<https://www.facebook.com/pages/Victor-Harbor-High-School/606289959476049?rf=170113109669823>

also accessed through the school website.

***Amanda O'Shea***  
***Principal***

Victor Harbor High School offers the following fee paying international programs to overseas students:

**Regional Study Abroad Program**

Students can come as fee paying students, usually for 6 or 12 months and live in government organised and approved home stay accommodation. Study Abroad students can choose from academic or experiential programs suitable for their interests and needs. For further information, please visit International Education Services at [www.internationalstudents.sa.edu.au](http://www.internationalstudents.sa.edu.au) and express a preference for Victor Harbor High School.

Victor Harbor High School manages its own home stay program for International students. Host families are carefully screened and selected by our International Student Program Manager who ensures that the best quality of care and safety is provided at all times. Host families organise transportation for International students to and from the school and other venues and provide packed lunches and drinks during the school week. Weekend activities are left to the discretion of the host families and these often include family picnics and barbecues, trips to the beach (weather permitting) or trips into the hills or country areas or to entertainment and shopping complexes.

If you would like to know how to become a Host Family, please contact Michelle Sweet or Angie Prime on 8551 1900 or email [dl.0799.info@schools.sa.edu.au](mailto:dl.0799.info@schools.sa.edu.au)



**International Education Services**  
South Australian Department for Education  
T/A South Australian Government Schools CRICOS Provider Number 00018A

GPO Box 1152, Adelaide 5001  
South Australia AUSTRALIA  
**Web:** [www.internationalstudents.sa.edu.au](http://www.internationalstudents.sa.edu.au)

**Telephone:** +61 8 8226 3402  
**Fax:** +61 8 8226 3655  
**Email:** [education.isp@sa.gov.au](mailto:education.isp@sa.gov.au)

### FLO (Flexible Learning Options)

VHHS offers an alternative program for students who are struggling to engage with main stream education. There are a diverse range of reasons why this happens and each FLO student is offered support and the opportunity to engage in a time table and program tailored to their individual needs with the aim of engaging them with education.

FLO students are able to access mainstream subjects and this is done with the support of their case manager and negotiated with relevant teachers and leaders to ensure that they will be successful in the subjects that they choose to complete. This means that a FLO student may be involved in the subject counselling process with their peers here at the school.

The FLO campus teachers and case managers will support other students who are engaged with all of their learning off site. They offer SACE accredited Literacy and Numeracy subjects as well as the other SACE compulsories, PLP (Personal Learning Plan) and Research Project. Community Studies subjects and Certificate II and III courses are available and coaching is provided for those students who need support with their learning.

If you or your student is FLO enrolled and you would like more information regarding how to access subject and courses, please contact the relevant FLO Case Manager or the FLO Leaders at the FLO campus.



## SPECIAL EDUCATION SUB SCHOOL

At VHHS, the Special Education Sub School supports students across their curriculum studies in a supported and flexible environment.

For students enrolling in senior secondary schooling, SACE patterns and post-school pathways are negotiated with the students and their families through the One Child One Plan (OCOP) process. This process is undertaken annually.

Students enrolled in the Special Education Sub School are eligible to undertake modified SACE courses that are tailored to meet specific student needs.

Post-school options are a major focus for senior students and work experience is negotiated with local employers and service providers.

For students who are likely to participate in a structured Day option programs, opportunities for transition are negotiated and provided in consultation with the student, families and day option providers. These experiences are sought and provided before the student exits the Departmental school system.

As for all students, Senior Students enrolled in the Special Education Sub School are able to access all the facilities enjoyed by the rest of the school. In some circumstances, students access both mainstream as well as modified courses with their peers.



## WHO TO CONTACT FOR ASSISTANCE

Victor Harbor High School  
3 George Main Road  
Victor Harbor SA 5211

Phone: (08) 8551 1900 Fax: (08) 8551 1965 Email: [dl.0799.info@schools.sa.edu.au](mailto:dl.0799.info@schools.sa.edu.au)

### Executive Leadership Team

PRINCIPAL	Amanda O'Shea
DEPUTY PRINCIPAL (Curriculum)	Adrienne Conley
ASSISTANT PRINCIPAL (Pedagogy)	David Bennett
ASSISTANT PRINCIPAL (Intervention and Support)	Lindsey Cowper
BUSINESS MANAGER	Kate Burdett

### Student Counsellors

Cathy Venning / Lauren Dart/Nick Woodley/Adam Foot

### VET Coordinator

Simon Harris can provide advice on Vocational Education and Training (VET) and School Based Apprenticeships / Traineeships / Skills for All / SAFSSA

### International Education

Michelle Sweet/Angie Prime

### Curriculum Pathway Leaders

<b>University – Maths/Science and Humanities/Arts/Business</b>	See appropriate Leader or mentoring teacher
<b>Sport and Recreation</b>	Paul Loughhead (Adam Foot)
<b>Innovation/STEM</b>	Jody Peterson
<b>Allied Health/Community Services</b>	Heather Morriss
<b>Furnishing/Building and Construction</b>	Bill Kelton / Grant Trueman
<b>Hospitality</b>	Rebecca Bell

### Learning Area Leaders

<b>Arts (including performing)</b>	Jude Boyle	<b>Future Ready: including IPP and RP</b>	Simon Harris
<b>Business, Enterprise &amp; Technology</b>	Phil Boyle	<b>Language</b>	Angie Prime
<b>English</b>	Travis Roach	<b>Mathematics and Information Tech</b>	Ashley Foote
<b>Health &amp; Physical Education</b>	Paul Loughhead	<b>Science</b>	Ashley Foote
<b>Humanities &amp; Social Sciences</b>	Travis Roach	<b>Design and Technology</b>	Phil Boyle

### Southern Adelaide and Fleurieu Secondary School Alliance

See **Simon Harris** for more information about the Southern Adelaide and Fleurieu Secondary School Alliance

### Course Counselling Team

Adrienne Conley, Lindsey Cowper, David Bennett, Simon Harris, Ian Milne, Jude Boyle, Angie Prime, Cathy Venning, Jody Peterson, Phil Boyle, Paul Loughhead, Ashley Foote, Travis Roach and Mark Nethercott

## SENIOR SCHOOL CURRICULUM AT VICTOR HARBOR HIGH SCHOOL

The senior school comprises three years of study:

- Stage 1A (Year 10)
- Stage 1B (Year 11)
- Stage 2 (Year 12/12+)

**NOTE – students have two years to complete Stage 1 (Stage 1A and Stage 1B)**

Senior secondary education is a period of transition as well as being important in its own right as part of each student's lifelong learning journey. Senior school prepares and supports students to make their transition from school to the next stage of their lives. Each student entering the senior school needs to know their strengths, interests and possible career paths post school, so that they can nominate a **curriculum pathway** for their senior years in order to prepare them for the achievement of their goals.

At Victor Harbor High School, we build the senior school curriculum around the following foundations:

- Academic learning
- Vocational learning
- Personal learning
- Mentoring

Victor Harbor High School's innovative approach to senior secondary education, allows students entering the Senior School in Year 10 to be able to access SACE subjects through our vertically integrated timetable structure. This means that students are able to select subjects from the offerings at any year level. The subjects that a student selects will be determined by their chosen curriculum pathway, any pre-requisites that exist and their **personal readiness** for particular subjects. Our Senior School has been designed to provide the flexibility to allow us to tailor a program of study around the particular needs of individual students. For example, some students may choose to accelerate into a Stage 2 subject whilst they are in Year 11. Another student may choose to complete a Year 10 unit that they have a real interest in when they are in Year 11. Students wanting to accelerate need to complete the "**Application to Study at a Higher Level**" form (available from Subscool Leaders). In line with the Australian Curriculum guidelines all year 10 students study a compulsory semester of History, a compulsory year of Science, and a compulsory semester of Health and Physical Education.

## CURRICULUM PATHWAYS OVERVIEW

### What is a curriculum pathway?

Students about to enter the Senior School should be thinking about career choices and future pathways. A curriculum pathway involves a set of subjects that leads to a specific after-school option. This option may be further education, training or employment. Choosing a pathway does not lock students into one career direction for the next three years of their life. The pathways provide guidance and structure and assist students to choose appropriate subjects, but students may select a new pathway if their interests and preferences change part way through their senior education.

Students still have a range of choice after they have chosen their pathway subjects, however by identifying a pathway they have a clear focus for the subjects they need to select to provide good preparation for their chosen after-school option.

We have designed our Senior School curriculum to include subjects that we believe are relevant, interesting and lead to employment opportunities both within the Fleurieu Peninsula and the wider area.

Vocational Education and Training (VET) subjects are accredited at Stage 1B level but students can begin the pathway in Year 10 (Year 9 Students applying for a VET pathway in Year 10 must complete the "Application to Study at a Higher Level form, available from Subscool Leaders).

Some students may not yet have decided on a particular future pathway. Students who are in this situation should speak with a member of the subject counselling team about what they would like to do. We will design a course of study that will best meet the student's needs or suggest the adoption of an interim pathway.

### Stage 1A (Year 10)

- Students in Stage 1A must choose 14 subjects, 7 subjects in each semester
- Compulsory subjects are the Personal Learning Plan (PLP), English (full year), Maths (full year), Science (full year), Humanities and Social Sciences - History (at least 1 semester), Health and Physical Education (at least 1 semester) and any relevant curriculum pathway subjects
- Stage 1A students typically choose their subjects from the Stage 1A offerings. Students may choose subjects from the Stage 1B offerings if they can demonstrate their readiness (students must complete an "Application to Study at a Higher Level" form, available from SubschooL Leaders).

#### What is the Personal Learning Plan?

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

The Personal Learning Plan helps students to:

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

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

### Stage 1B (Year 11)

- Students in Stage 1B typically choose 11 subjects, 6 subjects in one semester and 5 subjects in the other semester.
- Compulsory subjects are 1 Semester of Individual Personal Project followed by a Semester of Stage 2 Research Project, which must be achieved at a 'C' grade or better, Literacy (20 credits - full year), Numeracy (10 credits – 1 semester) and any relevant curriculum pathway subjects.
- Stage 1B students typically choose their subjects from the Stage 1B offerings, but may supplement their study from the Stage 1A offerings. Some students may be ready to accelerate into a Stage 2 subject (Students must complete an "Application to Study at a Higher Level" form – available from SubschooL Leaders)

#### Individual Personal Project (10 SACE credits)

Individual Personal Project is a compulsory subject (1 semester) that must be completed in semester 1 of Stage 1B and leads into Research Project that is completed in semester 2 of Stage 1B. Each student completes an in-depth project focusing on a topic or area of interest. Students develop a research question that enables them to focus specifically on their chosen project. They are expected to work independently and keep evidence of their research. Students create a folio of research that is presented for assessment. They are also required to reflect on completing their research.

#### Research Project

The Research Project is a compulsory subject at Stage 1B. Students undertake an extended project developing research and evaluation skills. They are expected to work independently and also be self-motivated. The Research Project is accredited 10 Credits and as a compulsory subject must be achieved at a 'C' grade or better for students to achieve the SACE.

## Stage 2 (Year 12)

Students typically choose 4 full year subjects (80 credits) and the Research Project (completed in Stage 1B).

### Compulsory Subjects (SACE requirements)

- 60 credits from Stage 2 subjects, compulsory and must be achieved at a 'C' grade or better
- 10 credits Research Project is compulsory and must be achieved at a 'C' grade or better (if not achieved in Stage 1)
- NOTE: 80 Stage 2 credits + the Research Project are required for the ATAR (Australian Tertiary Admissions Rank)

**NOTE: under the new calculations for the University Aggregate (and then ATAR) most students will count the Research Project for their ATAR.**

### Pathway subjects:

Select any recommended pathway subjects.

### Other subjects:

Choose subjects that you are good at, that interest you and build towards your chosen future pathway. During Stage 2 students will typically choose their subjects from the Stage 2 offerings, but may supplement their study from the Stage 1B offerings.

### Post school options:

Students need to ensure they have an idea of what they want to do after they complete secondary school. Conduct research to determine if there are any pre requisites and/or assumed knowledge subjects that must/should be studied. If they are unsure they should ask someone who can help (see: *Who to Contact for Assistance and Preparing for Further Education*) so that they make sensible and informed subject choices.

## GENERAL INFORMATION - THE SACE

### What is 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. The SACE was recently updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The new SACE built upon the achievements of the old SACE and will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

### How do students get the SACE?

To gain the SACE, students complete about two years of full-time study which most students will spread over three years. There are two stages:

- Stage 1, which most students do in Year 10 and 11.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

In Stage 1 students will receive a grade from A to E for each subject. In Stage 2 students will receive a grade of A<sup>+</sup> to E<sup>-</sup>.

For compulsory subjects, they will need to achieve a C grade or better.

### The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student's choice.

# SACE Requirements

**Stage 1 Personal Learning Plan**  
compulsory subject at a C grade or better

**Stage 2 Research Project**  
compulsory subject at a C grade or better

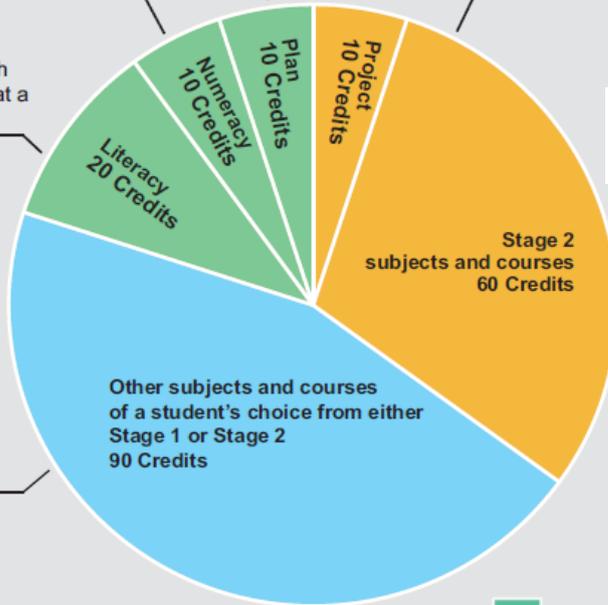
**Numeracy**  
from a range of mathematics subjects and courses at a C grade or better

**Stage 2**  
from a range of subjects and courses at a C grade or better

**Literacy**  
from a range of English subjects and courses at a C grade or better

**Note:** Green/Yellow subjects must be achieved at 'C' or better.

**Other**  
Stage 1 or Stage 2 subjects and courses



**SACE = 200 Credits**

- Stage 1 = 40 Credits
- Stage 2 = 70 Credits
- Stage 1 or 2 = 90 Credits

### Stage 1A (Year 10)

<b>Semester 1</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Health and Physical Education</b>	Choice*	Choice*	Choice*	<b>Personal Learning Plan (PLP) 10 credits</b>
<b>Semester 2</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>History</b>	Choice*	Choice*	Choice*	

Choice subjects – select any subject from the Stage 1A or Stage 1B offerings (Stage 1B subjects through an *Application to Study at a Higher Level*)

### Stage 1B (Year 11)

<b>Semester 1</b>	<b>Literacy 10 credits</b>	<b>Numeracy 10 credits</b>	<b>IPP 10 Credits</b>	Choice* 10 credits	Choice* 10 credits	Choice* 10 credits	Study Line
<b>Semester 2</b>	<b>Literacy 10 credits</b>	<b>Research Project 10 credits</b>	Choice* 10 credits	Choice* 10 credits	Choice* 10 credits	Study Line	Study Line

Choice subjects – select any subject from the Stage 1B or Stage 2 offerings (Stage 2 subjects through an *Application to Study at a Higher Level*)

### Stage 2 (Year 12)

<b>Semester 1</b>	Choice 1	Choice 2	Choice 3	Choice 4 (required for ATAR score)	Study Line	Study Line	Study Line
<b>Semester 2</b>	20 credits	20 credits	20 credits	20 credits			

NB: Shading indicates compulsory units of study

### **What is VET and how can I do it?**

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

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

The VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

### **What is community learning?**

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at <https://www.sace.sa.edu.au/learning/community-learning>

These details are updated as new course information becomes available.

Students can count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

### **Students with disabilities**

The new SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of modified subjects as options for students with significant disabilities. The Personal Learning Plan and each Learning Area has a modified subject outline which is accredited by the SACE board.

### **Course planner**

You can download a course planner for the new SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it.

<https://www.sace.sa.edu.au/documents/652891/3177536/SACE+Planner+2014.pdf/adaae454-5f5a-468b-a8ac-0e10298c7294>

### **Further information**

Visit the SACE Board website at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) for more information about SACE.

## SOUTHERN ADELAIDE and FLEURIEU SECONDARY SCHOOL ALLIANCE (SAFSSA)

The Southern Adelaide and Fleurieu Secondary School Alliance (SAFSSA) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions, consisting of the following schools:

Aberfoyle Park High School	Reynella East College
Christies Beach High School	Seaford Secondary College
Hallett Cove School	Victor Harbor High School
Eastern Fleurieu School	Willunga High School
Kangaroo Island Community Education- Parndana, Kingscote, Penneshaw	Wirreanda Secondary School
Mount Compass Area School	Yankalilla Area School

Students access a range of vocational courses across the region hosted by local schools working with the local community and industry. At the same time, young people will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that have identified skill shortages.

‘School to Work’ Apprenticeship Brokers help connect students with local industry and employers via education and support with setting up apprenticeships and traineeships. The Apprenticeship Brokers ensure that contracts of training for young people are fair and reasonable for everyone involved. Students can do an apprenticeship or training while still at school, spending their week days involved in a combination of school, working at a business and skills training at a TAFE or other training provider.

For more information about the Southern Adelaide and Fleurieu Secondary School Alliance contact the VET coordinator in your school or you can visit – [www.safssa.sa.edu.au](http://www.safssa.sa.edu.au).

### **What is Vocational Education and Training (VET)?**

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages. VET qualifications are recognised across Australia. Studying a VET program while still at school can:

- Provide you with a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification
- Provide opportunities to learn “on the job” while undertaking work placement

### **Structured workplace learning (SWL)**

SWL is an opportunity for you to experience a real or simulated workplace opportunity relevant to your VET program. The benefits of SWL includes: learning new skills, working as part of a team, experiencing the workplace environment and becoming better informed for further career choices.

### **Course Fees**

SAFSSA courses comply with Industry Training Packages. Many of the courses include an additional financial fee. There is a variation of costs between similar courses due to differences in agreements with Registered Training Organisations and host schools. This may be due to training, assessment or the competencies selected.

### **Travel Arrangements**

If students have chosen to participate in a course at another SAFSSA school, parents / caregivers will be required to arrange transport for their child to the training and work placements.

### **Selection Guidelines**

Selection for entry to regional courses will be based on the following guidelines:

- Identified relevant interest and/or previous work experience
- Demonstrated capacity for independent learning
- Identified career pathway

For further information, contact your VET Coordinator or visit [www.safssa.sa.edu.au](http://www.safssa.sa.edu.au).

**Training Guarantee for SACE Students (TGSS)**

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway whilst still at school as part of their SACE and then continue after they leave school. Students must be 16 years of age or older and undertaking substantive VET within the SACE and have relevant work experience or VET training.

**What is an Australian School Based Apprenticeship (ASBA)?**

ASBA's allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes their final secondary qualification.

**School Principals, Careers Advisors & Teachers:**

- Must endorse the *Australian School Based Apprenticeship* and make the student aware of all the implications of signing the contract of training.

**Parents/Guardians:**

- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years' old.

## Southern Adelaide and Fleurieu Secondary School Alliance – 2020 VET Courses

The following courses are offered by the Southern Adelaide and Fleurieu Secondary School Alliance, for more information please see the course brochure, visit the Trade School website – [www.safssa.sa.edu.au](http://www.safssa.sa.edu.au) or your school VET Coordinator.

Please note, courses are subject to change at any time - information is current at the time of printing.

Industry	Program Name	Delivery School
<b>AUTOMOTIVE</b>	Certificate II Automotive Servicing Technology	Christies Beach HS
	Certificate I Automotive Vocational Preparation	Eastern Fleurieu School
	Certificate II Automotive Vocational Preparation	Reynella East College
<b>BUSINESS</b>	Certificate II Micro Business	Aberfoyle Park HS
<b>COMMUNITY SERVICES</b>	Certificate II Community Services – Children’s Services	Aberfoyle Park HS
	Certificate II Community Services – Children’s Services	Christies Beach HS
	Certificate III Early Childhood Education and Care	Wirreanda SS
<b>DIGITAL MEDIA</b>	Certificate II Information, Digital Media and Technology (Game Design)	Reynella East College
	Certificate III Screen and Media (Game Art Foundations)	Reynella East College
	Certificate II Creative Industries (3D Animation Foundation Media)	Wirreanda SS
<b>DOORWAYS 2 CONSTRUCTION, Inc. FURNISHING, PLUMBING and CIVIL</b>	Certificate I Construction	Aberfoyle Park HS
	Certificate II Construction	Christies Beach HS
	Certificate I Construction - Plumbing	Hallett Cove School
	Part Certificate III Doorways 2 Construction PLUS – Roof Plumbing	Hallett Cove School
	Certificate I Construction	Reynella East College
	Certificate I Construction	Willunga HS
	Certificate I Construction	Wirreanda SS
	Part Certificate III Doorways 2 Construction PLUS – Carpentry (2 <sup>nd</sup> year students)	Wirreanda SS
<b>ELECTROTECHNOLOGY</b>	Certificate II Electrotechnology Career Start	Hallett Cove School
<b>ENGINEERING</b>	Certificate II Engineering Pathways	Wirreanda SS
<b>HAIR &amp; FASHION</b>	Certificate II Salon Assistant	Reynella East College
	Certificate II Salon Assistant	Yankalilla Area School
<b>HEALTH</b>	Certificate III Health Services Assistance	Eastern Fleurieu School
<b>HOSPITALITY and TOURISM</b>	Certificate II Hospitality – Kitchen Operations	Christies Beach HS
	Certificate II Hospitality – Kitchen Operations	Reynella East College
	Certificate II Hospitality – Service	Reynella East College
	Certificate I Hospitality	Willunga HS
	Certificate II Hospitality – Kitchen Operations	Willunga HS
	Certificate II Hospitality – Service	Willunga HS
	Certificate II Hospitality – Kitchen Operations	Wirreanda SS
<b>MULTI TRADES</b>	Part Certificate III Carpentry	TAFE SA Noarlunga
	Part Certificate III Engineering – Fabrication Trade	TAFE SA Noarlunga
<b>PERFORMING ARTS</b>	Certificate II Dance	Reynella East College
	Certificate III Music Industry - Performance	Wirreanda SS
<b>PRIMARY INDUSTRIES</b>	Certificate I, II and III (part) Conservation and Land Management	Christies Beach HS
	Certificate II Equine Studies	Eastern Fleurieu School
	Certificate II Agriculture	Mount Compass AS
	Certificate III Agriculture	Mount Compass AS
	Certificate II Wine Industry Operations – Grape Growing	Willunga HS
<b>SPORT and RECREATION</b>	Certificate III in Fitness	Victor Harbor HS
	Certificate II Sport and Recreation	Wirreanda HS
	Certificate III Sport and Recreation	Wirreanda HS
	Certificate II Outdoor Recreation	Yankalilla AS

## SKILLS FOR ALL

*Skills for All* was introduced in 2012 and is a government initiative to increase skills in young South Australians. Students who are very clear about their pathway can apply for Skills for All courses (at a range of TAFE's and other training providers). These may occur on any day of the week and are not timetabled as easily as the Southern Adelaide and Fleurieu Trade School. Students must be very clear about their future pathway as they commit to continuing in the training area post school. Certificate II course fees are fully funded by the government and Certificate III course fees are heavily subsidised by the government. For information visit: [www.skills.sa.gov.au/](http://www.skills.sa.gov.au/)

## AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA)

ASBA's allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes to their final secondary qualification.

### Features of ASBA's are:

- Attendance at school and work (8 hours minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (i.e. SACE) and a vocational education and training qualification
- Access to a wide variety of vocations provided applicable awards have been varied to accommodate part-time hours

### Who is involved in an ASBA?

#### Student:

- Must be committed to work and study in order to obtain a qualification
- Must fulfil all obligations as defined on the contract of training
- Must meet with the regional Apprenticeship Broker and complete an Australian School Based Apprenticeship enrolment form with the school (Must be obtained from the VET Coordinator)

#### Employer:

- Needs to be flexible with work hours, provide adequate training and supervision, fulfil obligations as defined on the Contract and negotiate Training Plan with RTO upfront

#### Registered Training Organisation (RTO)

- Delivers competency based training in accordance with the Negotiated Training Plan

#### School Principals, Careers Advisors & Teachers:

- Must endorse the *Australian School Based Apprenticeship* and make the student aware of all the implications of signing the contract of training

#### Parents/Guardians:

- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years' old

<b>Level:</b>	Stage 1A and 1B
<b>Length of Course:</b>	Full Year
<b>Accreditation:</b>	Certificate II – Sport and Recreation
<b>Pathway Leader:</b>	Simon Harris

Number of SACE credits

**20+**

Number of credits may vary depending on competencies covered and achieved

**Information below is subject to change based on Service Provider and Competencies Required**

**PATHWAY OVERVIEW**

This pathway was established to account for the growth in the personal fitness training industry, increased community awareness of the importance of physical activity for people of all ages and to accommodate the needs of a large group of students who show particular sporting talent. The Fitness course incorporates students been involved in playing, coaching, officiating and managing Volleyball in an integrated sport development program. Interaction with community groups and sporting associations through structured work placements is an essential element of the program particularly if students wish to complete a Certificate II qualification.

**This course is designed for:**

Students who are:

- Interested in sport and recreation and helping others in these pursuits
- Actively involved in sport and recreation activities in the community
- Wanting to pursue a career in the Sport, Recreation and Fitness Industry

**COURSE INFORMATION:**

To complete this pathway, you need to do:

- Sport and Recreation: Fitness A and B

**ASSESSMENT METHODS:**

Assessment is competency based where students will be required to demonstrate that they are competent in the core units and the specialist pathway they choose.

For Fitness this will be achieved through class activities, organisation of school events (e.g. sports day, VHHS and primary school events, and round robin competitions), work placements and community activities. Students will need to undertake work placement and/or provide evidence for leadership in community activities e.g. coaching, umpiring, administration.

**ACCREDITED BY:**

TAFE SA (RTO 41026)

**COURSE COSTS: \$250**

Senior First aid and Sport Trainer instruction and accreditation, travel costs to Adelaide for participation and/or observation of a range of events.

**OTHER RECOMMENDED SUBJECTS:**

STAGE 1A	STAGE 1B	STAGE 2
Outdoor Education Physical Education A and/or B	Physical Education A and/or B Outdoor Education Biology	Physical Education Outdoor Education Marine Studies Workplace Practices

**Relevant Southern Adelaide and Fleurieu Secondary School Alliance courses:**

Certificate III Fitness

**COMPETENCIES\***

**BSBSU201 – Participate in environmentally sustainable work practices**

**BSBWOR202 – Organise and complete daily work activities**

**HLTWH5001 –Participate in workplace health and safety**

**HLTAID003 – Provide first aid**

**SISXCAI002– Assist with activity sessions**

**SISXCCS001–Provide quality service**

**SISXEMR001 – Respond to emergency situations**

**SISXIND001 –Work effectively in sport and recreation environments**

**SISXIND002 –Maintain sport, fitness and recreation industry knowledge**

**SISXCI0101– Provide equipment for activities**

**SISXFAC001 – Maintain equipment for activities**

**SISXFAC002 – Maintain sport, fitness & recreation facilities**

**SISOKYK201A – Demonstrate simple kayaking skills**

**\* Competencies may vary depending on VISA requirements.**

**Senior First Aid Play by the Rules**

**Introduction to Coaching**

**FURTHER TRAINING**

Certificate & Diploma courses in Sport & Recreation, Fitness, Outdoor Recreation, Coaching & Development, and Massage.

**LEADS TO CAREERS IN**

- Outdoor recreation businesses
- Coaching and officiating
- Personal trainer/ gym instructor
- Aquatics instruction
- Adventure tour guides

<b>Level:</b>	Stage 2
<b>Length of Course:</b>	Full Year
<b>Accreditation:</b>	Certificate III in Fitness
<b>Pathway Leader:</b>	Simon Harris/Mark Nethercott

Number of SACE credits

**100+**

Number of credits may vary depending on competencies covered and achieved

**Information below is subject to change based on Service Provider and Competencies Required**

### PATHWAY OVERVIEW

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

Fitness leaders work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.

### This course is designed for:

Students looking for a career in the fitness industry as a group fitness leader or personal trainer.

Students wanting to develop their own knowledge of strength and conditioning and fitness development.

### COURSE INFORMATION:

The course involves a range of practical and theoretical components. Some competencies will be conducted off site at a range of fitness and recreation facilities.

### ASSESSMENT METHODS:

Assessment is competency based where students will be required to demonstrate that they are competent in the core and elective units.

### ACCREDITED BY:

Foundation Education (RTO 22557)

**COURSE COSTS:** \$300 (2019)

### OTHER RECOMMENDED SUBJECTS:

STAGE 1A	STAGE 1B	STAGE 2
Outdoor Education Physical Education A and/or B	Physical Education A and/or B Outdoor Education Biology	Physical Education Outdoor Education Marine Studies Workplace Practices

**Relevant Southern Adelaide and Fleurieu Secondary School Alliance courses:**

### COMPETENCIES\*

SISFFIT001 –Provide health screening and fitness orientation

SISFFIT002 –Recognise and apply exercise considerations for specific populations

SISFFIT003–Instruct fitness programs

SISFFIT004 –Incorporate anatomy and physiology principles into fitness programming

SISFFIT005–Provide healthy eating information

SISFFIT014–Instruct exercise to older clients

SISXCCS001–Provide quality service

SISXFAC001–Maintain equipment for activities

SISXIND001–Work effectively in sport, fitness and recreation environments

\*Competencies may vary depending on VISA requirements.

Senior First Aid

### FURTHER TRAINING

Certificate & Diploma courses in Sport & Recreation, Fitness, Outdoor Recreation, Coaching & Development, and Massage.

Bachelor degrees in sport and exercise science.

### LEADS TO CAREERS IN

- Outdoor recreation businesses
- Coaching and officiating
- Personal trainer/ gym instructor
- Aquatics instruction
- Adventure tour guides

Number of SACE credits

**20+**

Number of credits may vary depending on competencies covered and achieved

<b>Level:</b>	Stage 1A and 1B
<b>Length of Course:</b>	Full Year
<b>Accreditation:</b>	Certificate II – Outdoor Recreation
<b>Pathway Leader:</b>	Paul Loughhead/Adam Foot

**Information below is subject to change based on Service Provider and Competencies Required**

**PATHWAY OVERVIEW**

This pathway was established to account for the unique opportunities for students on the Fleurieu in the Aquatics field in instructing, increased community awareness of the importance of physical activity for people of all ages and to accommodate the needs of a large group of students who show particular sporting talents. The Aquatics course incorporates students been involved in Surf Life Saving, Surfing and other aquatic endeavours. Interaction with community groups and sporting associations through structured work placements is an essential element of the program particularly if students wish to complete a Certificate II qualification. The Aquatics course incorporates First Aid and Bronze Medallion.

**This course is designed for:**

Students who are:

- Interested in sport and recreation and helping others in these pursuits
- Actively involved in sport and recreation activities in the community
- Interested in aquatics pathways and activities

**COURSE INFORMATION:**

To complete this pathway, you need to do:

- Sport and Recreation Aquatics A and B

**ASSESSMENT METHODS:**

Assessment is competency based where students will be required to demonstrate that they are competent in the core units and the specialist pathway they choose.

For Aquatics this will be achieved through aquatic activities, work placement and community activities. Students will need to undertake work placement and/or provide evidence of leadership in community activities e.g. coaching, judging, or administration.

**ACCREDITED BY:**

TAFE SA

**COURSE COSTS: \$450**

Senior First aid and Aquatic instruction and accreditation, travel costs to Adelaide for participation and/or observation of a range of events. Membership fees / PELSCL & Victor Harbor Sailing Club.

**OTHER RECOMMENDED SUBJECTS:**

STAGE 1A	STAGE 1B	STAGE 2
Outdoor Education Physical Education A and/or B	Physical Education A and/or B Outdoor Education Biology	Physical Education Outdoor Education Marine Studies Workplace Practices

**Relevant Southern Adelaide and Fleurieu Secondary School Alliance courses:**

**COMPETENCIES\***

AADC Assist in conducting outdoor recreation sessions

AACDX Minimise environmental impact

AABSK Work effectively in sport & recreation environments

AABSM Follow occupational health & safety policies

AAFHP Provide first aid

GAABO Select, set up and maintain a bike

AACFE Demonstrate basic cycling skills

AACDY Demonstrate bushwalking skills in a controlled environment

AACDZ Demonstrate navigation skills in a controlled environment

AACDC Assist in preparing & conducting sport & recreation sessions

AACED Demonstrate surf survival self-rescue skills

AACEE Demonstrate basic surfing manoeuvres in controlled conditions

GAABP Demonstrate basic skills to sail a small boat in controlled conditions

AADZY Maintain sport, fitness & recreation equipment for activities

AAFZ Maintain Sport, fitness & recreation facilities

**FURTHER TRAINING**

Certificate & Diploma courses in Sport & Recreation, Fitness, Outdoor Recreation, Coaching & Development, and Massage.

**LEADS TO CAREERS IN**

- Outdoor recreation businesses
- Coaching and officiating
- Personal trainer/ gym instructor
- Aquatics instruction
- Adventure tour guides

<b>Level:</b>	Stage 1B (Year 11 Students only)
<b>Length of Course:</b>	Full Year
<b>Accreditation:</b>	Certificate I Building and Construction
<b>Pathway Leader:</b>	Grant Trueman

**Number of SACE credits**

**30+**

Number of credits may vary depending on competencies covered and achieved

**Information below is subject to change based on Service Provider and Competencies Required**

**PATHWAY OVERVIEW –**

**This course is designed for:**

To help students develop skills relevant to the building and construction industry. It aims to provide students with information about career opportunities and the tools necessary to successfully work in the industry. Areas include bricklaying, concreting, carpentry and plasterboard.

**COURSE INFORMATION:**

To do this pathway you need to choose:

- Building and Construction A
- Building and Construction B

Students will be required to apply for this course and if accepted sign a Workplace Expectations contract: These expectations are similar to those that trainees or apprentices work under.

This course is open to the Southern Adelaide and Fleurieu Trade School and it will be a competitive application process.

**ASSESSMENT METHODS:**

Students will be assessed against both written and practical competencies. These competencies must be met to industry standard and students will be required to complete a minimum of 10 days in the workplace.

**ACCREDITED BY:**

TAFE SA (RTO 41026)

**COURSE COSTS: \$250**

plus steel-cap boots and heavy duty work pants

**OTHER RECOMMENDED SUBJECTS:**

<b>STAGE 1A</b> Wood Work A & B Metal Work A & B	<b>STAGE 1B</b> Furniture Construction A Furniture Construction B Welding Fabrication A Welding Fabrication B	<b>FURTHER TRAINING</b> Upon completion of VET courses, students can apply to access subsidised places at TAFE in one of the following qualifications: <b>Certificate II</b> in Bricklaying, Painting and Decorating, Plumbing, Carpentry, Joinery and Furnishing.
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**Relevant Southern Adelaide and Fleurieu Secondary School Alliance courses:**

- Part Cert III Doorways 2 Construction PLUS – Roof Plumbing (Hallett Cove School)
- Part Cert III Doorways 2 Construction PLUS – Carpentry 2<sup>nd</sup> year students (Wirreanda SS)
- Certificate I Construction (Plumbing) (Hallett Cove School)
- Certificate I Resources and Infrastructure Work Preparation (Yankalilla AS)

**PROPOSED COMPETENCIES: \***

**CPCCCM1012A**– Work effectively and sustainably in the construction industry

**CPCCCM1013A** - Plan and organise work

**CPCCCM1014A** – Conduct workplace communication

**CPCCCM2001A** – Read and interpret plans and specifications

**CPCCCM2005B** – Use construction tools and equipment

**CPCCOHS2001A**– Apply OHS requirements, policies and procedures in the construction industry

**CPCCVE1011A** – Undertake a basic construction project

**CPCCWHS1001**– Prepare to work safely in the construction industry (white card)

**CPCCCM1015A** - Carry out measurements and calculations

**CPCCCM2004A** – Handle construction materials

**CPCCCM2006B** – Apply basic levelling procedures

*\* Competencies may vary depending on VISA requirements.*

**FURTHER TRAINING**  
Certificate IV – Building Apprenticeships

- LEADS TO CAREERS IN**
- Bricklayer
  - Carpenter
  - Plumber
  - Tiler
  - Painter & Decorator
  - Site manager

<b>Level:</b>	Stage 1 A and Stage 1B
<b>Length of Course:</b>	Full Year
<b>Accreditation: Pathway</b>	Certificate I in Hospitality (SIT10216), part Certificate II in Food Processing (FBP20117)
<b>Leader:</b>	Rebecca Bell / Simon Harris

Number of SACE credits

# 20

Number of credits may vary depending on competencies covered and achieved

**Information below is subject to change based on Service Provider and Competencies Required**

### PATHWAY OVERVIEW –

#### This course is designed for:

This course is designed for students who are interested in the Food & Hospitality industry. This course has been designed with an integrated approach so that students can explore the huge diversity of careers in the Hospitality industry.

#### COURSE INFORMATION:

To achieve a full Certificate I you need to choose:

- Hospitality A
- Hospitality B

#### ASSESSMENT METHODS:

These courses are **30% theory and 70% practical**. Students will be assessed against competencies required by industry and will be expected to undertake research and assignment work. A minimum of 5 days Work Placement will be required over the year.

#### ACCREDITED BY:

TAFE SA (RTO 41026)

#### COURSE COSTS: \$150

Uniform  
Excursion

#### OTHER RECOMMENDED SUBJECTS:

##### STAGE 1A

Food Preparation Skills

##### STAGE 1B

Food and Hospitality  
General Mathematics

##### STAGE 2

Food & Hospitality  
Workplace Practices

#### Relevant Southern Adelaide and Fleurieu Secondary School Alliance courses:

- Certificate II Hospitality - Kitchen Operations (Willunga HS, Reynella College, Wirreanda HS)
- Certificate II Hospitality – Service (Reynella East College, Willunga HS)

#### COMPETENCIES

##### Semester 1 (Hospitality)

**SITXWHS001** – Participate in safe work practices

**SITXCCS001** – Provide customer information and assistance

**SITXFSA001** – Use hygienic work practices for food safety

**BSBWOR203** – Work effectively with others

**SITHCCC103** – Prepare and present sandwiches

**SITHCCC001** – Use food preparation equipment

##### Semester 2 (Food Processing)

**FBPPBK2002** – Operate a pastry forming and filling process

**FBPPBK2007** – Operate a pastry production process

\* Competencies may vary depending on VISA requirements.

#### FURTHER TRAINING

Certificates in Hospitality (cooking, management) & Tourism (marketing, management, guiding)

Certificates in Food Processing  
Degree courses in Ecotourism & Hospitality Management.

#### LEADS TO CAREERS IN

Commercial cookery, travel agents, guides, tourism development officers, retail industry, restaurant management, hotel management

If you are in Year 12 in 2020, in order to be eligible for entry in 2021 to any one of the three universities in South Australia or Charles Darwin University in the Northern Territory, you must qualify for the South Australian Certificate of Education (SACE). SACE completion is also required for entry to many courses offered by TAFE SA.

To be awarded the SACE, students completing Stage 2 in 2020 must:

- complete 200 credits of subjects
- achieve a grade of 'C' or better in the Personal Learning Plan, 20 credits of literacy, 10 credits of numeracy and the Research Project at Stage 2
- achieve a grade of C or better in an additional 60 credits at Stage 2
- For full details about the SACE, talk to your teachers or refer to the SACE website <https://www.sace.sa.edu.au/>

**The entry requirements for TAFE SA and the universities refer to the following terms:**

### **Tertiary Admissions Subjects (TAS)**

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Community Studies is *not* a TAS subject. Generally, all other Stage 2 subjects are TAS subjects and have a 30% external assessment component (either an examination or moderated task). Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

### **Recognised Subjects**

Recognised subjects are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board, the universities and TAFE SA as being eligible to be included in the calculation of the ATAR (Australian Tertiary Admissions Rank) and TAFE SA Selection Score. For recognised subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations.

### **Precluded Combinations**

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your ATAR or TAFE SA Selection Score therefore cannot be studied if students wish to achieve an ATAR score.

### **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. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a counting restriction of 40 credits meaning only four can ever count towards the calculation of an ATAR.

### **Completion and Successful Completion of Subjects**

In the terminology of the SACE, subject completion means achieving a grade of e or better, while successful completion of a subject means achieving a grade of 'C' or better.

## **TAFE SA Course Admission Requirements (CAR)**

**Non- competitive Certificate I, II & III courses** (without limited placements) No CAR – see individual courses for entry requirements.

**Competitive Courses** (limited places) and higher level courses– entry requirements vary and most SACE students use the **TAFE Selection Score** calculated by:

- Scaled scores of the best 40 Stage 2 credits of TAS subjects plus the best outcome from either:
- The score of a third 20 credit TAS or recognised studies subject  
Or any two of the following:
- Half the score of another 20 credit TAS or recognised studies
- The score of a 10 credit TAS or recognised studies subject
- The score of another 10 credit TAS or recognised studies subject.

**Higher level qualifications** (Certificate IV, Diploma and Advanced Diploma will have specified entry requirements.

These will vary and will be either:

- Satisfactory completion of SACE Stage 2 using the TAFE Selection Score (most students use this)
- Any completed tertiary award at Certificate III or higher
- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS)
- Specific prerequisite subjects or related study.

### University entry requirements

Selection into university courses/programs is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

**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

#### **The university aggregate and the Australian Tertiary Admissions Rank (ATAR)**

Your competitiveness in relation to other applicants is based on your ATAR which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate. To obtain a university aggregate and an Australian Tertiary Admissions Rank (ATAR) you must:

- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least **90 credits of study at Stage 2** of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years

#### **Calculating the university aggregate**

The university aggregate is **calculated out of 90** from the best scaled scores from three 20 credit TAS plus the best scaled scores for 30 credits:

- the score of a fourth 20 credit TAS or Recognised Subject
- or any two of the following:
- half the score of a fifth 20 credit TAS or Recognised Subject
- the score of two 10 credit TAS or Recognised Subject
- the score of another 10 credit TAS or Recognised Subject
- the score of the subject 2RPB10 - Research Project (which includes the common written assessment component)

#### **Prerequisites**

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites.

In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well you performed in the subject itself as measured against the learning requirements of the Subject Outline. Since prerequisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

#### **Assumed knowledge**

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course/program content. This is known as assumed knowledge.

Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies. **NOTE: if you do not do an assumed knowledge course you may be required to do an introductory course at university, this may extend your degree and will attract HECS-HELP (approx. \$800-\$2000 for a semester subject).**

For further information on further education requirements see Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre (SATAC) or visit [www.satac.edu.au](http://www.satac.edu.au)

## Useful Resources

- Job Guide
- TAFE Course and Admissions Guide – Schools Edition
- SATAC University Guide – Schools Edition
- SATAC Tertiary Entrance Booklet
- Flinders University – Undergraduate Course Guide
- The University of Adelaide – Undergraduate Prospectus
- University of South Australia – Guide to UniSA for School Leavers

## Bonus Points (refer SATAC FACT SHEETS)

### 1. SA Universities Equity Scheme

- a) Students in schools identified as disadvantaged will be awarded up to 5 bonus points for students applying. Victor Harbor High School does not automatically attract this.
- b) If a student is in a school that is not identified they can apply for the 5 bonus points as an individual if they are a holder of School Card, parents are in receipt of Centrelink means-tested income support payment or if they are holders of a Health Care Card

### 2. SA Language, Literacy and Mathematics Bonus Scheme

Student can receive a maximum of four bonus points for successfully completing a subject in any one of these four categories: LOTE (Language other than English), English Studies, English, Mathematical Methods, Specialist Mathematics. (NOTE: Medicine, Surgery and Veterinary Bioscience will not attract bonus points)

## Useful Websites

My Future – Australia’s Career Information Centre..... [www.myfuture.edu.au](http://www.myfuture.edu.au)  
Charles Darwin ..... [www.cdu.edu.au](http://www.cdu.edu.au)  
Flinders University..... [www.flinders.edu.au](http://www.flinders.edu.au)  
The University of Adelaide ..... [www.adelaide.edu.au](http://www.adelaide.edu.au)  
University of South Australia..... [www.unisa.edu.au](http://www.unisa.edu.au)  
TAFE SA Information ..... [www.tafesa.edu.au](http://www.tafesa.edu.au)  
SATAC – South Australian Tertiary Admissions Centre ..... [www.satac.edu.au](http://www.satac.edu.au)  
SACE Board of South Australia ..... [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

All students must choose seven subjects in Semester 1 and seven subjects in Semester 2.

**Compulsory Subjects:**

- English (full year) – choose two semester subjects
- Maths (full year) – choose two semester subjects
- Science (full year) – two semesters
- History – one semester
- Health & Physical Education – one semester
- Personal Learning Plan (PLP) – if not successfully completed in Year 10 at 'C' grade or better

**Vocational Subjects:**

If required students may select any recommended vocational subjects.

**Other Subjects:**

Choose subjects that you are good at, that interest you and build towards your chosen future pathway.

**Personal Learning Plan (10 Credits):**

This subject must be completed during Stage 1A.

**Study at a Higher level:**

Students wishing to complete a pathway/subject at a level higher than their current enrolment year must fully complete an *Application to Study at a Higher Level* – available on page 64.

## STAGE 1A (YEAR 10) CURRICULUM OVERVIEW

Learning Area	Subject Name	SACE Status	Length	Page Number
Cross Disciplinary Subjects	Personal Learning Plan (SACE)	Yes	Semester	28
Arts	Art Access A	No	Semester 1	28
	Art Access B	No	Semester 2	28
	Drama A	No	Semester 1	28
	Drama B	No	Semester 2	29
	Music (VET Certificate II)	Yes	Full Year	29
Business, Enterprise and Technology	Shark Tank eSchool	Yes	Sem 1 or 2	29
English <i>(students must complete two semesters)</i>	English for the Working World (Essential English A and B)	No	Sem 1 & 2	30
	Responding to the Creative World (English General A and B)	No	Sem 1 & 2	30
Health & Physical Education	Outdoor and Environmental Education	No	Sem 1 or 2	30
	Health and Physical Education A and B	No	Sem 1 &/or 2	30
Humanities and Social Sciences	Geography	No	Sem 1 or 2	31
	The Turmoil of the Twentieth Century (History)	No	Sem 1 or 2	31
Language	Indonesian Language and Culture	No	Full Year	31
	Ngarrindjeri	No	Full Year	31
Mathematics <i>(students must complete two semesters)</i>	Maths A	No	Semester 1	32
	Maths B	No	Semester 2	32
	Maths for Living	No	Semester 1	32
	Maths for Work	No	Semester 2	32
Science	Science A	No	Semester 1	33
	Science B	No	Semester 2	33
Technology including Home Economics	Design and Textiles	No	Sem 1 or 2	33
	Food Preparation Skills	No	Sem 1 or 2	33
	Metalwork A	No	Semester 1	34
	Metalwork B	No	Semester 2	34
	Woodwork A	No	Semester 1	34
	Woodwork B	No	Semester 2	34
	Understanding Children	No	Sem 1 or 2	35

*NB: Shading indicates compulsory units of study*

## Cross Disciplinary Studies

Compulsory	<b>Subject:</b>	<b>Personal Learning Plan</b>
	<b>Pathway:</b>	<b>Compulsory</b>
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	<i>Intensive Learning Format</i>

Students normally begin the PLP in year 10. The Personal Learning Plan (PLP) is a compulsory 10 credit subject. The PLP helps students plan for their future by helping them to make informed decisions about:

- the subjects they will study in Years 10, 11 & 12, and any courses at other training organizations.
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals

### This course is designed for students:

To plan for successful SACE learning in Years 10, 11 and 12 students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

### Course content:

#### 1. Capabilities

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the PLP and are incorporated in the assessment of the subject.

#### 2. Specific Content (suggested topics)

Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student's plan based on his or her particular needs and interests. Examples include: Learning Skills, Thinking Skills & Techniques, Research Skills, Planning & Decision Making Skills, Communication, Work Skills, Social Living & Responsibility, Culture & Knowledge, Personal Characteristics, Interpersonal & Relationship Skills, and Health & Wellbeing.

**Expected prior knowledge:** Nil

### Assessment:

Students provide evidence of their learning through a set of 4-5 assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example: a plan (chart, table or map format) and discussion, a portfolio (may be electronic), a discussion of evidence, a personal webpage, a resume, a round table presentation, an interview, an oral presentation, a diary, a multimedia presentation.

**This course leads to:** Further SACE studies.

## Arts

Choice	<b>Subject:</b>	<b>Art Access A</b>
	<b>Pathway:</b>	University Arts, Humanities and Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for:

Students to develop and refine their drawing, painting and sculpture skills through a series of explorations of media inspired by contemporary, historic, international and local artists, including the arts of Australian First Nation Peoples. They complete a range of exploratory tasks to develop their writing skills, formal analysis, and use of arts' language. Students will create a Folio using the art process to showcase their personally relevant idea development, emerging personal aesthetic and planning of a resolved artwork that show how Arts can take action on an issue. During the semester students will visit and review an art exhibition and plan and produce resolved art work for public exhibition.

### Course content:

Students will have time to complete work and develop a personal style:

- Drawing – tonal pencil, blended pastels.
- Painting – water-colour and acrylic
- Sculpture – assemblage and construction

- Arts Language – terms and meanings, discussion, research, writing, analysis and reflections.

### Expected prior knowledge:

Art in Year 8 and Year 9

### This course leads to:

Stage 1B Visual Art, Stage 1B Visual Arts - Design, General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Art Access B</b>
	<b>Pathway:</b>	University Arts, Humanities and Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 2

### This course is designed for:

Students to develop and refine their drawing, printmaking and clay hand building through a series of explorations of media inspired by contemporary, historic, international and local artists, including the arts of Australian First Nation Peoples. They will continue to develop their writing skills and use of arts' language through formal art analysis and reflection on their practical work. Students will create a Folio using the art process to showcase their personally relevant idea development, emerging personal aesthetic and planning of a resolved artwork that communicates an idea. During the semester students will visit and review an art exhibition and produce resolved art work for public exhibition.

### Course content:

Students will have more time to complete work and develop a personal style:

- Drawing – tonal pencil, blended pastels.
- Printmaking – Lino cuts, Stencils, Mono Prints
- Ceramics – craft/art
- Arts Language – terms and meanings, discussion, research, writing, analysis and reflections.

### Expected prior knowledge:

Art in Year 8 and Year 9

### This course leads to:

Stage 1B Visual Art, Stage 1B Visual Arts - Design, General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Drama A</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for:

Students who want to develop confidence in public speaking, performance and stagecraft skills with the possibility to pursuing drama in the future.

### Course content:

- Exploration of performance experimenting with a variety of styles
- Involvement in a group production
- Study of one specific style of theatre

**Expected prior knowledge:** Nil

### Assessment:

- Performance (60%)
- Workshops (20%)
- Portfolio (20%)

### This course leads to:

Stage 1 and 2 Drama, General employment, TAFE, University

Choice	<b>Subject:</b>	<b>Drama B</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 2

**This course is designed for:**

Students who want to develop performance and stagecraft skills. Students who wish to improve their understanding of the place of theatre in history. The focus this semester is more on understanding and interpreting Drama using specific language.

**Course content:**

- Exploration of scripted drama with analysis of key ideas
- Performance of excerpts of script to demonstrate understanding
- Analysis of offstage roles and responsibilities.
- Reflection on performance

**Expected prior knowledge:** Nil

**Assessment:**

- Performance (40%)
- Investigation/workshops (30%)
- Folio (30%)

**This course leads to:**

Stage 1 and 2 Drama, General employment, TAFE, University

Choice	<b>Subject:</b>	<b>Music A and B Certificate II Music</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business/TAFE
	<b>Level:</b>	Stage 1A (VET – 20+ SACE credits)
	<b>Offered in:</b>	Full Year

**This course is designed for:**

Students with a serious interest in becoming part of the music industry or pursuing music as a long-term leisure pursuit. A range of musical genre from classical to contemporary are focussed upon.

**Please note that:**

Students who successfully complete this course will fulfil the requirements for VET Certificate II Music (CUS201109), which attracts 20+ SACE credits.

**Course content:**

- Solo performance – attending instrumental music lesson, practising, reflecting and performing a variety of styles of music.
- Ensemble performance – working as an effective member of a school ensemble such as Concert Band, Vocal Ensemble and representing the school at a range of public events.
- Musicianship – developing knowledge, understandings and creativity with music theory and aural skills.
- The Australian Music Industry – a series of discussions, research and assignments looking at workplace safety for musicians, the range of opportunities in the music industry and basic skills required for working in the music industry.

**Expected prior knowledge:**

A “C” grade or higher in Year 9 Music, or equivalent level of skills (theory & practical) as assessed by the school music teacher.

**Assessment/Competencies:**

**BSBWHS201A** – Contribute to health & safety of self and others  
**CUFIND201A**- Develop & apply creative arts industry knowledge  
**BSBWOE203A** – work effectively with others  
**CUESOU07B** –Apply a general knowledge of audio to work activities  
**CUSMLT201A**- Develop & apply musical ideas & listening skills  
**CUSMPF204A** – Play music from simple written notation  
**CUSMPF201A** – Play or sing simple musical pieces  
**CUSMPF203A** – Develop ensemble skills for playing music or singing music

**This course leads to:**

Stage 1B Music subjects, TAFE, University, Music Industry employment, Education & Care careers.

## Business, Enterprise and Technology

Choice	<b>Subject:</b>	<b>Shark Tank eSchool</b>
	<b>Pathway:</b>	University – Entrepreneurial Studies
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for:**

Shark tank eSchool is an educational program designed to immerse young people into “the doing” of entrepreneurship and innovation. Innovation and entrepreneurship are increasingly considered key drivers to solve real-world problems. The knowledge, skill, and application activities within the Shark Tank eSchool program, incorporates core concepts of creativity, innovation, critical thinking, teamwork, and entrepreneurial thinking skills into developing our entrepreneurial leaders of tomorrow.

**Course content:**

This course consists of nine modules developed by the University of Adelaide in collaboration with MIE Lab. This course has significant online curriculum and students will need their own device, laptops preferred to iPads. The course concludes with a Venture Showcase hosted by the University of Adelaide where student teams will present to a panel of judges

**Expected prior knowledge:**

Office 365

**Assessment:**

There are four major assessment items:

1. Business Case Study
2. Business Innovation
3. Business Model Canvas
4. Business Pitch

In addition to the availability of SACE credits the Shark Tank eSchool program carries tertiary course credit opportunities for students. One undergraduate course credit is available towards a University of Adelaide graduate course.

**This course leads to:**

Business Innovation Stage 1B, Business Innovation Stage 2, self-employment, general employment, TAFE, University.

## English

In Year Ten, all students are required to complete a full year of English. There are three different English subjects that students may study. The student's year nine English teacher will make a recommendation as to which English subject is the most suitable for each student, based on their achievements through years eight and nine.

Compulsory Choice	Subject:	English for the Working World (Essential English, A and B)
	Pathway:	Compulsory: Australian Curriculum
	Level:	Stage 1A
	Offered in:	Semester 1 and Semester 2

### This course is designed for:

A range of students, including those who are preparing to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English through to Stage 2.

### Course Content

There is an emphasis on communication, comprehension, analysis, and text creation. Assessment tasks will involve written and oral communication focusing on literacy requirements of the working world.

### Expected prior knowledge

Year 8 and 9 English

### Assessment is against the Australian Curriculum Achievement Standard for Year 10

Reading, written and oral work

### This course leads to:

Stage 1B Essential English

Compulsory Choice	Subject:	Responding to the Creative World (English A and B)
	Pathway:	Compulsory: Australian Curriculum
	Level:	Stage 1A
	Offered in:	Semester 1 and Semester 2

### This course is designed for:

A range of students, including those that enjoy analysing, reflecting on and responding to a range of texts.

### Course content:

English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Specific text choice will be developed through student / teacher negotiation based on a range of themed approaches to study.

### Expected prior knowledge:

Satisfactory achievement in year nine English, minimum of 'C' grade semester result.

### Assessment is against the Australian Curriculum Achievement Standard for Year 10

Reading, written and oral work

### This course leads to:

SACE 1 Essential English, or English.

## Health & Physical Education

Choice	Subject:	Outdoor and Environmental Education
	Pathways:	University / Sport, Recreation and Fitness
	Level:	Stage 1A
	Offered in:	Semester 1 or Semester 2

### This course is designed to:

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops your understanding of, and attitude towards, the natural environment

### Course Content:

### Topic 1: Environment and Conservation

This topic focuses on developing knowledge regarding the value of natural environments from a natural history as well as cultural perspectives.

### Topic 2: Planning and Management

This topic focuses on developing foundation skills in the planning and implementation of outdoor activities and lightweight journeys.

### Topic 3: Outdoor Activities

This topic focuses on developing basic outdoor activity skills for safe and effective participation in an outdoor activity. These skills may be lightweight expedition skills (including for example, first aid skills, tramping cooking, map and compass use, campsite selection and maintenance) or for shorter journeys, and may be taken from the following activities: orienteering, bushwalking, rock climbing, mountain biking, snorkelling.

### Topic 4: Outdoor Journey

This topic focuses on practical activity and the successful completion of either a 3-day bushwalk or mountain biking journey in the outdoors. The emphasis is on safe travel, minimising impact to the environment, group skills, and personal growth. Students develop skills to plan and conduct and evaluate their two-day lightweight outdoor journey.

### Expected prior knowledge: Nil

### Assessment:

- An outdoor journey (30%)
- Course work (40%)
- Outdoor activities (30%)

### This course leads to:

Stage 1B Outdoor and Environmental Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

Careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation

### Additional Costs: \$75

Compulsory Y-1	Subject:	Health and Physical Education A and B
	Pathway:	Compulsory - Australian Curriculum
	Level:	Stage 1A
	Offered in:	Semester 1 and/or Semester 2

### This course is designed for:

Students must select at least one semester of Health and Physical Education at Stage 1A. Students may select a full year.

### Course content:

Students develop the knowledge, understanding and skills to strengthen their sense of self, build relationships and positively influence their own and others' wellbeing by the acquisition of movement skills, concepts and strategies in a range of physical activities.

Students will undertake studies from the two interrelated strands:

### Personal, social and community health:

- Alcohol and Drugs
- Health benefits of activity
- Safety
- Nutrition
- Relationships
- Sexual Health

### Movement and physical activity:

- Fundamental movement activities
- Health related physical activities
- Games and sport
- Rhythmic and expressive movement

**NB:** It is expected that students change into PE uniform and appropriate footwear for all practical lessons as directed by their PE Teacher.

### This course leads to:

Stage 1B Physical Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

## Humanities and Social Sciences

Choice	<b>Subject:</b>	<b>Geography</b>
	<b>Pathway:</b>	University – Arts, Humanities, Business, Sport, Recreation and Fitness
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1 or Semester 2

### This course is designed for students:

Who have an interest in environmental change and management, and the geographies of human wellbeing. Environmental change and management draws on the concepts of environment, change, interconnection and sustainability to investigate the nature and extent of human-induced environmental changes that challenge sustainability. Geographies of human wellbeing consider the concepts of change, interconnection and sustainability to explore the wellbeing of populations within and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied.

### Course Content:

- Environmental change – sustainability, climate change, people, capital, resources and development, urban growth, conservation, pollution, habitat protection, rising sea levels etc
- Issues related to the third world – over population, poverty, water, food, health, education
- Finding solutions
- Field work – managing local coastlines (excursions)
- Using and understanding statistics

### Expected prior knowledge: Nil

### Assessment is against the Australian Curriculum Achievement Standard

- An investigation
- Research and analysis of data
- Inquiry
- Course work
- Fieldwork

### This course leads to:

Stage 1A or 1B Society and Culture / Geography 1B / Tourism 1B

Compulsory	<b>Subject:</b>	<b>The Turmoil of the Twentieth Century (History)</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1 or Semester 2

### This course is designed for students:

Who are interested in examining the events that shaped Australia to develop skills that will enable them to understand the present and contribute to decisions that will benefit the future, locally, in Australia and globally.

### Course Content:

The Year 10 curriculum covers the history of Australia in the Modern World from 1918 to the present. The twentieth century was an important period in Australia's social, cultural, economic and political development. The transformation of the modern world during a period of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Students will consider broad inquiry questions, including:

- why do nations go to war and how does war change a society?
- how do people struggle for rights and freedoms?
- how does a nation deal with its past and attempt to shape the future?

### Assessment is against the Australian Curriculum Achievement Standard

- Three depth study investigations worth 30% each (WW2, Rights and Freedoms, Popular Culture)
- Understanding of History concepts worth 10%

### This course leads to:

Stage 1B Society and Culture, Stage 1B Modern History

## Language

Choice	<b>Subject:</b>	<b>Indonesian Language and Culture</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Full Year

### This course is designed for:

Students who have completed at least one semester of Year 9 Indonesian at a C grade or better.

### Course content:

- Topics covered will include but are not limited to: Personality Traits; Careers; Cooking and Eating Out; Customs and Social Etiquette; The Arts Ceremonies; the Environment; Directions; Making Reservations; Travel; Describing Locations; Learning about various places in Indonesia/

### Expected prior knowledge:

A pass in Year 9 Indonesian

### Assessment:

Each semester students are required to complete the following summative tasks:

- Conversation in Indonesian
- Writing in Indonesian
- Text analysis - reading or listening for understanding
- An oral presentation on a cultural aspect
- Course work to develop the above skills

### This course leads to:

General Employment, TAFE, University

Choice	<b>Subject:</b>	<b>Ngarrindjeri (8-10)</b>
	<b>Pathway:</b>	University – Arts, Humanities & Business
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Full Year

### This course is designed for:

Students who identify as being of Aboriginal or Torres Strait Island background. Students who have an interest in learning about Aboriginal and Torres Strait language and culture.

### Course content:

The course is delivered under SACE Stage 1 Integrated Learning – Cultural Awareness

Students participate in a range of Ngarrindjeri language and cultural activities.

### Expected prior knowledge: Nil

### Assessment:

Students will be assessed as per Stage 1 Integrated Learning – Cultural Studies learning and assessment plan.

Assessment tasks include:

- Harmony Day organisation and discussion – students work together to coordinate and run one or several lunchtime activities for Harmony Day.
- Cultural Awareness video – students design a 3-5-minute video that details cultural diversity within the school community.
- Exploration of a cultural area of interest – students choose a specific cultural area of interest that they wish to explore.

### This course leads to:

Certificate 3 Teaching Endangered Languages

## Mathematics

Compulsory Choice	<b>Subject:</b>	<b>Maths A</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for students:

Who are planning to proceed along a University pathway at Stage 1 and Stage 2. Maths A together with Maths B in the second semester are prerequisite subjects for students wishing or needing to do Maths Studies at Stage 1B and Maths Studies and/or Specialist Maths at Stage 2.

### Course content:

The first semester will contain the following topics:

- Algebra: terminology, substitution
- Pythagoras and Surds
- Measurement
- Coordinate Geometry and equations of lines.
- Trigonometry
- Probability
- Statistics

Topics are studied in reasonable depth.

### Expected prior knowledge:

Students starting this course should have successful achievement in Year 9 Maths and a willingness and ambition to achieve highly.

### Assessment is against the Australian Curriculum Achievement Standard

Assessment will consist of regular tests and assignments and an end of semester exam.

### This course leads to:

In combination with Maths B, this course leads to Maths Studies A, B and C at Stage 1B followed by Mathematics and/or Specialist Maths at Stage 2 and then tertiary courses.

Compulsory Choice	<b>Subject:</b>	<b>Maths B</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 2

### This course is designed for students:

Planning to proceed along a University pathway at Stage 1 and Stage 2. Maths B together with Maths A from the first semester are prerequisite subjects for students wishing or needing to do Maths Studies at Stage 1B and Maths Studies and/or Specialist Maths at Stage 2.

### Course content:

This second semester course will contain the following topics:

- Algebra: Expansion and Factorisation, solving equations
- Coordinate Geometry
- Euclidean Geometry
- Quadratic Functions

Topics are studied in reasonable depth.

### Expected prior knowledge:

Maths A

### Assessment is against the Australian Curriculum Achievement Standard

Regular tests and assignments and an end of semester exam.

### This course leads to:

In combination with Maths A from Semester 1, this course leads to Maths Studies A, B and C at Stage 1B.

Compulsory Choice	<b>Subject:</b>	<b>Maths for Living</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for:

Students who wish to study a Maths course that has a focus on the mathematics that is needed for everyday life. This course is designed for students that need time and close support to work through concepts that have real life applications.

### Course content:

This course will involve work on:

- Spending Money
- Shopping
- Credit cards
- Budgeting
- Renting a home
- Mobile Phones and expenses
- Buying a car

### Expected prior knowledge:

### Assessment is against the Australian Curriculum Achievement Standard

- Assignments and Tests
- Investigations
- Projects

### This course leads to:

General Mathematics and/or Essential Mathematics in Stage 1B

Compulsory Choice	<b>Subject:</b>	<b>Maths for Work</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 2

### This course is designed for students:

Who wish to study a Maths course that has a focus on the mathematics that is used in working life. This course is designed for students that need time and close support to work through concepts that have working life applications.

### Course content:

The course involves work on:

- Earning Money
- Taxation
- Business Maths
- Measurement
- Maths in the Trades

### Expected prior knowledge:

Nil, ownership of a scientific calculator is essential.

### Assessment is against the Australian Curriculum Achievement Standard

- Assignments and Tests
- Investigations
- Projects.

### This course leads to:

General Mathematics and/or Essential Mathematics in Stage 1B

## Science

Compulsory	<b>Subject:</b>	<b>Science A</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for:

All Year 10 students are required to complete a full year of Science. The course presents a range of scientific content, concepts and skills that will enable students to achieve the Australian Curriculum Achievement Standard. To be successful in this course, students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

### Course content:

- Astronomy
- Motion
- Chemistry of the Elements
- Genetics

**Expected prior knowledge:** Nil.

### Assessment is against the Australian Curriculum Achievement Standard

- Tests
- Practical work
- Assignments

### This course leads to:

- Stage 1B Biology, Chemistry and Physics, University.

Compulsory	<b>Subject:</b>	<b>Science B</b>
	<b>Pathway:</b>	Compulsory – Australian Curriculum
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 2

### This course is designed for:

All Year 10 students are required to complete a full year of Science. The course presents a range of scientific content, concepts and skills that will enable students to achieve Australian Curriculum Achievement Standard. To be successful in this course, students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

### Course content:

- Energy
- Global systems
- Chemical Reactions
- Theory of evolution and natural selection

**Expected prior knowledge:** Nil

### Assessment is against the Australian Curriculum Achievement Standard

- Tests
- Practical work
- Assignments

### This course leads to:

- Stage 1B Biology, Chemistry and Physics, University.

## Technology including Home Economics

Choice	<b>Subject:</b>	<b>Design and Textiles</b>
	<b>Pathway:</b>	TAFE/University
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1

### This course is designed for students:

Who have an interest in learning about textiles and their use in society. Students will use textiles to create different items. They will learn about basic design principles and sewing skills, and techniques as they relate to textiles.

### Course Content:

Students will complete assessment tasks in some of the following areas:

- Textiles
- Textile finishes
- Fabric construction
- Clothing construction
- Design and fashion
- Textile industry.

Students will complete a research study in one of the topics, which is negotiated between teacher and student and includes exploring an aspect of the textile industry

### Expected prior knowledge:

Successful experience in Year 8 and 9 Home Economics is an advantage. Students do need to know and have basic sewing skills.

### Assessment:

Students will be required to complete a number of tasks to help improve their knowledge and skills, a research study and 3 practical clothing items (some using commercial patterns and others using design and pattern making principles). Students will use one method of fabric decoration.

- Practical component (50%)
- Theory of design/fashion industry (40%)
- Research Study (10%)

### This course leads to:

General employment, TAFE, University

Choice	<b>Subject:</b>	<b>Food Preparation Skills</b>
	<b>Pathway:</b>	Hospitality
	<b>Level:</b>	Stage 1A
	<b>Offered in:</b>	Semester 1 or Semester 2

### This course is designed for students:

Who have an interest in food and food preparation. Students will use ingredients and processes to produce and create different meals, dishes and food items. They will learn how ingredients react with each other and how temperature is used to create different results in food preparation.

### Course Content:

- Food preparation skills
- Food selection and cultural influences.

Students will complete assessment tasks and food practicals related to the following areas:

- Yeast Cookery
- Pastry Cookery
- Egg Cookery
- Jam and preserves
- Convenience foods

### Expected prior knowledge:

None, however, successful experience in Year 8 and 9 Home Economics is an advantage.

### Assessment:

Students will be required to complete a number of tasks to help improve their knowledge.

**This course leads to:**

General employment, TAFE, University

Choice	<b>Subject:</b> Metalwork A <b>Pathway:</b> TAFE <b>Level:</b> Stage 1A <b>Offered In:</b> Semester 1
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**This course is designed for students:**

Who are interested in learning about metal construction techniques or who are interested in a construction pathway in Senior School. To be successful students need to demonstrate competency in welding and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete 4 topics each approximately 4 weeks in length:

- Welding exercises
- Bar Clamp construction
- Design brief small welding and fabrication item
- Related theory and research.

**Expected prior knowledge:** Nil**Assessment:**

4 Summative assessment items:

- Welding joint exercises
- Bar Clamp construction
- Design brief
- Related theory and research.

**This course leads to:**

General employment, trades, TAFE, Construction Technology industry.

**Additional costs:**

Students will be required to pay for take home projects that exceed the allocated amount.

Choice	<b>Subject:</b> Metalwork B <b>Pathway:</b> TAFE <b>Level:</b> Stage 1A <b>Offered In:</b> Semester 2
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**This course is designed for students:**

Who are interested in learning about metal construction techniques or who are interested in a construction pathway in Senior School. To be successful students need to demonstrate competency in welding and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete 4 topics each approximately 4 weeks in length:

- Welding exercises
- Shoe rack
- Design brief small welding and fabrication item
- Related theory and research.

**Expected prior knowledge:** Nil**Assessment:**

4 Summative assessment items:

- Welding joint exercises
- Shoe rack construction
- Design brief
- Related theory and research.

**This course leads to:**

General employment, trades, TAFE, Construction Technology industry.

**Additional costs:**

Students will be required to pay for take home projects that exceed the allocated amount.

Choice	<b>Subject:</b> Woodwork A <b>Pathway:</b> School based Certificate pathways, TAFE <b>Level:</b> Stage 1A <b>Offered In:</b> Semester 1
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**This course is designed for students:**

Who are interested in learning about Furniture Construction techniques with the opportunity to further pursue Senior School pathways. The major focus of the course is the introduction of portable power tools and framing construction methods. Students must be able to work in a workshop environment safely.

**Course content:**

Students complete the following topics:

- A variety of framing joint exercises using hand tools
- An individually designed laminated board or similar
- Small table construction
- Related theory and research
- Extension projects can include wood turning

**Expected prior knowledge:** Nil**Assessment:**

- Practical skills and understanding
- Ability to read and follow working drawings
- Design folio
- Related theory and research

**This course leads to:**

General employment, trades, TAFE, Furnishing Pathway Course, School Based Traineeships

**Additional Costs:**

At times depending on designs there may be a small cost for hardware and additional materials.

Choice	<b>Subject:</b> Woodwork B <b>Pathway:</b> School based Certificate pathways, TAFE <b>Level:</b> Stage 1A <b>Offered in:</b> Semester 2
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**This course is designed for students:**

Who are interested in learning about Furniture Construction techniques with the opportunity to further pursue Senior School pathways. The major focus of the course is developing machine skills using carcase construction methods. Students must be able to work in a workshop environment safely.

**Course content:**

Students complete the following topics:

- A variety of carcase joint exercises using hand tools
- Small decorative box
- Individually designed carcase (box) project
- Related theory and research
- Extension projects can include wood turning

**Expected prior knowledge:** Nil**Assessment:**

- Practical skills and understanding
- Ability to read and follow working drawings
- Design folio
- Related theory and research

**This course leads to:**

General employment, trades, TAFE, Furnishing Pathway Course, School Based Traineeships

**Additional Costs:**

At times depending on designs there may be a small cost for hardware and additional materials.

Choice	<b>Subject:</b> Understanding Children <b>Pathway:</b> VET - Community Services <b>Level:</b> Stage 1A <b>Offered in:</b> Semester 1 or Semester 2
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**This course is designed for students:**

Who may be interested in pursuing a pathway in the Community Services Industry or for students who may be interested in child care, teaching as a career or interested in future parenting qualities.

**Course Content:**

This course covers the:

- Reproduction and ethics including IVF
- Stages of development from conception to birth
- Nutritional requirements during pregnancy
- Financial considerations and resources needed to prepare for a baby
- What antenatal care is, where to seek it and its importance
- 

Students will be required to take part in the following:

- Food preparation
- Fabric technologies
- Experimentation with ICT programs

**Expected Prior Knowledge:** Nil

**Assessment:**

Assessment tasks involving practical applications to support women and child health, investigations to promote health services including research topics.

**This course leads to:**

- Certificate II in Community Services
- Stage 1 and Stage 2 – Child Studies
- TAFE Courses
- General employment in the childcare industry.

## STAGE 1B (YEAR 11) - CURRICULUM STRUCTURE

All students typically choose six subjects in Semester 1 and five subjects in Semester 2 (11 preferences in total).

### Compulsory Subjects (SACE requirements):

- Literacy / English (full year) – choose 2 semester subjects
- Numeracy / Maths (1 semester) – choose at least 1 semester subject
- Individual Personal Project – Semester 1
- Research Project – Semester 2.

### Pathway Subjects:

Select any recommended pathway subjects.

### Other Subjects

Choose subjects that you are good at, which interest you and that you are likely to be successful at, or those that are required for your future pathway.

### Study at a Higher level:

Students wishing to complete a subject at a level higher than their current enrolment year must fully complete an *Application to Study at a Higher Level* – available on page 64.

**NOTE: the selection of some subjects require pre-requisites of specific subjects or achievement.**

## STAGE 1B (YEAR 11) CURRICULUM OVERVIEW – SACE Subjects

Learning Area	Subject Name	Length	Page Number
VET Subjects (Stand Alone Credits)	Building and Construction Cert I	Full year	20, 38
	Hospitality (VET) Cert I Part Cert II	Full year	21, 39
	Sport and Recreation – Fitness Cert II	Full year	18, 39
	Sport and Recreation – Specialist Sport Cert II	Full year	17, 39
	Outdoor Recreation / Aquatics Cert II	Full year	19, 39
	SAASTA - South Australian Sports Training Academy	Full year	39
Cross Disciplinary Subjects	Individual Personal Project - Stage 1	Semester 1	38
	Research Project - Stage 2	Semester 2	38
	Specialist Sports – Integrated Learning	Semester 1 or 2	38
	Furnishing – Integrated Learning	Full year	38
Arts	Visual Arts - Design A	Semester 1	40
	Visual Arts - Design B	Semester 2	40
	Drama A	Semester 1	40
	Drama B	Semester 2	40
	Music Advanced	Full Year	41
	Music Experience	Semester 1 or 2	41
	Visual Arts A	Semester 1	41
	Visual Arts B	Semester 2	41
Business, Enterprise and Technology	Business Innovation	Semester 1 or 2	42
	Creative Media	Semester 1 or 2	42
	Information Technology	Semester 1 or 2	42
	Photography	Semester 1 or 2	43

English <i>(students must complete two semesters)</i>	Media Studies	Semester 1 or 2	43
	English A and B	Semester 1 & 2	43
	An Analysis of our Creative World (Pre English Literature Studies A and B)	Full Year	43
	Essential English	Semester 1 & 2	44
Health and Physical Education	Outdoor and Environmental Education	Sem 1 or Sem 2	44
	Physical Education A	Semester 1	44
	Physical Education B	Semester 2	44
Humanities and Social Sciences Language	Tourism	Sem 1 or Sem 2	45
	Geography	Sem 1 or Sem 2	45
	The Mad Modern World (Modern History)	Sem 1 or Sem 2	45
	Who's got the power? (Society and Culture A)	Semester 1	46
	Waiting for the world to change (Society and Culture B)	Semester 2	46
	Indonesian Continuers	Full Year	46
	Japanese Beginners	Full Year	46
Mathematics <i>(students must complete a minimum of one semester)</i>	Mathematics A	Semester 1	47
	Mathematics B	Semester 2	47
	Mathematics C	Semester 2	47
	General Mathematics A	Semester 1	47
	General Mathematics B	Semester 2	47
	Essential Mathematics A	Semester 1	48
	Essential Mathematics B	Semester 2	48
Science	Biology A	Semester 1	48
	Biology B	Semester 2	49
	Chemistry A	Semester 1	49
	Chemistry B	Semester 2	49
	Physics A	Semester 1	49
	Physics B	Semester 2	49
	Psyched up! (Psychology)	Sem 1 or Sem 2	50
Technology including Home Economics	Child Studies	Sem 1 or Sem 2	50
	Design and Textiles	Sem 1 or Sem 2	50
	Food and Hospitality	Sem 1 or Sem 2	51
	Furniture Construction A	Semester 1	51
	Furniture Construction B	Semester 2	51
	Welding Fabrication A	Semester 1	51
	Welding Fabrication B	Semester 2	52

## Cross Disciplinary Studies

Compulsory	<b>Subject:</b>	<b>Individual Personal Project</b>
	<b>Pathway:</b>	<b>Compulsory for VHHS</b>
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 Credits)

### This course is designed for:

All students in Stage 1. Students achieve 10 credits towards their SACE. This subject is a compulsory precursor to the Research Project at Stage 2.

### Course content:

Each student completes an in-depth project focussing on a topic or area of self-interest. During the course of their studies students engage deeply with their chosen focus complete a series of activities as negotiated with their teacher and outlined on their Action Plan. At the end of the semester students present their final product to an assessment panel comprising teacher and community member(s).

### Expected prior knowledge:

#### Assessment:

- Proposal
- Community Links
- Group Work
- Journals
- Reflection
- Action Plan
- Capabilities
- Evidence
- Panel Presentation

### This course leads to:

IPP is one of the four foundations of Stage 1 at Victor Harbor High School. Students must complete IPP to graduate from Stage 1. The course prepares students for the compulsory Research Project.

Compulsory	<b>Subject:</b>	<b>Research Project A and B</b>
	<b>Pathway:</b>	Compulsory
	<b>Level:</b>	Stage 2
	<b>Offered in:</b>	Semester 1 (10 credits).

### This course is designed to:

Give students the opportunity to study an area of interest in depth. It allows students to be self-directed and develop their research, analysis and evaluation skills.

### Course content:

The Research Project enables students to develop research skills including locating and analysing the information and then summarising these findings in an outcome.

### Expected prior knowledge:

Students should have completed an Individual Personal Project.

**NOTE: Students requiring an ATAR will be required to complete Research Project B (In RP A final task is a review, in RP B the final task is an evaluation)**

### This course leads to:

SACE completion

Choice	<b>Subject:</b>	<b>Specialist Sports – Integrated Learning</b>
	<b>Pathway:</b>	University/TAFE - Sport, Recreation and Fitness
	<b>Level:</b>	Stage 1
	<b>Offered in:</b>	Semester 1 or 2 (10 credits).

### This course is designed to:

Allow students to expand on the 8-10 Specialist Sports Program.

### Course content:

Under development for 2020 - *To be advised*

### Expected prior knowledge:

Students should have completed Stage 1 Sport Rec Fitness - AFL.

### This course leads to:

Stage 2 Physical Education, Sports Studies – Integrated Learning, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

VET Stand Alone	<b>Subject:</b>	<b>Furnishing – Integrated Learning</b>
	<b>Pathway:</b>	Furnishing & Carpentry Industry
	<b>Level:</b>	Stage1B
	<b>Offered in:</b>	Full Year
	<b>Accreditation:</b>	20 SACE credits

### This course is designed for students:

Interested in seeking a career in the furnishing /wood trades' areas. e.g. Cabinet Making, upholstery, floor covering and furniture polisher. Much of the course is relevant to a general construction (building) pathway as well.

**Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".**

### Course content:

Students complete:

- Safe use of hand and portable power tools.
- Setting and safe use of static machines.
- Basic furniture construction techniques.
- Related theory and research.
- Mathematical applications.

### Expected prior knowledge:

Previous experience in furniture is desirable but not essential.

### Assessment:

- Demonstrating practical skills
- Safe use of machines
- Correct setting of machines
- Related theory and research.
- Mathematic applications.

### This course leads to:

Successful completion of Certificate 1 in Furnishing leads to possible employment in this industry with the opportunity to complete certificate 2 and 3 with an employer.

### Additional Costs: \$100

- Workplace uniform, course booklets and basic project materials.
- Major project choices are available although a further cost may be incurred.

## VET Subjects – Stand Alone (also refer to Pathway Pages)

VET Stand Alone	<b>Subject:</b>	<b>Building and Construction A and B – to be confirmed</b>
	<b>Pathway:</b>	Building & Construction Industry
	<b>Level:</b>	Stage1B (Year 11 only)
	<b>Offered in:</b>	Full Year
	<b>Accreditation:</b>	Certificate I

### This course is designed for students:

Interested in developing skills relevant to the building and construction industry. It aims to provide students with information about career opportunities and the skills necessary to work in the industry. Areas include bricklaying, concreting, carpentry, carpentry and plaster board.

**NB:** Students must be Year 11 to apply

### Course Content:

Competencies as per pathway page

### Expected Prior Knowledge: None

### Assessment:

Students will be assessed against both written and practical competencies. These competencies must be met to industry standard. Students will be required to complete a minimum of 20 days in the workplace.

### This course leads to:

Certificate IV – Building Apprenticeships

### Additional Costs: \$250

VET Stand Alone	<b>Subject:</b>	<b>Hospitality</b>
	<b>Pathway:</b>	Hospitality
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1
	<b>Accreditation:</b>	Certificate I, part Certificate II

**This course is designed for students:**

Interested in the Food and Hospitality industry. In semester 1 students will complete competencies which will lead to Certificate 1 (Hospitality Operations). Students may be involved in catering activities for community groups and may need to work after school hours.

*Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".*

**Course Content:**

- Participate in safe work practices
- Provide information and assistance
- Use hygienic work practices for food and safety
- Work effectively with others
- Prepare simple dishes
- Use food preparation equipment
- Operate a baking process
- Use numerical applications in the workplace

**Expected prior knowledge:** Nil

**Assessment:**

*This course is 50% theory and 50% practical.* Students will be assessed against competencies through class activities, industry-based visits, food practicals, work placement, catering for community groups.

**This course leads to:**

- Preparation for Certificate II Hospitality (Kitchen Operations – Willunga HS)
- Certificate II – Food Processing
- General employment in the food industry
- Continuation of TAFE courses

**Additional Costs:** \$150

## Sport and Recreation

VET Stand Alone	<b>Subject:</b>	<b>Sport and Recreation - Fitness</b>
	<b>Pathway:</b>	Community Activities
	<b>Level:</b>	Stage 1A/B
	<b>Offered in:</b>	Full Year
	<b>Accreditation:</b>	Certificate II

**This course is designed for:**

Students who are interested in sport, sports training and fitness industry. Students are involved in playing, coaching and officiating. Volleyball is one focus area.

*Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".*

**Course content:**

Students complete practical and theory in sport and fitness. Students are also involved in organising / running events e.g. Standards Day, primary School Sports Days, sports carnivals.

**Expected prior knowledge:** Nil

**Assessment:**

Assessment is competency based and students are assessed in practical and theory.

**This course leads to:**

Certificate 3 in Fitness Leadership, other Certificate and Diploma level qualifications in sport leadership, sports management (coaching, officiating), sports, community and outdoor recreation studies at TAFE. It would also benefit students wishing to pursue a university pathway in Human Movement, Business (Recreation and Sport) and a range of Teacher Education programs.

**Additional Costs:** \$250

VET Stand Alone	<b>Subject:</b>	<b>Sport and Recreation – Specialist Sport</b> (to be confirmed)
	<b>Pathway:</b>	Community Activities
	<b>Level:</b>	Stage 1A/B
	<b>Offered in:</b>	Full Year
	<b>Accreditation:</b>	Certificate II

**This course is designed for:**

Students who are interested in sport, sports training and fitness industry. Students are involved in playing, coaching and officiating. Australian Rules football is one focus area.

*Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".*

**Course content:**

Students complete practical and theory in sport and fitness. Students are also involved in organising / running events e.g. SAPSASA Football, 9-a-side Crows Cup and coaching clinics.

**Expected prior knowledge:** Nil

**Assessment:**

Assessment is competency based and students are assessed in practical and theory. Students will receive a range of sports industry certificates upon completion of courses throughout the year e.g. sports taping, basic umpires Level 0 coaching.

**This course leads to:**

Certificate 3 in Fitness Leadership, other Certificate and Diploma level qualifications in sport leadership, sports management (coaching, officiating), sports, community and outdoor recreation studies at TAFE. It would also benefit students wishing to pursue a university pathway in Human Movement, Business (Recreation and Sport) and a range of Teacher Education programs.

**Additional Costs:** \$250

VET Stand Alone	<b>Subject:</b>	<b>Outdoor Recreation / Aquatics</b>
	<b>Pathway:</b>	Outdoor Recreation
	<b>Level:</b>	Stage 1A/B
	<b>Offered in:</b>	Full Year

**This course is designed for:**

Students who are interested in aquatics instructing, surf lifesaving, the environment.

*Year 10's wishing to do this course will need complete an "Application to Study at a Higher Level".*

**Course content:**

Surfing, sailing, bushwalking, cycling, organising recreational activities, looking after recreational equipment.

**Expected prior knowledge:**

Basic water competency.

**Assessment:**

Assessment is competency based and students are assessed in practical and theory.

**This course leads to:**

Certificate and Diploma courses in Sport and Recreation Fitness, Outdoor Recreation, Coaching and Development.

**Additional Costs:** \$450

VET Stand Alone	<b>Subject:</b>	<b>SAASTA – South Australian Sports Training Academy</b>
	<b>Pathway:</b>	
	<b>Level:</b>	Stage 1A/B
	<b>Offered in:</b>	Full Year

**This course is designed for:**

Indigenous students selected to be part of this program.

*For further information please see: Aboriginal Education Coordinator*

## Arts

Choice	<b>Subject:</b>	<b>Visual Arts - Design A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

### Course content:

**Visual Study:** Students will explore media and designs from a range of Australian designers. They will focus on experimenting with digital and traditional, such as graphic design, with the aim to become attuned to their style and develop their own personal aesthetic.

**Design Process Folio:** Students will begin with a personally relevant design brief and apply creative thinking and/or problem-solving finding inspiration from designers, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved product.

**Resolved Design Work:** Students will produce a resolved design work for public exhibition that meets the design brief, communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

### Expected prior knowledge:

Art Access A and/or B

### Assessment:

- Practical Skills Study (20%)
- Investigation (20%)
- Folio- Analysis and creative thinking (30%)
- Major and Practitioner's Statement (30%)

### This course leads to:

General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Visual Arts - Design B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for:

Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The cyclic design process includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practicing of technical skills, and evaluation, before the design outcome is resolved.

### Course content:

**Visual Study:** Students will explore media and designs from a range of Australian designers. They will focus on experimenting with both digital and traditional media with the aim to become attuned to their style and develop their own personal aesthetic.

**Art Process Folio:** Students will begin with a personally relevant design brief and apply creative thinking and/or problem-solving finding inspiration from designers, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved design product.

**Resolved Design Work:** Students will produce a resolved design work for public exhibition that meets the design brief. Communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form. Products may include: digital graphs, models or design projects.

### Expected prior knowledge:

Art Access A and/or B

### Assessment:

- Practical Skills Study (20%)
- Investigation (20%)
- Folio- Analysis and creative thinking (30%)
- Major and Practitioner's Statement (30%)

### This course leads to:

Stage 2 Visual Arts, General employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Drama A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

### This course is designed for:

Students who want to develop performance and stagecraft skills through workshops and performance. Students will develop appropriate writing and presenting skills for research essays and reviews. It is a requirement for all students to be willing to participate in the process of creating performance for an audience. This can involve after school commitment with rehearsals and performances

### Course content:

- Group performance in an on or off-stage role. This is negotiated.
- A group production report in the context of dramatic theory and terminology
- A review of a live performance of 1000 words or as an oral presentation of 5-7 minutes
- Investigation – a presentation based on a practitioner utilising the skills of either actor, director or off stage role.

**Expected Prior Knowledge:** Nil however, Year 10 Drama preferred, and/or a sincere interest in the tradition and practices of drama.

### Assessment:

- Performance (Group Production, Individual Study Presentation 40%)
- Folio (Essay, Group Production Report, Individual Study Report 30%)
- Investigation and Presentation (Individual Study Presentation and Report 30%).

### This course leads to:

Stage 2 Drama, general employment, TAFE, University.

Choice	<b>Subject:</b>	<b>Drama B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

### This course is designed for:

Students who want to develop performance and stagecraft skills through workshops and performance. Students will develop appropriate writing and presenting skills for research essays and reviews. It is a requirement for all students to be willing to participate in the process of creating performance for an audience. This may involve after school commitment for rehearsals and performance.

### Course content:

- Group performance in an on or off-stage role. This is negotiated.
- A group production report in the context of dramatic theory and terminology
- A review of a live performance of 1000 words or as an oral presentation of 5-7 minutes
- Investigation – a presentation based on a selected text utilising the skills of either actor, director or off stage role.

**Expected prior knowledge:** Nil however, Year 10 Drama preferred, and/or a sincere interest in the tradition and practices of drama.

### Assessment:

- Performance (group production, individual study presentation 40%)
- Folio (essay, group production report, individual study report 30%)
- Investigation and presentation (individual study presentation and report 30%).

### This course leads to:

Choice	<b>Subject:</b>	<b>Music Advanced</b>
	<b>Pathway:</b>	University – Arts/TAFE
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Full Year (20 Credits)

**This course is designed for:**

Students that have successfully completed Year 10 music, or equivalent. An essential part of SACE music studies is undertaking serious study of a musical instrument. Students need to have been learning their musical instrument for at least 3 years. The school is able to provide tuition in *some* instruments through the Departments Instrumental Music program, but please check with the music teacher to identify which instruments are currently available. Otherwise, students need to have their instrumental lessons through a private provider.

**Course content:**

The subject consists of the following strands which are taught concurrently:

- Understanding Music, including music theory and listening skills (equivalent to AMEB grade 3)
- Creating Music (playing an instrument as a soloist and as a member of a group)
- Responding to Music (analysing and reflecting on a variety of musical pieces)

**Expected prior knowledge:**

Successful completion of Year 10 Music (Stage 1A) including instrumental/vocal or, be able to demonstrate skills and knowledge to an equivalent level.

**Assessment:**

- Understanding Music/ Musical Literacy – one theory and aural test each semester
- Responding to Music / Musical Literacy – one analytical, individual response assignment each semester (1,000 words or equivalent multimodal)
- Creating Music – one solo performance (~7 minutes) each semester
- Creating Music – one group performance (~9 minutes) each semester

**This course leads to:**

Stage 2 Music Performance - Ensemble, Performance - Solo, and/or Music Explorations at a level suitable for entry into tertiary music study at institutions such as the University of Adelaide.

Choice	<b>Subject:</b>	<b>Music Experience</b>
	<b>Pathway:</b>	University – Arts/TAFE
	<b>Level:</b>	Stage 1B
	<b>Offered In:</b>	Semester 1 and/or Semester 2 (10 or 20 credits)

**This course is designed for:**

Students that have been learning an instrument seriously for several years and can read simple music but may not have completed music at Year 10. The school is able to provide tuition in *some* instruments through the Departments Instrumental Music program, but please check with the music teacher to identify which instruments are currently available. Otherwise, students need to have their instrumental lessons through a private provider.

**Course content:**

The subject consists of the following strands which are taught concurrently:

- Understanding Music (including simple music theory and listening skills)
- Creating Music (playing an instrument as a soloist and as a member of a group)
- Responding to Music (analysing and reflecting on a variety of musical pieces)

**Expected prior knowledge:**

Preferably the successful completion of Year 10 Music including instrumental/vocal or; have undertaken serious study of an

instrument/voice for over three years and know how to read simple music.

**Assessment:**

- Musical Literacy – one music theory booklet each semester.
- Musical Literacy – one motivic development piece: composition of a motif or counter melody each semester (200 words reflection and 24 bar melody).
- Creative Works– one solo performance (3-5 minutes) each semester.
- Creative Works– one digital composition (3-4 minutes) each semester.

**This course leads to:**

Stage 2 Music Performance - Ensemble, Performance - Solo, and/or Music Explorations.

Choice	<b>Subject:</b>	<b>Visual Arts – Arts A</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for:**

Students to explore the works of artists through analysis and reflection. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

**Course content:**

**Visual Study:** Students will explore Australian Contemporary Art and focus on experimenting with media, techniques such as printmaking, sculpture, painting and drawing. They will investigate different styles with the aim of developing their own personal aesthetic.

**Folio:** Students will begin with a personally relevant idea and apply creative thinking and/or problem-solving finding inspiration from artists, analysing artworks form a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved product.

**Resolved Artwork:** Students will produce a resolved artwork for public exhibition that communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Expected prior knowledge:**

Art Access A or B in Stage 1A.

**Assessment:**

- Folio (40%) – documentation of the art processes
- Practical (30%)- two minor artworks, one major and written reflection statement (250 words)
- Visual Study (30%)– 8 A4 practical studies and 1,000 word written or equivalent study

It is recommended that students who wish to do Visual Arts in Year 12 should complete two semesters of Art in year 11.

**This course leads to:**

This course leads to: Stage 2 Visual Arts; SACE; TAFE and University.

Choice	<b>Subject:</b>	<b>Visual Arts – Art B</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 Credits)

**This course is designed for:**

Students to explore the works of artists through analysis and reflection. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

**Course content:**

**Visual Study:** Students will explore Contemporary Art and mixed media. They will focus on experimenting with media using techniques such as printmaking, sculpture, painting and drawing. They will investigate different styles with the aim of developing their own personal aesthetic

**Art Process Folio:** Students will begin with a personally relevant idea and apply creative thinking and/or problem-solving finding inspiration from artists, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved product

**Resolved Artwork:** Students will produce a resolved artwork for public exhibition that communicates personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Expected prior knowledge:**

Art Access A or B at Stage 1A or Art General (Sem1) in Stage 1B

**Assessment:**

- Folio (40%) – documentation of the art processes
- Practical (30%) - 2 minor artworks, 1 major and written reflection statement (250 words)
- Visual Study (30%)– 8 A4 practical studies and 1,000 word written or equivalent study

It is recommended that students who wish to do Visual Arts in Year 12 should complete two semesters of Art in year 11.

**This course leads to:**

This course leads to: Stage 2 Visual Arts; SACE; TAFE and University.

**Business, Enterprise and Technology**

Choice	<b>Subject:</b>	<b>Business Innovation</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for:**

Students interested in innovation and business enterprise. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Working together students are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

**Course Content:**

Business Innovation is studied through the following two contexts:

- Start-up business
- Existing business

Through these contexts, students develop and apply their understanding of the following learning strands:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

This understanding is developed and applied through each of the learning strands.

These learning strands represent the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject

**Expected prior knowledge:** Nil

**Assessment:**

The assessment criteria consist of specific features that:

- students should demonstrate in their learning

- teachers look for as evidence that students have met the learning requirements.

For this subject the assessment criteria are:

- finding and solving problems
- contextual application
- analysis and evaluation.
- 

**This course leads to:**

Stage 2 Business Innovation, TAFE, University, self-employment (setting up own business)

Choice	<b>Subject:</b>	<b>Creative Media</b>
	<b>Pathway:</b>	University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

This subject is part of Design and Technology and is centred on the design of Communication Products – students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, or web-design. It can be chosen by Year 10 or Year 11 students in semester one.

**This course is designed for:**

Students who are interested in exploring their creativity through the use of digital media. It will allow students to develop both their design skills and their use of digital technology and computer software.

**Course Content:**

This course will cover basic web design, general design processes, digital photography, audio editing and video production. The software that will be used will include Photoshop, Audacity, Premier Pro and Dreamweaver.

**Expected prior knowledge:**

Essential – familiarity with Windows operating systems  
Preferred – Year 9 IT / Multimedia

**Assessment consists of three main components:**

Skills and Applications Tasks  
Folio – including analysis and evaluation of the design process  
Product

**This course leads to:**

Certificate II and III at TAFE and a Bachelor of Creative Media at the University of South Australia.

Choice	<b>Subject:</b>	<b>Information Technology</b>
	<b>Pathway:</b>	University – Maths, Science, Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

This subject can be chosen by Year 10 or Year 11 students in Semester 2.

**This course is designed for:**

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

**Course Content:**

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

- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites
- Topic 7: Coding

**Expected prior knowledge:** Nil

**Assessment:**

- Assessment Component 1: Folio
- Assessment Component 2: Skills and Applications Tasks

- Assessment Component 3: Individual Project

**This course leads to:**

Further study or career opportunities in Business and Enterprise, Information Technology, Graphic Design, Web Page Design, Video and Screen Production, Television, Print Media and Radio Advertising, TAFE and University. The study of Information Technology Systems provides the basis for a wide range of vocational pathways. It develops students' skills in using and maintaining computing hardware, using various applications and basic programming. These skills can be utilised in a very wide range of further study and vocations.

Choice	<b>Subject:</b>	<b>Photography</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for students:**

Students who wish to learn the skills and theory behind creating great photographs. The aim is to improve as photographers. We will develop skills in Adobe Photoshop, critiquing and identifying photographic elements and genres.

**Course content:**

**Skills:** Students will explore the elements of photography, composition and creating technically correct photographs using digital cameras. They will explore the functions of the digital camera and Adobe Photoshop and develop a sensibility of photographic aesthetics.

**Design Process Folio:** Students understand and apply the design process define, plan, produce and evaluate a Major Photographic Project. The will begin with a relevant design brief and apply creative thinking and/or problem-solving. Students will investigate "Like Products" and find inspiration from other photographers and analyse their work using photographic elements. They will develop alternative ideas, exploring, applying practical skills and leading to a final resolved design product. The product will be evaluated against the design brief and produce a Product Record that documents the production.

**Major Product:** The Product will meet the Design Brief and be 'Fit for Purpose'. Students will take a series of photographs with a theme, genre and target audience and edit these using Adobe Photoshop to produce a 12-month photographic calendar.

**Expected prior knowledge:** Nil

**Assessment:**

- Skills: Portfolio; Materials Application; Minor (20%)
- Major Product (Calendar) (50%)
- Design Folio (30%)

**This course leads to:**

General employment, TAFE or University.

## English

It should be noted that for successful SACE completion, students must successfully complete 20 credits (i.e. a full year) chosen from a range of English subjects at Stage 1 or Stage 2. There are three different English SACE 1 subjects that students may study. The student's year ten English teacher will make a recommendation as to which English subject is the most suitable for each student, based on their achievements.

Compulsory Choice	<b>Subject:</b>	<b>Media Studies</b>
	<b>Pathway:</b>	TAFE/University – Arts and Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

**This course is designed for:**

Students who are interested in exploring the dynamic role of media in Australian and global contexts.

Students will develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students will consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct

their identity, make economic choices, develop political ideas, and spend their leisure time.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices.

**Course content:**

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. Students are expected to:

- demonstrate understanding of the ways in which societies are represented by media
- research and analyse the form, content, context, and intended audiences of media texts
- creatively use media technologies in individual and collaborative production activities
- explore aspects of the dynamics of the media industry
- analyse their interactions with media.

**Expected prior knowledge:**

'B' grade or above at Year 10 English or Pre-Lit English

**Assessment:**

Students are required to complete 3 Assessment types working both collaboratively and individually:

- Assessment Type 1: Folio (800 words or oral equivalent)
- Assessment Type 2: Interaction Study (800 words or oral equivalent)
- Assessment Type 3: Product (multimodal text up to 5 mins of equivalent)

**This course leads to:**

Stage 2 English, English Literary Studies, Stage 2 Society and Culture

Compulsory Choice	<b>Subject:</b>	<b>English A and B</b>
	<b>Pathway:</b>	University – General
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 and Semester 2 (10 – 20 credits)

**This course is designed for:**

A range of students, including those that enjoy analysing and reflecting on, as well as creating a range of texts.

**Course content:**

English has an emphasis on responding to texts, creating texts, and an intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry, and drama texts. Specific text choice will be developed through student/teacher negotiation based on a range of themed approaches to study.

**Expected prior knowledge:**

'C' grade or higher in Year 10 English.

**Assessment:**

Responding to texts, creating texts and intertextual study.

**This course leads to:**

SACE 2 Essential English, or English.

Compulsory Choice	<b>Subject:</b>	<b>An Analysis of our Creative World (Pre-English Literature Studies A and B)</b>
	<b>Pathway:</b>	University – Arts & Humanities
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 and Semester 2 (10 – 20 credits)

**This course is designed for:**

Students with demonstrated enthusiasm and ability in the skills and strategies of critical thinking needed to interpret texts and who are planning to specialise in English through to SACE 2.

**Course content:**

Pre-English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and

people in particular ways and of how texts challenge or support cultural perceptions.

**Prerequisite:** 'B' grade or better in Year 10 English.

**Assessment**

Responding to texts, creating texts and intertextual study

**This course leads to:**

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

Compulsory Choice	<b>Subject:</b>	<b>Essential English</b>
	<b>Pathway:</b>	General Employment / TAFE
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 and/or Semester 2 (10 – 20 credits)

**This course is designed for:**

A range of students, including those who are preparing to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2.

**Course Content**

There is an emphasis on communication, comprehension, analysis, and text creation. Assessment tasks will involve written and oral communication focusing on literacy requirements of the working world.

**Expected prior knowledge**

Year 10 English or Essential English

**Assessment is against the SACE Essential English Performance Standard.**

Reading, oral and written work

**This course leads to:**

Stage 2 Essential English

## Health & Physical Education

Choice	<b>Subject:</b>	<b>Outdoor Education.</b>
	<b>Pathways:</b>	TAFE - Sport, Recreation and Fitness
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

Please note this subject is currently being reviewed by the SACE Board so there may be some minor changes in the program outlined here.

**This course is designed to:**

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops understanding of, and attitude towards, the natural environment.

**Course Content:**

The subject consists of the following three topics:

**Topic 1: Environment and Conservation**

Learning experiences in nature shape students' understanding of environmental systems and issues and enhances their decision-making about conservation and sustainability. Through the study of a natural environment, students understand ecosystems and impacts of human actions and decisions on the natural environment.

Students develop their understanding of a range of different perspectives on the natural environment e.g. Indigenous, western, scientific, economic, recreational, and aesthetic, and use this understanding to analyse human interactions with the natural environment. They investigate strategies that positively contribute to conservation and sustainability.

Students transfer their understanding and appreciation of natural environments in local areas through practical opportunities to interact with the environment, and consider appropriate actions and strategies that support conservation, sustainability and minimise human impacts.

**Topic 2: Planning and management of outdoor activities and journeys**

Learning experiences in natural environments enable students to explore nature and develop relationships that promote conservation, sustainability, personal growth, and development.

Through understanding nature, students are motivated to be environmentally engaged and promote sustainable behaviour and practices in natural environments. The development of relationships with natural environments enables students to appreciate nature for its physical and emotional health-giving properties.

Students apply planning skills to support positive outdoor experiences in nature for themselves and others, through consideration of safety and risk management practices.

**Topic 3: Personal growth and development**

Learning experiences in natural environments promote students' personal growth and development of social skills. Experiential learning in nature impacts positively on students' health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

Through learning in natural environments, students develop personal meaning, and appreciation of the role of natural environments in providing life perspective. Learning experiences in natural environments enable students to evaluate and reflect on their own learning progression and skills development, as well as their relationship with nature.

**Expected prior knowledge:**

Stage 1A Outdoor and Environmental Education recommended

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education.

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experiences in Natural Environments

**NB:** There are subject fees involved for all Outdoor Education subjects.

**This course leads to:**

Stage 2 Outdoor and Environmental Education, careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

**Additional Costs: \$100**

Choice	<b>Subject:</b>	<b>Physical Education A and B</b>
	<b>Pathway:</b>	University
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for:**

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

In this subject students are expected to:

- Apply knowledge and understanding of movement concepts and strategies in physical activity
- Reflect on movement concepts and strategies in physical activity
- Apply communication and collaborative skills in physical activity contexts
- Explore and analyse evidence related to physical activity
- Reflect on ways to improve participation and/or performance in physical activity
- Communicate using subject-specific terminology in a variety of modes.

**Course content:**

The course has three focus areas:

**Focus Area 1: In movement**

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve participation and/or performance in physical activity. The key ideas and considerations below provide a guide for learning.

### Focus Area 2: Through movement

Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity, identifying how persona, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others. The key ideas and considerations below provide a guide for learning.

### Focus Area 3: About movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable students to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

#### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

#### This course leads to:

Stage 2 Physical Education, fitness and sport leadership, sports management (coaching, officiating), recreation and human movement studies at TAFE/ University.

## Humanities and Social Sciences

Choice	<b>Subject:</b>	<b>Tourism</b>
	<b>Pathway:</b>	University – Hospitality/Tourism, Retail
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

#### This course is designed for students:

Who are interested in pursuing a pathway in hospitality/ tourism. It focuses on the impact of the tourism industry on Australian society (environmentally, socially, culturally and economically). Students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism, and explore tourism as a business.

#### Course Content:

- Understanding the tourism industry
- Identifying visitors and hosts
- Creating sustainable tourism
- Working in the tourism industry

#### Expected Prior Knowledge:

Nil, but students who achieve well in HASS are recommended – suited for students also studying Outdoor Education, Marine Studies or Hospitality subjects at Stage 1.

#### Assessment:

- Assessment Type 1: Case Study
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation.

#### This course leads to:

A range of courses at University and TAFE and business/enterprise opportunities.

Choice	<b>Subject:</b>	<b>Geography</b>
	<b>Pathway:</b>	University – Arts & Humanities / Sport, Recreation and Fitness
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

#### This course is designed for students:

Students learn about environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. They develop an understanding of the spatial interrelationships of people, places, and environments, and of the opportunities and challenges for, and constraints on, such interactions. Students identify patterns and trends, acquiring and

critically analysing field and other data using a range of field and spatial technology skills.

#### Course Content:

The course is designed to develop students' skills and understanding of geographical phenomena. Outcomes include;

- developing students' understanding and application of key geographical concepts
- developing students' understanding of the interdependence of human and physical environments
- exploring contemporary geographical issues
- developing students' skills in fieldwork using opportunities in the local area
- examining geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

The following topics will be negotiated;

#### Theme 1: Sustainable Places

- Rural and/or remote places
- Urban places
- Megacities.

#### Theme 2: Hazards

- Natural Hazards
- Biological and Human Induced Hazards.

#### Theme 3: Contemporary Issues

- Local Issues

#### Assessment:

Assessment is against SACE Achievement Standards

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least two assessments from assessment type 1.

#### This course leads to:

Stage 2 Society and Culture A and B and studies at University.

Choice	<b>Subject:</b>	<b>The Mad Modern World (Modern History)</b>
	<b>Pathway:</b>	University – Arts, Humanities and Business
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 or Semester 2 (10 credits)

#### This course is designed for:

Student who wish to explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

#### Course Content:

Consists of the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective.

Each topic includes key ideas and concepts that provide a focus for study. For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

#### Assessment:

The following assessment types enable students to demonstrate their learning in Modern History at Stage 1.

- Assessment Type 1: historical skills

- Assessment Type 2: historical study

Students undertake:

- 3 historical skills assessments
- 1 historical study

**Expected Prior Knowledge:** Nil.

**This course leads to:**

Stage 2 Modern History, Stage 2 Society and Culture and studies at a University level.

Choice	<b>Subject:</b> Who's Got the Power? (Society and Culture A) <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 1 (10 credits)
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**This course is designed for students:**

Students who are interested in exploring issues related to racism and discrimination, including examining songs, gender issues, American and Australian civil rights movements and asylum seekers. You get to investigate in depth and Australian issue of your choice. Students learn valuable skills such as researching, essay writing for university, referencing, working with others, tolerance and respect of other cultures. The course works for students interested in examining the past to develop skills that contribute to the future. It is an exploration of the society and culture in which we live, therefore current issues. This course prepares you for Stage 2 Society and Culture.

**Course Content:**

- Current issues are explored such as prejudice and discrimination, asylum seekers, youth culture and current Australian issues
- Concepts: social change, belief systems, power structures, authority and influence: For example, media and governments
- Referencing
- Investigation: students will ask their own questions seeking satisfactory answers by conducting an inquiry into an Australian issues, finding and evaluating various sources of information, developing understandings and points of view and taking action where appropriate).

**Expected Prior knowledge:** Nil

**Assessment:**

- *Component 1* – Source Analysis 45%
- *Component 2* – Group Task 10%
- *Component 3* – Investigation 45%. Students choose an individual topic or contemporary social issue of personal interest and use primary data to extend their understanding of it. The method of presentation is not restricted to a written piece.

**This course leads to:**

Stage 1B, Stage 2 Society and Culture and studies at university. Employment in areas such as humanities and social sciences including areas such as government, law and politics, the arts, education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

Choice	<b>Subject:</b> Waiting for the World to Change (Society and Culture B) <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 2 (10 credits)
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**This course is designed for students:**

Who are interested in exploring issues related to power and authority in society, social change, environmentally sustainable practices, culture and subcultures in Australia. Plus, you get to investigate an Australian issue of your choice. Students learn valuable skills such as researching, essay writing, referencing, working with others, tolerance and respect of other cultures. The course works for students interested in examining the past to develop skills that contribute to the future. It is an exploration of the society and culture in which we live, therefore current issues. This course prepares you for Stage 2 Society and Culture.

**Course Content:**

- Concepts: social change, belief systems, power structures, e.g. media and governments
- Referencing, essay writing and other literacy skills

- Investigation: students will ask their own questions seeking satisfactory answers by conducting an inquiry into an Australian issues, finding and evaluating various sources of information, developing understandings and points of view and taking action where appropriate.

**Expected Prior knowledge:** Nil

**Assessment:**

- *Component 1* – Source Analysis 45%
- *Component 2* – Group Task 10%
- *Component 3* – Investigation 45%. Students choose an individual topic or contemporary social issue of personal interest and use primary data to extend their understanding of it. The method of presentation is not restricted to a written piece.

**This course leads to:**

Stage 2 Society and Culture and studies at university. Employment in areas such as humanities and social sciences including areas such as government, law and politics, the arts, education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

## Language

Choice	<b>Subject:</b> Indonesian Continuers <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1B <b>Offered In:</b> Full Year (10-20 credits)
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**This course is designed for:**

Students who have completed a full Year 10 Indonesian course.

**Course content:**

Students further their ability to communicate orally, in writing, and to understand the written and spoken text. The topics covered include:

- The Individual – relationships, school experiences, youth leisure and interests
- Indonesian Speaking Communities – daily routines & lifestyles, the arts and entertainment, prominent people and historical influences on modern day life
- The Changing World – the world of work, technology, contemporary issues.

Students also have an opportunity to research some topics of their choice.

**Expected prior knowledge:**

A pass in Year 10 Indonesian at C grade or better.

**Assessment:**

Each semester students are required to complete four summative tasks:

- Assessment Type 1: Interaction (20%) – this will be an oral assignment
- Assessment Type 2: Text Production (20%) – written Indonesian
- Assessment Type 3: Text analysis - either reading or listening for understanding (20%)
- Assessment Type 4: Investigation - prepare either an oral, written or multimodal presentation in Indonesian of a researched topic (3-4 mins) and present a reflective response in English -250 words (40%)

**This course leads to:**

General employment, TAFE, University.

Choice	<b>Subject:</b> Japanese (beginners) <b>Pathway:</b> University – Arts and Humanities <b>Level:</b> Stage 1B <b>Offered in:</b> Full Year (20 credits)
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**This course is designed for students:**

Students who have little or no previous knowledge and/or experience of Japanese before undertaking Stage 1 and is designed as a 2-year program for students who wish to begin their study of the language at senior secondary level.

Students develop the skills of listening, speaking, reading and writing, to create and engage effectively with a range of spoken, written, visual,

and multimodal texts in Japanese. It involves the development of intercultural knowledge, understanding, and skills.

**Course Content:**

Through the perspective of 'The Personal World', students will use Japanese to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context. They will be taken from the basics of writing systems and everyday interactions, to being able to interact successfully with visitors from Japan or for their own exciting expeditions into that culture.

**Expected Prior knowledge:** Nil

**Assessment:**

There will be a series of nine small assessments, comprising:

- two interacting in spoken Japanese and two presenting in spoken Japanese
- one writing texts in Japanese and two responding to written texts in Japanese
- two text analysis assessments

**This course leads to:** Stage 2 Japanese (beginners)

**Mathematics**

Choice	<b>Subject:</b>	<b>Mathematics C</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for students:**

Who have successfully completed Maths Studies A and B in Stage 1B and who hope to study Specialist Mathematics in Stage 2.

**Course content:**

Students doing this course will study the topics: Matrices, Geometry and Vectors in the Plane.

**Expected prior knowledge:**

Students must have completed Mathematics A successfully in Semester 1.

**Assessment:**

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

**This course leads to:**

This course, in conjunction with Mathematics A and Mathematics B, allows student to do Specialist Mathematics, Mathematical Methods in Stage 2 or General Mathematics in Stage 2.

Compulsory Choice	<b>Subject:</b>	<b>General Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 Credits)

**This course is designed for students:**

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student's the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course, together with General Mathematics B in second semester prepares students for Stage 2 General Mathematics

**Course Content:**

Topic 1: Investing and borrowing: Investing money in financial institutions or share market, borrowing money, calculating simple and compound interest, analysing loans, comparing loans and making financial decisions. Look at effects of inflation and taxation.

Topic 2: Measurement consideration of measurement devices and their units and the calculation of perimeter, area and volume in everyday situations. Extend this to estimate area of irregular shapes.

Topic 3: Statistical Investigation: collecting data using sampling methods, displaying data (histograms, box and whisker plots & stem-and-leaf plots), analysing data, calculating measures of average and then presenting findings. Students need to form conjectures and test them.

**Expected Prior Knowledge:** Nil

**Assessment:**

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester exam.

**This course leads to:**

General Mathematics or Essential Mathematics 1B in Semester 2

Choice	<b>Subject:</b>	<b>General Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for students:**

Compulsory Choice	<b>Subject:</b>	<b>Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for students:**

Who have successfully completed Mathematics A and B in Stage 1A and who hope to study Mathematical Methods in Stage 2.

**Course content:**

Students doing this course will study the topics Functions and Graphs, Polynomials and Trigonometry.

**Expected prior knowledge:**

Students must have completed successfully Mathematics A and B in Stage 1A.

**Assessment:**

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

**This course leads to:**

This course, in conjunction with Mathematics B and Mathematics C, allows students to do Mathematical Methods, General Mathematical or Essential Mathematics in Stage 2.

Choice	<b>Subject:</b>	<b>Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for students:**

Who have successfully completed Mathematics A in Stage 1B and who hope to study Mathematical Methods in Stage 2.

**Course content:**

Students doing this course will study the topics Counting and Statistics, Introduction to Differential Calculus, Growth and Decay.

**Expected prior knowledge:**

Students must have completed successfully Mathematics A in Semester 1.

**Assessment:**

- Skills and Applications Tasks (Tests)
- Folio Tasks (investigations)
- End of semester exam.

**This course leads to:**

This course, in conjunction with Mathematics A, allows students to do Mathematical Methods, General Mathematics or Essential Mathematics in Stage 2.

Who have successfully completed Maths Applications A and want to further develop their mathematical skills and then use these skills to solve more problems in a wide variety of practical applications. This course, together with General Mathematics A in first semester prepares students for Stage 2 General Mathematics

**Course Content:**

- Applications of Trigonometry: Using the Rule of Pythagoras, Trigonometric Ratios (tangent, sine and cosine) and Trig Rules (sine and cosine rule) to solve practical problems in the context of surveying, design and navigation.
- Linear Functions and their Graphs: Explore wide variety of application of linear functions in context graphically and algebraically. Investigate piece-wise step functions such as income taxation.
- Matrices and Networks. Investigate applications of networks and matrices in the context of costing, connectivity and transition problems.

**Expected Prior Knowledge:**

A passing grade in Maths Applications A in first semester is an advantage

**Assessment:**

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester Exam.

**This course leads to:**

General Mathematics or Essential Mathematics in Stage 2

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics A</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for students:**

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student’s the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course, together with Essential Mathematics B in second semester prepares students for Stage 2 Essential Mathematics

**Course Content:**

Calculations - Revision and mastery of basic mathematical skills and calculations related to practical everyday life situations such as shopping, menus, wages and time.

Statistics - Develop mathematical knowledge, understanding and skills in the collection, display, analysis and interpretation of data before drawing a conclusion.

Money - Investigate the different ways people get paid to do a job in Australia then calculate earnings, tax, take-home pay, superannuation and the Medicare levy. Learn how to draw up a personal budget taking into account income and expenses with the aim of working out whether you can afford to purchase a special item.

**Expected Prior Knowledge:** Nil

**Assessment:**

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester Exam

**This course leads to:**

Essential Mathematics B in Semester 2

Compulsory Choice	<b>Subject:</b>	<b>Essential Mathematics B</b>
	<b>Pathway:</b>	University – Maths, Science, Tech
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for students:**

Who want to develop their mathematical skills and then use these skills to solve problems in a wide variety of practical applications. This subject gives student’s the mathematical skills required to work effectively in any employment situation and confidently carry out the calculations required in everyday life. Students learn how to approach mathematical challenges by investigating, reasoning and problem-solving and then communicate the solution to others.

This course, together with Essential Mathematics A in first semester prepares students for Stage 2 Essential Mathematics

**Course Content:**

Measurement - Revision and mastery of basic mathematical measurement skills and calculations related to perimeter, area and volume in practical everyday life and trade situations.

Running a Business - An introduction to the mathematical knowledge, understanding and skills involved in running a business such as price setting, issuing invoices, paying staff including tax and superannuation and creating a Financial Statement monitoring cash flow with the aim of making money.

Money - Investigate the different ways people invest their money and learn about interest rates and the way people use their money and pay for items using cash, debit cards, credit card and loans. Learn how to draw up a personal budget taking into account income and expenses with the aim of working out whether you can afford to purchase a special item.

**Expected Prior Knowledge:** Nil

**Assessment:**

- Skills Tests
- Applications Tasks
- Folio Investigations
- End of Semester Exam.

**This course leads to:**

Essential Mathematics in Stage 2

**Science**

Choice	<b>Subject:</b>	<b>Biology A</b>
	<b>Pathway:</b>	University – Maths, Science, Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for:**

Students who are planning to study Biology at Stage 2 and who intend to pursue a University Pathway. The course presents a range of biological content, concepts and skills that will provide students with a basis for successful study in Stage 2.

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

**Course content:**

- Topics from:
- Cellular Biology
  - Physiology

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A.

**Assessment:**

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

- Investigations Folio (e.g. research, practicals)
- Skills and Applications Tasks (e.g. tests, essays)

**This course leads to:**

Stage 1 Biology B, Stage 2 Biology, University, TAFE.

Choice	<b>Subject:</b>	<b>Biology B</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for:**

Students who are planning to study Biology at Stage 2 and who intend to pursue a University Pathway. The course presents a range of biological content, concepts and skills that will provide students with a basis for successful study in Stage 2.

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies. The focus capabilities for this subject are communication, and learning.

**Course content:**

Topics from:

- Genetics
- Disease and Immunity
- Ecology

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A. Completion of Stage 1 Biology A would be an advantage.

**Assessment:**

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

- Investigations Folio (e.g. research, practicals)
- Skills and Applications Tasks (e.g. tests, essays)

**This course leads to:**

Stage 2 Biology, University, and TAFE.

Choice	<b>Subject:</b>	<b>Chemistry A</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for:**

Students who are planning to study Chemistry at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the properties and behaviour of matter. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

**Course content:**

- Practical techniques
- Atomic structure and chemical bonding
- Metals
- Ionic compounds
- Covalent compounds
- Acids and bases
- Chemical equations

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A.

**Assessment:**

- Investigations Folio (e.g. social relevance task, practical reports)
- Skills and Applications Tasks (e.g. tests)
- Exam covering the semester

**This course leads to:**

Stage 1 Chemistry B, Stage 2 Chemistry, University, TAFE.

Choice	<b>Subject:</b>	<b>Chemistry B</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 10 Credits

**This course is designed for:**

Students who are planning to study Chemistry at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the properties and behaviour of matter. It continues the work studied in Chemistry A. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports.

**Course content:**

- Organic chemistry
- Oxidation and reduction reactions
- Numerical chemistry
- Corrosion of metals

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A. Successful completion of Stage 1 Chemistry A is essential.

**Assessment:**

- Investigations Folio (e.g. social relevance task, practical reports)
- Skills and Applications Tasks (e.g. tests)
- Exam covering the semester

**This course leads to:**

Stage 2 Chemistry, University, TAFE.

Choice	<b>Subject:</b>	<b>Physics A</b>
	<b>Pathway:</b>	University – Maths, Science and Technology
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 1 (10 credits)

**This course is designed for:**

Students who are planning to study Physics at Stage 2 and who intend to pursue a university pathway. The course involves the study of content, concepts and skills related to the behaviour of matter and energy. To be successful in this course students need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and write scientific reports. This unit is best studied in conjunction with Stage 1 Maths Studies A, B and C.

**Course content:**

- Medical Physics
- Waves
- Nuclear Models
- Electrical Circuits
- 

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A and successful completion of Year 10 Mathematics would be an advantage.

**Assessment:**

- Investigations folio (e.g. Research, practicals)
- Skills and applications tasks (e.g. Tests, assignments)

**This course leads to:**

Stage 1 Physics B, Stage 2 Physics, University, TAFE.

Choice	<b>Subject:</b>	<b>Physics B</b>
	<b>Pathway:</b>	University – Maths, Science and Technology.
	<b>Level:</b>	Stage 1B
	<b>Offered in:</b>	Semester 2 (10 credits)

**This course is designed for:**

Students who are planning to study Physics at Stage 2 and who intend to pursue a University Pathway. The course involves the study of content, concepts and skills related to the behaviour of matter and energy. It continues the work studied in Physics A. To be successful in this course student's need to be able to learn, recall and apply scientific material, carry out and evaluate experiments using laboratory equipment, and

write scientific reports. This unit is best studied in conjunction with Stage 1 Maths Studies A, B and C.

**Course content:**

- Rocket Science
- Linear Motion and Forces
- Energy and Momentum
- Heat

**Expected prior knowledge:**

Successful completion of Physics A

**This course leads to:**

Stage 2 Physics, University, and TAFE.

Choice	<p><b>Subject:</b> Psyched Up! (Psychology)</p> <p><b>Pathway:</b> University – Maths, Science and Technology.</p> <p><b>Level:</b> Stage 1B</p> <p><b>Offered in:</b> Semester 1 or Semester 2 (10 credits)</p>
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**This course is designed for:**

Students who wish to investigate and understand the formation of behaviours. Psychological knowledge can be applied to improve outcomes and the quality of experience in various contexts of life, such as; education, intimate relationships, child rearing, employment and leisure.

This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**Course content:**

The following eight topics are offered in Stage 1 Psychology:

*Compulsory Topic*

- Introduction to Psychology

*Option Topics (Choice of 2)*

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

**Expected prior knowledge:**

Successful completion of a full year of Science in Stage 1A.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Assessment Type 1: Investigations Folio - at least one group investigation and at least one issues investigation for the folio
- Assessment Type 2: Skills and Applications Tasks - at least two skills and applications tasks.

**This course leads to:**

Stage 1 Biology B, Stage 2 Biology, Stage 2 Studies of Society, Stage 2 Child Studies, Stage 2 PE, University, TAFE.

**Technology including Home Economics**

Choice	<p><b>Subject:</b> Child Studies</p> <p><b>Pathway:</b> Community Services, University</p> <p><b>Level:</b> Stage 1B</p> <p><b>Offered in:</b> Semester 1 or Semester 2 (10 credits)</p>
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**This course is designed for students:**

Who may be interested in pursuing a pathway in community services, nursing, midwifery, teaching and child care.

**Course Content:**

The subject focus is on developing students' understanding of a range of issues related to the growth, health, and well-being of children from birth to 5 years old in a family and community context.

Students will concentrate their research on how technology, the media eating practices and rights impact children. Students will apply their understanding through practical cooking and mixed media tasks as well as report writing. Students do this through opportunities involving activities inside and outside of class such as tutorials, excursions and working with young children.

**Expected prior knowledge:**

Preferred – Understanding Children

**Assessment:**

*School Based Assessment (100%)*

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

**This course leads to:**

- University or TAFE
- Students could complete Stage 2 Child Studies
- Students could complete Certificate II in Community Services
- General Employment in related children's services

Choice	<p><b>Subject:</b> Design and Textiles</p> <p><b>Pathway:</b> TAFE Design and Fashion, Life Skills</p> <p><b>Level:</b> Stage 1B</p> <p><b>Offered in:</b> Semester 1 or Semester 2 (10 credits)</p>
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**This course is designed for students:**

Who enjoy sewing, creating textile products and have an interest in learning about textiles. They will explore construction techniques and the variety of uses that textiles have in society as well as constructing a textile product from a design brief.

**Course Content:**

Students will investigate, plan, produce and evaluate one major textile (garment) construction. To do this they will apply previous knowledge and skills by completing folio tasks including: sketching and researching social trends/cultural beliefs/economic issues/sustainability/fair trading/different textiles. They will also investigate different construction techniques and pattern designing/redesigning.

**Expected prior knowledge:**

Competent in ability to use a sewing machine and sew basic stitches. Successful experience in Year 10 Design and Textiles, Sustainability in Textiles or Year 9 Home Economics is an advantage.

**Assessment:**

Students will be required to complete 4 summative assessment items as well as a number of formative tasks to help improve their knowledge and skills.

- Design and investigate 2 textile skills and apply them to textile construction.
- Complete 1 major folio entry
- Construct 1 major textile product

**This course leads to:**

General employment, TAFE, life skills

**Additional Costs:**

Students may wish to buy their own fabric (textile) if they do not want to choose from the school textiles.

Choice	<b>Subject:</b> Food and Hospitality <b>Pathway:</b> Hospitality <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 1 or Semester 2 (10 credits)
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**This course is designed for students:**

Who enjoy cooking food and catering activities. Students will be able to extend their skills, knowledge and competencies of the food and hospitality industry. This course is for one semester only and does not include any VET competencies. Students who are interested in attaining VET qualifications need to select the Hospitality, Tourism and Retail pathway subjects.

**Course Content:**

Students study the following topics:

- Food, the Individual and the Family
- Local and Global issues in Food & Hospitality
- Food and Safety
- Food & Hospitality Industry
- Trends in Food Culture.

**Expected prior knowledge:**

Understanding and practical ability in basic food safety and hygiene and basic food preparation skills.

**Assessment:**

Students will complete a number of formative assessment tasks to help improve their understanding of concepts covered.

Summative assessment comprises tasks that involve a practical food preparation task and either a research topic or a written work report (as per the SACE Board subject outline).

**This course leads to:**

Stage 2 Food and Hospitality and general employment in the food and hospitality industry

**Additional Costs: \$50**

Choice	<b>Subject:</b> Furniture Construction A <b>Pathway:</b> TAFE / University – Technology <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 1 (10 credits)
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**This course is designed for students:**

Who are interested in learning about traditional furniture construction techniques or who are interested in a construction technologies pathway in the Senior School. To be successful students need to demonstrate competency in Carcase construction and the Design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete 4 topics each approximately 4 weeks in length:

- Design task.
- Traditional skills task.
- Design brief item of furniture.
- Related theory critiquing and research.

**Expected prior knowledge:**

Nil, however it would be an advantage to have completed Stage 1A Wood Work.

**Assessment:**

Four summative assessment items

- Frame construction joint exercise
- Carcase construction
- Design brief
- Related theory and research.

**This course leads to:**

General employment, trades, TAFE, construction industry.

**Additional costs: \$50**

Students will be required to pay for take home projects above the allocated amount depending upon the design complexity.

Choice	<b>Subject:</b> Furniture Construction B <b>Pathway:</b> TAFE / University – Technology <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 2 (10 credits)
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**This course is designed for students:**

Who are interested in learning about contemporary furniture construction techniques or who are interested in a construction technologies pathway in the Senior School. To be successful students need to demonstrate competency in using know down fittings and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately 4 weeks in length:

- Designing contemporary furniture
- Construct contemporary piece of furniture.
- Critiquing a piece of furniture.
- Related theory and research.

**Expected prior knowledge: Nil**

**Assessment:**

Four summative assessment items

- Joint exercises
- Project construction
- Design brief
- Related theory and research

**This course leads to:**

General employment, trades, TAFE, construction industry.

**Additional costs: \$50**

Students will be required to pay for take home projects above the allocated amount depending upon the design complexity

Choice	<b>Subject:</b> Welding and Fabrication A <b>Pathway:</b> TAFE / University – Technology <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 1 (10 credits)
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**This course is designed for students:**

Who are interested in learning about welding and fabrication techniques or who are interested in a construction technologies pathway in the Senior School. To be successful students need to demonstrate competency in welding and fabrication techniques and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete 4 topics each approximately 4 weeks in length:

- Welding and fabrication joint exercises
- Construct small welding project - Chair
- Design brief – sack truck
- Related theory and research.
- Material Studies

**Expected prior knowledge:**

None, however it would be an advantage to have completed Stage 1A Metal Work.

**Assessment:** 3 Summative assessment types

- Skills Task
- Folio
- Product

**This course leads to:**

General employment, trades, TAFE, construction and manufacturing industries.

**Additional costs: \$50**

Students will be required to pay for take home projects that exceed the allocated amount.

Choice	<b>Subject:</b> <b>Welding and Fabrication B</b> <b>Pathway:</b> TAFE / University – Technology <b>Level:</b> Stage 1B <b>Offered in:</b> Semester 2 (10 credits)
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**This course is designed for students:**

Who are interested in learning about welding and fabrication techniques or who are interested in a construction technologies pathway in the Senior School. Welding and Fabrication A is a prerequisite for this course. To be successful students need to demonstrate competency in welding and fabrication techniques and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately 4 weeks in length:

- Welding and fabrication joint exercises
- Critique an item of furniture made from metal
- Design brief small item of metal furniture and construct - mirror frame
- Related theory and research.

**Expected prior knowledge:**

Welding and Fabrication A in Stage 1B

**Assessment:**

Three Summative assessment types

- Skills Task
- Folio
- Product

**This course leads to:**

General employment, trades, TAFE, construction and manufacturing industries.

**Additional costs: \$50**

Students will be required to pay for take home projects that exceed the allocated amount.

## STAGE 2 (YEAR 12) - CURRICULUM STRUCTURE

Students typically choose 4 full year subjects, 6 with preferences (80 credits) and the Research Project.

Before undertaking Year 12, students should have achieved their SACE compulsory credits in Maths (10), English (20) and PLP (10).

### **Compulsory Subjects (SACE requirements)**

- 70 credits from Stage 2 subjects (10 credits must be Research Project)
- Research Project is compulsory and must be achieved at a 'C' grade or better.
- NOTE: **90 Stage 2 credits** are required for the ATAR (Australian Tertiary Admissions Rank)

### **Pathway subjects:**

Select any recommended pathway subjects

### **Other subjects:**

Choose subjects that you are good at, that interest you and build towards your chosen future pathway.

During Stage 2 students will typically choose their subjects from the Stage 2 offerings but may supplement their study from the Stage 1B offerings, specifically if not enough credits have been successfully completed at Stage 1.

**NOTE: some subjects require pre-requisites of specific subjects or achievement; you may not be able to select some subjects.**

### **Post school options:**

Students should ensure they have an idea of the area they wish to enter once they complete school so that they are able to make informed subject choices. Students should conduct prior research to determine if there are any pre requisite subjects that must be studied or recommended subjects that should be studied. Students who have not satisfactorily completed a recommended subject at Year 11 may not be able to choose this subject at Stage 2. If students are unsure, they are encouraged to ask someone who can help them clarify their options (see who to Contact for Assistance and Preparing for Further Education).

## STAGE 2 (YEAR 12) CURRICULUM OVERVIEW

Learning Area	Subject Name	Length	Page Number
VET Recognised Learning	Sport and Recreation – Fitness Cert III	Full Year	19/ 55
Cross Disciplinary Subjects	Research Project	1 semester	38
	Marine Studies - Integrated Learning	Full Year	55
	Mathematical Pathways - Integrated Learning	Full Year	55
	Sport Studies - Integrated Learning	Full Year	56
Arts	Drama	Full Year	56
	Music (eight 10 credit options available, students can choose up to 4)	Full Year	56
	Visual Arts	Full Year	57
Business, Enterprise and Technology	Photography	Full Year	57
	Workplace Practices	Full Year	58
English	Essential English	Full Year	58
	English	Full Year	58
	English Literature Studies	Full Year	58
Health and Physical Education	Outdoor Education	Full Year	58
	Physical Education	Full Year	59
Humanities and Social Sciences	Modern History	Full Year	59
	Super SOC me! (Society and Culture)	Full Year	60
Language	Indonesian Continuers	Full Year	60
Mathematics	General Mathematical	Full Year	60
	Mathematical Methods	Full Year	61
	Specialist Mathematics	Full Year	61
Science	Biology	Full Year	61
	Chemistry	Full Year	61
	Physics	Full Year	62
	Super Psych me! (Psychology)	Full Year	62
Technology including Home Economics	Child Studies	Full Year	62
	Food and Hospitality	Full Year	62
	Furniture Construction	Full Year	63
	Welding and Fabrication	Full Year	63

## VET Recognised Learning

<b>Subject:</b>	<b>Certificate III in Fitness - VET</b>
<b>Pathway:</b>	Community Activities
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (100 credits)

### This course is designed for students:

Students who wish to seek employment in the health and fitness industry as a Group Fitness Leader or gym floor supervisor. Students wishing to complete a Certificate IV in Fitness in order to seek employment as a Personal Trainer.

### Course Content:

Students will undertake a range of VET competencies for successful completion of the Certificate:

- Provide first aid
- Incorporate anatomy and physiology principles into fitness programming
- Provide health screening and fitness orientation
- Provide healthy eating information
- Provide quality service
- Conduct fitness appraisals
- Maintain equipment for activities
- Work effectively in sport, fitness and recreation environments
- Instruct fitness programs
- Recognize and apply exercise considerations for specific populations
- Instruct exercise to older clients
- Instruct movement programs to children aged 5 to 12 years
- Participate in workplace health and safety
- Identify risk and apply risk management processes
- Instruct group exercise sessions
- Instruct approved community fitness programs

The course requires 30 hours of supervised structured work placement in a fitness environment.

### Expected prior knowledge:

Successful completion of Sport Recreation and Fitness Stage 1 Strong grades for one semester in one or more of the following Stage 1 subjects: Specialist Maths, Chemistry, Physics or Biology.

### Assessment:

Assessment is competency based and students are assessed in practical and theory.

### This course leads to:

- Certificate IV in Fitness
- Diploma of Fitness
- Bachelor of Exercise/Health Science

**Additional Costs:** \$TBA

## Cross Disciplinary Subjects

<b>Subject:</b>	<b>Marine Studies</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have an interest in the local marine environment and the plants and animals that live in the sea and on the beach. The course gives students the chance to learn about the ocean and its creatures and take part in contemporary marine issues about which people hold different views. It develops a range of concepts and skills to meet the SACE requirements and involves a lot of interesting practicals, several worthwhile projects, enjoyable field trips out of the school and interesting topics.

### Course Content:

**Snorkelling:** Students can obtain a Snorkelling Proficiency Certificate that involves completing a theory workbook and developing and practising basic swimming and various snorkelling skills during training and field trips all over Encounter Bay to sites such as The Bluff jetty, Oliver's Reef and Wright Island.

**Marine Plants and Animals:** Students get up close and personal with a wide variety of sea creatures including sponges, sea anemones, jellyfish, sea stars, cockles, squid and octopus, crabs, crayfish and sea squirts. They also learn about green, brown and red algae and sea grasses.

**Marine Aquariums:** Students work as the member of a team to build, establish and maintain a temperate marine aquarium. This involves setting up and conditioning the tank, collecting its inhabitants, and regularly testing the seawater, taking appropriate steps to ensure water quality is maintained and marine life is supported. They then feed and care for the marine creatures in their aquarium and set up an aquarium display to communicate the natural processes occurring in the aquarium

**Whales and Whaling:** Students learn about the life history of the Southern Right Whales that visit Encounter Bay in winter. They may go whale watching and study their behaviour. Students investigate the marine issue of Whaling. They learn about whaling throughout history, and in Australia and Japan and then consider the current Japanese whaling situation and make a recommendation; Should Japan be allowed to hunt Minke Whales?

**Marine Issue Project:** Students choose a local, national or worldwide contemporary marine issue and research its background, describe the issue and the arguments on both sides (for and against) then make a recommendation. Suitable contemporary marine issues include Fur Seals in the Coorong, Victor Harbor Tuna Pen, Drilling in the Bight, Plastic Pollution, Deep-Sea Trawling and Climate Change

**Boat Licence:** Students learn about navigation rules, boat safety, emergency procedures and state regulations. They then apply the knowledge learned, concepts understood and skills acquired to obtain a satisfactory result in an Examination to obtain their South Australian Boat Licence.

### Expected prior knowledge:

Successful completion of Year 11 including passing grades in compulsory Stage 1 English and Maths.

### Assessment:

A range of tasks under the following headings:

- Two practical inquiry topics
- Two connections (group) tasks
- One major project

### This course leads to:

Some University courses, TAFE, general employment.

<b>Subject:</b>	<b>Mathematical Pathways – Integrated Learning</b>
<b>Pathway:</b>	TAFE, general employment
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

### This course is designed for:

Students who have an interest in learning about useful real world practical applications (buying a car, investing in shares, buying a house, getting a loan, renting a house) of Mathematics. The course gives students the chance to improve their basic numeracy skills, complete common mathematical calculations accurately, research, analyse and interpret information, and communicate clearly and effectively in written form.

### Course content:

#### Buying a Car:

Students research a suitable car to buy then consider the costs and steps involved in purchasing that car including price, registration, insurance, running costs, repair and maintenance costs.

### Investing in Shares

Students work individually, and in a team to research, analyse and decide which shares to buy considering share value, yield values, dividend payments and capital gain using appropriate mathematical calculations and processes.

### Buying a House

Students research a suitable house to buy then consider the costs and steps involved in purchasing that house including price, government fees, inspection and report costs, legal fees and rate adjustments using appropriate mathematical calculations and processes. Much of the course content will be by negotiation with student interest and what are essential mathematics life skills.

### Renting a House

Students work individually, and in a team to investigate the SA rental market and find a suitable house to rent, and then communicate and collaborate with their housemates to decide which House to Rent, how to furnish it, organise chores, pay the bills, maintain the property then work out how the tenancy ends.

### Major Project (Loan Application)

Students research the best loans to buy the car, purchase the house and invest in the shares they decided to buy in the first three units of this course by considering the loan amount, interest rate, time of the loan and total loan cost. An analysis of the pros and cons of each loan is required to decide on the Best Loan with detailed reasons.

### Expected prior knowledge:

Successful completion of Year 11 including passing grades in compulsory Stage 1 English and Maths.

### Assessment:

- Two practical inquiry (research) topics
- Two connections (group) tasks
- One major research project

### This course leads to:

Some University courses, TAFE, general employment

<b>Subject:</b>	<b>Sport Studies – Integrated Learning</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have a keen interest in sport and physical activity.

### Course content:

Students will undertake three practical activities to complete throughout the year and have the opportunity to evaluate and critically analyse their own learning.

Each student will be required to compile an individual major project negotiated task on one aspect that affects an athlete's performance eg fitness programs, nutritional plans.

Students will be required to work collaboratively with others to plan, organise, implement and evaluate an activity of their choice.

### Assessment:

*School Based Assessment (70%)*

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

*External Assessment (30%)*

- Project (30%)

### Expected prior knowledge: Nil

### This course leads to:

Some University, TAFE, general employment.

## Arts

<b>Subject:</b>	<b>Drama</b>
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

### This course is designed for:

Students who have an interest in developing capabilities in communication, citizenship, personal development and specific learning in Dramatic Art. Students will study and participate in many aspects of dramatic theory and practice. This course requires students to have a high level of commitment and participate in extra hours for rehearsals.

### Course content:

There are four areas of study in this 20 credit subject:

- Group analysis and creative interpretation
- Review and reflection
- Interpretive study
- Presentation of dramatic works

### Expected prior knowledge:

It is highly advisable that students have some prior experience in dramatic theory and practice, preferably from Year 8 to Stage 1. *Students without this experience need to negotiate with subject counsellor.*

### Assessment:

*School Based Assessment (70%)*

- Group Presentation (20%)
- Folio (30%)
- Interpretive Study (20%)

*External Assessment (30%)*

- Performance (30%)

Students will provide evidence of their learning through 6-8 assessments, including the external assessment component. Students undertake:

- One group presentation
- One report and at least two reviews for the folio
- One interpretive study
- One performance or one presentation.

### This course leads to:

General employment, TAFE, University.

<b>Subject:</b>	<b>Music</b>
<b>Pathway:</b>	University – Arts/TAFE
<b>Level:</b>	Stage 2 (10-40 Credits)
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (Students may take up to two 10 credit subjects from music)

### This course is designed for:

Students who have an interest in all aspects of music and have developed sufficient skills to perform confidently solo and/or ensemble. Students require a good grounding in music theory and/or performance.

### Course content:

Students choose two 10 credits subjects or one 20 credit subject from:

- **Music Performance – Ensemble (10 credit):**

for students that have undertaken serious study on their instrument/voice for at least three years and play in a school based ensemble. Students will attend rehearsals, performances and instrumental lessons.

### Assessment:

*School based assessment (70%)*

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

*External assessment (30%)*

- Assessment Type 3: Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- one performance or set of performances, one performance or set of performances and a discussion, one performance portfolio.

○ **Music Performance – Solo (10 credit):**

for students with skills as instrumentalists/ vocalists that have been developed over at least three years of formal study. Students attend instrumental/voice lessons, along with regular personal practice to develop a repertoire of at least 6-8 minutes.

**Assessment:**

*School assessment (70%)*

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%)

*External assessment (30%)*

- Assessment Type 3: Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- one performance or set of performances, one performance or set of performances and a discussion, one performance portfolio.

○ **Music Explorations (20 credit):**

Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

**Assessment:**

*School assessment (70%)*

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

*External assessment (30%)*

- Assessment Type 3: Creative Connections (30%)

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- three musical literacy tasks, one portfolio of explorations, one creative connections task.

**This course leads to:**

TAFE, University, Music industry employment.

<b>Subject:</b>	<b>Visual Arts – Art &amp; Visual Arts - Design</b>
<b>Pathway:</b>	University Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Both art and design, students conceive, develop, and make work(s) of art or design that reflect individuality and the development and communication of a personal visual aesthetic. They demonstrate visual thinking and apply technical skills in using media, materials, technologies, and processes to solve problems and resolve work(s) of art or design. They communicate knowledge and understanding of their own works and the connections between their own and other practitioners' works of art or design and analyse, interpret, and respond to visual arts in cultural, social, and/or historical contexts. Students develop inquiry skills to explore visual arts issues, ideas, concepts, processes, techniques, and questions.

**Course content:**

**Visual Study:** Students will explore and/or experiment with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

**Art/Design Process Folio:** Students will produce two folios

**Design:** Students begin with a personally relevant design brief and apply creative thinking and/or problem-solving finding inspiration from designers, analysing artworks from a variety of contexts, develop alternative ideas, exploring media, applying practical skills and leading to a final resolved design product.

**Art:** Students will begin with a personally relevant idea and apply creative thinking and/or problem-solving finding inspiration from artists, analysing artworks from a variety of contexts, develop alternative ideas,

exploring media, applying practical skills and leading to a final resolved artwork.

**Resolved Artwork:** Students will produce two resolved artworks. These may be an artwork or design work for public exhibition.

**Artwork:** The Artwork will communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

**Design Work:** The Product will meet the requirements of the Design Brief and be 'Fit for Purpose'. Products may include: digital graphs, models or design projects

**Assessment Type 3- Visual Study**

Students will research a Visual Art topic that includes art in context and art analysis. The research will be presented as a written report of their learning (2,000 words or equivalent oral/DVD). In addition, students will produce 20 X A3 pages of practical art studies (or equivalent) that is linked to their written presentation.

**Expected prior knowledge:**

Students must have studied at least one semester of Art Access in Stage 1A and one semester of Stage 1 Visual Art or Stage 1 Visual Art - Design

**Assessment:**

*School Based Assessment (70%)*

- Folio (40%)
- Resolved Artwork & Artists Statement (30%)

*External Assessment (30%)*

- Visual Study (30%)

**This course leads to:**

General employment, TAFE, University.

## Business, Enterprise & Technology

<b>Subject:</b>	<b>Photography</b>
<b>Pathway:</b>	TAFE / University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

**This course is designed for:**

Students will explore the many purposes of Photography. They will extend their skills and knowledge of photographic practices and develop their own photographic aesthetics.

**Course content:**

**Skills:** Students will undertake theoretical and practical exploration of the DSLR Camera using the camera on manual and semi manual settings. They will produce creative photographs that demonstrate their technical abilities and communicate ideas and aesthetic concerns.

**Design Process Folio:** Students will use the design process to plan and realise a major and minor photographic communication product. They will begin with a design brief that defines a problem or need. Students will analyse the work of inspirational photographers and undertake several investigations: Photographic Genres, Adobe Photoshop, the Ethics of Photography, the Elements of Photography and Techniques relevant to their chosen product. They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

**Product:** The Product will meet the requirements of the Design Brief and be 'Fit the Purpose'. Student will produce a Major and a Minor Product. Major Product- Photographic Coffee Table Book: A series of photographs that conform to the design brief and students' choice of genre and theme. Minor Product: A series of photographs that match the photojournalism genre with a free choice theme.

**Assessment:**

*School Based Assessment (70%)*

- Skills and Application Task (20%)
- Product (50%)

*External Assessment (30%)*

- Folio (30%)

**This course leads to:**

General employment, TAFE, & University.

**Additional costs:**

Students will be required to pay for any materials above the allocated amount.

<b>Subject:</b>	<b>Workplace Practices</b>
<b>Pathway:</b>	TAFE, Employment, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for students:**

This course is ideal for students who are engaged or wish to engage in a vocational course or work related activities that include on the job training. It enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways. Students working as a volunteer in the community or working casually can also have their work accredited through this course. It is designed to develop skills, knowledge and understanding related to the world of work.

**Course content:**

There are three focus areas of study for this subject:

- Industry and work knowledge
  - Students must study three or more topics from:
    - Work in Australian Society
    - The changing nature of work
    - Industrial Relations
    - Finding Employment
    - Negotiated Topic
- Vocational Learning and/or
- Vocational Education and Training (VET)

**Expected prior knowledge:** Nil**Assessment:**

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

- School Based:
  - Folio (25%)
  - Performance (25%)
  - Reflection (20%)
- External Assessment
  - Investigation: (30%). This can either be a practical or issues investigation. The report should be up to a maximum of 2000 words, if in written form, or the equivalent in other forms.

**This course leads to:**

TAFE, University and general employment

## English

<b>Subject:</b>	<b>Essential English,</b>
<b>Pathway:</b>	General employment/ TAFE
<b>Level:</b>	Stage 2
<b>Offered in:</b>	Semester 1 and Semester 2 (10-20 credits)

**This course is designed for:**

A range of students, including those who are preparing to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways.

**Course Content:**

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

**Expected prior knowledge:**

SACE 1 English or Essential English

**Assessment:**

Reading, oral and written work

**This course leads to:**

General life, TAFE and trades.

<b>Subject:</b>	<b>English</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

A range of students, including those that enjoy analysing, reflecting on and responding to a range of texts.

**Course content:**

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

**Expected prior knowledge:**

Satisfactory achievement in SACE 1 English or pre-English Literary Studies.

**Assessment** Responding to Texts, Creating Texts, Intertextual Study and Oral presentations.

**This course leads to:**

TAFE, University

<b>Subject:</b>	<b>English Literature Studies</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Students with demonstrated enthusiasm and ability in the skills and strategies of critical thinking needed to interpret texts and who are planning to specialise in English through to specialised tertiary studies

**Course content:**

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, 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.

**Expected prior knowledge:**

'B' grade or better in SACE 1 English or Pre-English Literary Studies

**Assessment:**

Responding to Texts, Creating Texts, Intertextual Study and Oral presentations.

**This course leads to:**

University

## Health and Physical Education

<b>Subject:</b>	<b>Outdoor Education</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**Please note this subject is currently being reviewed by the SACE Board so there may be some minor changes to the program.**

**This course is designed to:**

Provide students with enjoyable challenges in outdoor activities and journeys. This is both a practical and theoretical subject. It focuses on developing practical skills for safe, enjoyable, and adventurous outdoor travel. At the same time, it develops your understanding of, and attitude towards, the natural environment.

**Course Content:**

The subject consists of the following six topics:

### Topic 1: Environmental Studies

This topic focuses on developing knowledge regarding the value and nature of natural environments.

### Topic 2: Planning and Management Practices

This topic focuses on developing foundation skills in the planning and implementation of outdoor activities and lightweight journeys.

### Topic 3: Outdoor Journeys

This topic focuses on developing basic outdoor activity skills for safe and effective participation in outdoor journeys. Students will put these skills into practice when they participate in a kayaking expedition to the Glenelg River and a bushwalking expedition to the Flinders Ranges.

### Topic 4: Sustainable Environmental Practices

Students explore various practices and evaluate their effectiveness in terms of sustainability and effect on the environment.

### Topic 5: Leadership and Planning

Students will analyse ways of reducing risk when organising and conducting light weight journeys and will study the importance of leadership skills in relation to safe planning and conduct of these journeys.

### Topic 6: Self-reliant Expedition

Students will plan, organise and participate in a light weight bushwalking journey in the Deep Creek Conservation Park.

#### Assessment:

*School Based Assessment (70%)*

- Folio (20%)
- Group Practical (Outdoor Journeys) (30%)
- Individual Practical (Self-reliant Expedition) (20%)

*External Assessment (30%)*

- Investigation (30%)

**Expected prior knowledge:** Stage 1A and/or Stage 1B Outdoor and Environmental Education

#### This course leads to:

Community and Outdoor Recreation studies at TAFE (e.g. Certificate IV and Diploma in Community Recreation).

**Additional Costs: \$375**

<b>Subject:</b>	<b>Physical Education</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

#### This course is designed for:

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

#### Course content:

Students will explore their physical capacities and investigate the factors that influence performance. Students acquire an understanding of human functioning and physical activity, an awareness of community structures and practices that influence participation in physical activity, skills in investigation and communication, and the ability to apply theory to practical situations.

The course has three focus areas:

#### Focus Area 1: In movement

Education 'in' physical activity is about students making meaning of personal movement experiences. Through these movement experiences, students must engage in thoughtful participation where internal reflection and articulation of learning progress can be established.

#### Focus Area 2: Through movement

Education 'through' physical activity is about students using movement to achieve the goals of 21<sup>st</sup> century education, including personal,

intellectual, and social skill development. Such skill development will allow students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the 21<sup>st</sup> century skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

#### Focus Area 3: About movement

Education 'about' physical activity enables students to develop theoretical knowledge to understand the richness and diversity of movement experiences. Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

#### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education.

*School Assessment (70%)*

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

*External Assessment (30%)*

- Assessment Type 3: Group Dynamics (30%)

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

#### Expected prior knowledge:

- Stage 1B Physical Education.
- Stage 1B Biology and/or Physics is recommended

#### This course leads to:

Outdoor and Environmental Education, careers in environmental management, outdoor recreation, environmental tourism, adventure tourism, adventure therapy, teaching, or environmental science. There are certificate, diploma, and degree courses in the areas of environmental education, teaching, management, ecotourism, and recreation.

## Humanities and Social Sciences

<b>Subject:</b>	<b>The Manic Modern World AND The Crazy Contemporary World (Modern History)</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

#### This course is designed for:

Students who wish to investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of a nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students will explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

#### Course Content:

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

##### *Modern Nations*

Topic 1: Australia (1901–56)

Topic 2: United States of America (1914–45) Topic 3: Germany (1918–48)

Topic 4: The Soviet Union and Russia (1945–c.2004) Topic 5: Indonesia (1942–2005)

Topic 6: China (1949–c.2012)

##### *The World Since 1945*

Topic 7: The Changing World Order (1945–)

Topic 8: Australia's Relationship with Asia and the South Pacific Region (1945–)  
 Topic 9: National Self-determination in South-East Asia (1945–) Topic 10: The Struggle for Peace in the Middle East (1945–) Topic 11: Challenges to Peace and Security (1945–)  
 Topic 12: The United Nations and Establishment of a Global Perspective (1945–)

**Assessment:**

*School Assessment (70%)*

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

*External Assessment (30%)*

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through 7 assessments, including the external assessment component. Students undertake:

- Five historical skills assessments
- One historical study (student choice)
- One examination

**Expected Prior Knowledge:**

A Pass at Stage 1 English and it is preferred that students have completed at least one semester of either Stage 1 Modern History or Stage 1 Society and Culture.

**This course leads to:**

University, TAFE and employment in areas of humanities and social sciences including areas such as government, law and politics, the arts, education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

<b>Subject:</b>	<b>Super SOC Me! (Society and Culture)</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

**This course is designed for students:**

Who would like to explore current societal issues and topics presented in a problematic form rather than as information to be digested. Students are encouraged to ask their own questions and to seek satisfactory answers to them by researching.

**Course Content:**

- Key skills of investigation and research, source analysis, referencing
- Learning Requirements – Power and Authority, Local and Global Focus, how societies are connected and interdependent, social change.
- Three topics studied – one from each area below:

**Topic group 1: Culture**

- Youth Culture
- The Impact of Technology
- Indigenous Youth

**Topic group 2: Contemporary Challenges**

- Social Ethics
- Issue of Choice

**Topic group 3: Global Issues**

- A Question of Rights
- Asylum Seekers
- Gay Rights
- Other Issues

**Assessment:**

*School Based Assessment (70%)*

- Folio (50%); 4 Essay Tasks
- Interaction (20%); Group work and Oral Presentation

*External Assessment (30%)*

- Investigation on topic of choice (30%)

**Expected Prior Knowledge:**

Stage 1 Society & Culture/History and or a Pass at Stage 1 English

**This course leads to:**

University, TAFE and employment in areas of humanities and social sciences including areas such as government, law and politics, the arts,

education, social work, psychology, journalism, media, tourism, but is relevant to all employment areas.

**Language**

<b>Subject:</b>	<b>Indonesian Continuers</b>
<b>Pathway:</b>	University – Arts, Humanities and Business
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Students who have completed a full year Stage 1B Indonesian Continuers course.

**Course content:**

Students further their ability to communicate orally, in writing, and to understand the written and spoken text. The topics covered include:

- The individual i.e. Future study, student exchanges
- Indonesian speaking Communities e.g. The Arts & Entertainment (film & literature), youth lifestyles and issues, custom, traditions and religion, historical perspectives.
- The Changing World e.g. the world of work, current issues & the media, the environment, equality, technology.

Students also have an opportunity to research in depth a topic of their choice related to the changing world and Indonesian speaking communities.

**Expected prior knowledge:**

A full year of study at Stage 1B Indonesian Continuers at 'C' grade or better.

**Assessment:**

*School Based Assessment (70%)*

- Folio – three to five summative tasks including interaction, text-production and text analysis (50%)
- An in-depth study (20%)

*External Assessment (30%)*

- A written exam (20%)
- A conversation and discussion exam (10%)

**This course leads to:**

General employment, TAFE, University.

**Mathematics**

<b>Subject:</b>	<b>General Mathematics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for students:**

Who have an interest in learning about useful real world practical applications of Mathematics. To be successful in this course students need to be able to complete detailed mathematical calculations accurately, analyse and interpret data and results and communicate clearly and logically in written form. For this course access to a graphics calculator is essential.

**Course content:**

- Topic 1: Applied Geometry
- Topic 2: Investment and Loans
- Topic 3: Mathematics and Small Business
- Topic 4: Matrices
- Topic 5: Optimisation
- Topic 6: Share Investments
- Topic 7: Statistics and Working with Data.

**Expected prior knowledge:**

Students are expected to have completed a full year of Mathematics A, B and C or Mathematical Applications A **and** Mathematical Applications B successfully at Stage 1B

**Assessment:**

*School Based Assessment (70%)*

- Tests (30%)
- Portfolio Tasks - Projects and Directed Investigations (40%)

**External Assessment (30%)**

- Examination (30%)

**This course leads to:**

General employment, TAFE, University

<b>Subject:</b>	<b>Mathematical Methods</b>
<b>Pathway:</b>	University -Maths, Science & Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for students:**

Who have above average ability in Mathematics and wish to proceed to tertiary study.

**Course content:**

In addition to the knowledge and skills from Stage 1, students study the following:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals.

All topics are studied in considerable depth. Students require a graphics calculator to do this course.

**Expected prior knowledge:**

Students should have 'C' grades or better from Mathematics A, B and C at Stage 1B before starting this course.

**Assessment:**

*School Based Assessment (70%)*

- Tests and assignments (70%)

*External Assessment (30%)*

- Examination (30%)

**This course leads to:**

University. Mathematical Methods is a pre requisite for a number of university courses.

<b>Subject:</b>	<b>Specialist Mathematics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

**This course is designed for students:**

Who have demonstrated interest and ability in Mathematics and wish to proceed to study Mathematics and/or Science based courses at tertiary institutions (such as Engineering).

To be successful in this course students need to master demanding concepts and skills and be able to apply these in solving problems. Students who choose Specialist Maths find the work challenging and interesting. For this course access to a graphics calculator is essential.

**This subject may be offered to students through Open Access.**

**Course content:**

In addition to knowing and using the knowledge and skills from Maths Studies, students study the following in depth:

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

**Expected prior knowledge:**

Students entering this course must have completed Maths Studies A, B and C at Stage 1B. It is expected that students doing Specialist Maths at Stage 2 would have high levels of achievement in these Stage 1 subjects.

**Assessment:**

*School Based Assessment (70%)*

- Tests and assignments (70%)

*External Assessment (30%)*

- Examination (30%)

**This course leads to:**

University. Specialist Mathematics is a pre requisite for some engineering courses.

## Science

<b>Subject:</b>	<b>Biology</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Students who intend to pursue a university pathway. The course presents a range of biological content, concepts and skills as described in the SACE Board Biology Subject Outline.

To be successful in this course, students need to be able to learn, apply and evaluate information of a biological nature, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports.

**Course content:**

- Macromolecules
- Cells
- Organisms
- Ecosystems.

**Expected prior knowledge:**

One year of Science at Stage 1 (Biology, Chemistry or Physics) or at least Biology A or Biology B.

**Assessment:**

*School Based Assessment (70%)*

- Investigations Folio (Practicals, Essay) 40%
- Skills and Applications (Tests) 30%

*External Assessment (30%)*

- External Exam 30%

**This course leads to:**

A range of courses at University and TAFE.

<b>Subject:</b>	<b>Chemistry</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

**This course is designed for:**

Students who intend to pursue a university pathway. The course presents a range of content, concepts and skills related to matter and change, as described in the SACE Chemistry Subject Outline.

To be successful in this course students need to be able to learn, apply and evaluate information of a chemical nature, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports.

**Course content:**

- Environmental Chemistry
- Analytical Techniques
- Using and controlling reactions
- Organic and Biological chemistry
- Materials

**Expected prior knowledge:**

Successful completion of Stage 1B Chemistry A and Chemistry B.

**Assessment:**

*School Based Assessment (70%)*

- A range of tests, practical work

#### External Assessment (30%)

- Examination of the whole course at the end of the year (30%)

#### This course leads to:

A range of courses at University and TAFE. Chemistry is a pre requisite for some university courses.

<b>Subject:</b>	<b>Physics</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

#### This course is designed for:

Students who intend to pursue a University Pathway. The course presents a range of content, concepts and skills, as described in the SACE Physics Subject Outline. To be successful in this course students need to be able to learn, apply and evaluate information, design, carry out and evaluate experiments using laboratory equipment, and research and write scientific reports.

#### Course Content:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

#### Expected prior knowledge:

Successful completion of Stage 1B Physics A and Physics B.

#### Assessment:

##### School Based Assessment (70%)

- A range of tests, practical work

##### External Assessment (30%)

- Examination of the whole course at the end of the year (30%)

#### This course leads to:

A range of courses at University and TAFE. Physics is a pre requisite for some university courses.

<b>Subject:</b>	<b>Super Psych me! (Psychology)</b>
<b>Pathway:</b>	University -Maths, Science and Technology
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

#### This course is designed for:

Students who wish to investigate and understand the formation of behaviours. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Psychological knowledge can be applied to improve outcomes and the quality of experience in various contexts of life. This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

#### Course Content:

The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

#### Expected prior knowledge:

Successful completion of a Semester of Stage 1 Psychology.

#### Assessment:

#### School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

#### External Assessment (30%)

- Assessment Type 3: Examination (30%).

#### This course leads to:

A range of courses at University and TAFE. Psychology is a very popular course and can be studied as part of a double degree.

## Technology including Home Economics

<b>Subject:</b>	<b>Child Studies</b>
<b>Pathway:</b>	Community Services, University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

#### This course is designed for students:

Who may be interested in pursuing a pathway in community services, nursing, teaching and childcare.

#### Course Content:

This subject enables students to apply their knowledge and understanding of the growth & development of children (0-8) through excursions to a child care centre and local primary school. Students will research and critically analyse developmental theory, nutritional requirements, and disability support to create meaningful activities to teach the children during their excursions.

#### Expected prior knowledge: Nil

#### Assessment:

##### School Based Assessment (70%)

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

##### External Assessment (30%)

- Investigation (30%)

#### This course leads to:

- University or TAFE.
- Students could complete Certificate II in Community Services
- General Employment in related children's services.

<b>Subject:</b>	<b>Food and Hospitality</b>
<b>Pathway:</b>	TAFE - Hospitality, Tourism, Retail; University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full Year (20 credits)

#### This course is designed for students:

Who may be interested in pursuing a pathway in hospitality. It focuses on the impact of the food and hospitality industry on Australian society.

#### Course Content:

Covers aspects of the Australian food and hospitality industry and how it relates to socio-cultural influences, technology, economic and environmental factors, political, legal and contemporary issues.

#### Expected prior knowledge:

Understanding and practical ability in basic food safety and hygiene and basic food preparation skills, and good literacy skills. Students would benefit from studying Food and Hospitality in Stage 1B.

#### Assessment:

##### School Based Assessment (70%)

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

##### External Assessment (30%)

- Investigation (30%)

#### This course leads to:

General employment, University, TAFE.

#### Additional Costs: \$95

Costs involve students supplying some ingredients for practical food tasks and an excursion to Adelaide.

<b>Subject:</b>	<b>Furniture Construction</b>
<b>Pathway:</b>	TAFE /University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

**This course is designed for students:**

Who are interested in learning about furniture construction techniques or who are interested in a construction technologies pathway. To be successful students need to demonstrate competency in construction and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately 4 weeks in length per semester:

- Critiquing items of furniture
- Manufacturing
- Complete design brief portfolio
- Product evaluation.

**Expected prior knowledge:**

Nil, however it would be an advantage to have completed Stage 1A or 1B Furniture Construction.

**Assessment:**

*School Based Assessment (70%)*

- Skills and Application Task (20%)
- Product (50%)

*External Assessment (30%)*

- Folio (30%)

Four Summative assessment items

- Skills
- Manufacturing
- Design portfolio
- Product evaluation.

**This course leads to:**

General employment, trades, TAFE, construction industry.

**Additional costs: \$95**

Students will be required to pay for any materials above the allocated amount.

<b>Subject:</b>	<b>Welding and Fabrication</b>
<b>Pathway:</b>	TAFE / University
<b>Level:</b>	Stage 2
<b>Status:</b>	TAS
<b>Offered in:</b>	Full year (20 credits)

**This course is designed for students:**

Who are interested in learning about welding construction techniques or who are interested in a construction technologies pathway or metal engineering pathway. To be successful students need to demonstrate competency in construction and the design process. They need to be able to work safely in a workshop environment.

**Course content:**

Students complete four topics each approximately 4 weeks in length per semester:

- Critiquing.
- Manufacturing.
- Design brief on small items of furniture made from metal.
- Product evaluation.

**Expected prior knowledge:**

Nil, however it would be an advantage to have completed stage 1A or 1B Welding and Fabrication.

**Assessment:**

*School Based Assessment (70%)*

- Skills and Application Task (20%)
- Product (50%)

*External Assessment (30%)*

- Folio (30%)

4 Summative assessment items

- Critiquing
- Manufacturing
- Design brief - free choice project
- Product evaluation - free choice project.

**This course leads to:**

General employment, trades, TAFE, construction and manufacturing industry.

**Additional costs: \$95**

Students will be required to pay for take home projects.

