Respect • Responsibility • Trust • Achievement • Community

WAIKERIE HIGH SCHOOL

2017

SUBJECT HANDBOOK

YEAR 10, 11 & 12
THE FACT THAT A SUBJECT DESCRIPTOR APPEARS IN THIS BOOKLET DOES NOT NECESSARILY MEAN THAT THE SUBJECT WILL RUN NEXT YEAR. THE DECISION FOR THE SUBJECT TO RUN WILL ULTIMATELY BE DETERMINED BY THE STAFFING ALLOCATION AND CLASS SIZE AT THE BEGINNING OF THE YEAR.
Introduction

This document describes the curriculum structure for the Senior Years -Years 10, 11 and 12 at Waikerie High School. It contains information concerning the South Australian Certificate of Education (SACE) and subject information.

Course selection is a very important step in the learning journey leading to future study, the world of work and other pathways.

Information and help in deciding on course options can be obtained from the following sources:

- Careers Counsellor
- Your teachers
- Assistant Principal – Senior School
- Your parents
- People involved in industry and business
- Your home group teacher
- Web based material

When choosing a subject or course it is important that:

- You enjoy the subject(s)
- You have a passion for the subject content
- Your choices lead to subject options in Year 12 – Stage 2
- Your choices lead to and connect with any vocational pathways
- Your choices link and lead to any future study options in the Tertiary Sector eg TAFE, University

Please read this booklet carefully and ask questions around areas which concern you. The more information you have to make decisions the better.

Information sessions will be held where the curriculum structure will be outlined and subject information discussed. Prepare for these sessions and plan your options carefully.

Subject counselling/confirmation sessions will be held for all students moving into Years 11 and 12. Interviews involving both students and their parents will be held where individual questions can be addressed. Students moving into Year 11 have been, and will be, considering their choices as part of their PLP.

This is a very important process about your future. Please make use of the help and advice made freely available to you.

Rob McLaren
Principal
GENERAL INFORMATION - The SACE

What is the SACE?
The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

The SACE is continually being updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge needed 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). Students will be able to study a wide range of subjects and courses as part of the SACE.

What are some of the features of SACE?
As part of their SACE students will:

 receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
 be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
 be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
 have 30 percent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
 have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

The requirements to achieve the SACE
To gain the SACE certificate students must study 200 credits worth of subjects. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

 a Personal Learning Plan undertaken in Year 10, worth 10 credits
 at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
 at least 10 credits towards numeracy from a range of mathematics courses at Stage 1
 a major project of extended studies called the Research Project at Stage 2, worth 10 credits
 satisfactory completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
SUBJECT SELECTION – YEAR 10
The following subjects are **compulsory**: English – 2 Semesters
Mathematics – 2 Semesters
Science – 2 Semesters
Health and Physical Education
HASS
Personal Learning Plan (PLP)

Students in Year 10 will choose 6 **elective subjects** from the choices given.

**STAGE 1 SUBJECT CHOICE**

*At Stage 1 you must take the following subjects to satisfy the curriculum pattern:*

**Compulsory subjects:**
- At least 2 Semesters of English
- At least 1 Semester of Mathematics

**Other**
You must also take at least another 9 semesters from the offered subjects.
See the VET section at the end of the document for Vocational and Education Training courses available.

**STAGE 2 SUBJECT CHOICE**

In your 200 credits you must include at least 60 units from Stage 2, have passed the Research Project and have passed all of the compulsory subjects from Stage 1 (PLP, Literacy-20 credits, Numeracy-10 credits). This satisfies the curriculum pattern for Stage 2.

If you wish to go onto higher education you must also satisfy the following requirements:

**TafeSA**
The entry requirements are dependent on the level of the course.
- Certificate I Level
  No minimum entry requirements.
- Certificate II Level
  Successful completion of the SACE Literacy and Numeracy requirements.
- Certificate III and Higher
  Satisfactorily complete 60 credits of Stage 2 subjects where at least 40 credits must be Tertiary Admissions Subjects (TAS) subjects. The other 20 credits must be either TAS or Recognised Subjects. (Note that Community Studies is not a Recognised Subject). Comply with rules regarding subject combinations.

**University (in South Australia)**
- Complete SACE Stage 2.
- Complete at least 90 credits of SACE Stage 2 subjects where at least 60 credits must be Tertiary Admission Subjects (TAS). The other 30 must be either TAS or a Recognised Subject.
- Comply with rules regarding subject combinations.
- Complete any prerequisite requirements for your chosen university course.
- Obtain an Australian Tertiary Admission Tank (ATAR).

**Interstate University**
- Same as a South Australian University plus Stage 2 English (English Studies or English Communications).

Most students at Waikerie select the equivalent of 4 full year subjects at Year 12 (SACE Stage 2).

**VET COURSES – Stage 1 and Stage 2**
*There may be some extra costs associated with these courses and they require a strong level of commitment.*
See the VET section at the end of the document for Vocational and Education Training courses available.
CROSS DISCIPLINARY STUDIES

PERSONAL LEARNING PLAN (COMPULSORY)

YEAR LEVEL: 10  
LENGTH OF SUBJECT: Semester  
10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The Personal Learning Plan is a compulsory SACE subject undertaken at Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study. The personal learning plan will help students: identify and research career paths and options, explore a world of work by organising and attending a week of work experience, 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 (ICT) skills, gain skills for future employment, gain interview experience through educational mock interviews, identify goals and plans for improvement and review and adjust plans to achieve goals.

ASSESSMENT: Students will be assessed on reflection the five SACE capabilities.

Note - In order to meet the requirements of the ‘SACE’, students must receive a ‘C’ or better. Students may have the opportunity to repeat this subject in Year 11 or 12 if they do not meet the requirements.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Work experience students will need to arrange their own transport to and from employment.

RESEARCH PROJECT (COMPULSORY)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Semester  
10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The Research Project is a compulsory subject designed to give students the opportunity to study an area of interest in depth. The Stage 2 subject – essentially a major project – will be worth 10 credits. It will allow students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The research project can take many forms, for example:

- community-based projects, such as developing a parenting course or a youth leadership program
- technical or practical activities, such as design or repairing a ride-on lawn mower, or building a robot
- work-related research, such as improving work rosters at a certain workplace or investigating jobs
- subject-related research, such as a historical investigation or a scientific study.

ASSESSMENT: Students will be assessed on a folio demonstrating their research skills, an outcome of their research and their personal reflection on their process of developing their research project and the outcome produced. The Research Project counts towards the calculation of a student’s ATAR.

Note: In order to meet the requirements of the SACE, students must receive a ‘C-‘ or better for their project, after school based and external moderation grades are combined.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
WORKPLACE PRACTICES - (TAS)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Full Year  
20 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET).

ASSESSMENT: Assignments and workplace reports.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students are expected to operate as much as possible as independent learners. This will be actively encouraged in the school environment. Good time management and organizational skills are essential.

COMMUNITY STUDIES

YEAR LEVEL: 11  
LENGTH OF SUBJECT: Semester  
10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students have a choice of a number of options subject wise, and negotiate with the teacher to write their own contract of work. The focus is more community based, with an emphasis on receiving community feedback. The course will require keeping a journal, working on organizational and time-management skills and learning interviewing skills to assist with community participation projects. Some of the subjects recently offered have been; Mathematics and the Community, Health Recreation and the Community, Foods and the Community, Business and the Community, Technology and the Community, Communication and the Community, Environment and the Community, Lifestyle and the Community, Work and the Community, Arts and the Community, and Design, Construction and the Community. These subjects may also include the Senior First Aid Certificate and Safe Food Handling.

ASSESSMENT: Negotiated contracts are externally moderated.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
COMMUNITY STUDIES

YEAR LEVEL: 12       LENGTH OF SUBJECT: Semester or Full Year   10 or 20 credits

PREFERRED BACKGROUND: Year 11 English or Community Studies.

CONTENT: Students have a choice of a number of options subject wise, and negotiate with the teacher to write their own contract of work. The focus is more community based, with an emphasis on receiving community feedback. The course will require keeping a journal, working on organizational and time-management skills and learning interviewing skills to assist with community participation projects. Some of the subjects recently offered have been; Mathematics and the Community, Health Recreation and the Community, Foods and the Community, Business and the Community, Technology and the Community, Communication and the Community, Environment and the Community, Lifestyle and the Community, Work and the Community, Arts and the Community, and Design, Construction and the Community. Students elect a community expert who provides feedback on their community activity. These subjects may also include the Senior First Aid Certificate and Safe Food Handling.

ASSESSMENT: Negotiated contracts and all folders of work are externally moderated.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
THE ARTS SUBJECTS
THE ARTS – For further information please contact The Arts Coordinator

Year 8
- Visual Arts (Semester)

Year 9
- Visual Arts (Semester)

Year 10
- Multi Arts (Semester 1)
- Multi Arts (Semester 2)
- Creative Arts
  - 10 credits

Year 11
- Visual Arts 1
  - 10 credits
- Visual Arts 2
  - 10 credits
- Design
  - 10 credits

Year 12
- Visual Arts – Arts (TAS)
  - 20 credits
- Visual Arts - Design (TAS)
  - 20 credits
- Creative Arts
  - 10 credits

Performing Arts (Semester)
- Music (Semester)
  - Ensemble
  - Solo Performance
  - Individual Study
  - 20 credits
- Drama (Semester)
  - 10 credits

Music (Semester)
- Music A
  - 10 credits
- Music B
  - 10 credits

Drama (Semester)
- Drama
  - 10 credits
THE ARTS

MULTI ARTS - 1

YEAR LEVEL: 10 LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Art.

CONTENT: This course consists of exploring and experimenting with a wide range of media including: drawing, painting, photography, printmaking, mixed media, assemblages, multi-media, design and/or sculpture work. Related aesthetic studies involve historical and cultural investigations of artists and art styles. All areas developed will contain exercises of a preparatory nature and folio development, leading to major artworks.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Student may be involved in an excursion to Adelaide (max. cost $25).

MULTI ARTS - 2

YEAR LEVEL: 10 LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Art.

CONTENT: Year 10 students build on various experiences to develop towards individual styles and confidence in handling more complex techniques. Students will further develop skills, techniques and process in preparation for SACE Visual Arts/Design. Related aesthetics studies involved historical and cultural investigations of artists and art styles.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Student may be involved in an excursion to Adelaide (max. cost $25).

DRAMA

YEAR LEVEL: 10 LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Satisfactory completion of Year 9 Drama.

CONTENT: Practical skills are developed from previous years. Students are introduced to the concept of being a member of an ensemble. Students develop a solo performance, a polished play in small groups and a group production at the end of the semester. An examination of the theory aspects of Drama including script analysis, script writing, the history of theatre and review writing is also covered.

ASSESSMENT: Performance, Folio, Investigation and Presentation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
MUSIC

YEAR LEVEL: 10
LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Music. At least one year of tuition on an instrument. Compulsory for instrumental students.

CONTENT: Students will continue to develop and refine their skills on their chosen instrument through instrumental lessons, individual practice, solo performance and participation in various ensembles. Ethnomusicology (music from around the world) and various periods in the history of music are introduced. Students will use music technology to further develop their knowledge of composition and music theory.

ASSESSMENT: Students will be assessed on their level of participation and co-operation in class, small group and individual activities, their use of individual practice time and their contribution to various ensembles. Two solo performances, theory tests, use of music technology and research project(s) comprise the remainder of the assessment. IMS students will also receive a report from their instrumental teacher.

SPECIAL REQUIREMENTS/COST OF COURSE: Supply of instrument if unavailable from the school.

VISUAL ARTS – 1

YEAR LEVEL: 11
LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Year 10 Visual Art.

CONTENT: In Visual Arts 1 students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: General school fees cover most studio materials. Projects involving additional costs must be met by the students. Some cost may be involved for an excursion to an Art Gallery – approximately $20.

VISUAL ARTS - 2

YEAR LEVEL: 11
LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Year 10 Visual Art (Stage 1 Visual Arts - 1 is advisable).

CONTENT: The subject intends to build upon the Art student’s existing knowledge to prepare them for Stage 2 Visual Arts. Students will continue to express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: General school fees cover most studio materials. Projects involving additional costs must be met by the students. Some cost may be involved for an excursion to an Art Gallery – approximately $20.
DESIGN

YEAR LEVEL: 11            LENGTH OF SUBJECT: Semester            10 credits

PREFERRED BACKGROUND: Year 10 Visual Art or Design.

CONTENT: All students will be expected to complete projects in the areas of Communication design, Environmental and Product Design. Using the design process, students will develop concepts and ideas for a purpose. Students will explore and find the best solutions to a problem within the limitations of the problem. All completed work will be presented using appropriate methods, media and skills. Appreciation of design relating to culture and career options will be covered in written work. Computer skills and image manipulation could form part of media development.

ASSESSMENT: Folio, Practical and Visual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: General school fees cover most studio materials. Projects involving additional costs must be met by students. Some costs may be involved for excursions to Art Galleries – approximately $20.

CREATIVE ARTS

YEAR LEVEL: 11            LENGTH OF SUBJECT: Semester            10 credits

PREFERRED BACKGROUND: At least one semester of Year 10 Multi Arts.

CONTENT: Students actively participate in the development and presentation of a creative arts product. Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

ASSESSMENT: Product and Folio.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

DRAMA

YEAR LEVEL: 11            LENGTH OF SUBJECT: Semester            10 credits

PREFERRED BACKGROUND: Satisfactory completion of Year 10 Drama.

CONTENT: Students will: participate in the planning, rehearsal, and performance of a dramatic work; explore the ways in which theories and practices have shaped, and continue to shape, drama; choose and investigate an area of study in the dramatic arts that is of interest to them.

ASSESSMENT: Performance, Folio, Individual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Some costs may be involved for excursions to theatres approximately $20.
MUSIC A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Year 10 Music is essential. At least 2 years of instrumental tuition is preferable.

CONTENT: Music in Context: The Blues and the development of popular music, Jazz history overview, Development of solo performance skills and playing techniques, Ensemble performance and improvisation skills, Composing and arranging techniques and Music analysis, theory, aural development and use of music software.

ASSESSMENT: Solo and ensemble performances, Music analysis and theory, composing and arranging, Research assignments.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Supply of instrument if unavailable from the school.

MUSIC B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Year 10 Music and Music A are essential. At least two years of instrumental tuition is preferable.

CONTENT: Music and the media, Music in film and television, Development of solo performance skills and playing techniques, Ensemble performance and improvisation skills, Composing and arranging techniques, Music analysis, theory, aural development and use of music software.

ASSESSMENT: Solo and ensemble performances, Music analysis and theory, composing and arranging, Research assignments.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Supply of instrument if unavailable from the school.

VISUAL ARTS – ART – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Previous study in Year 10/11 Visual Art or Design (1 semester minimum). It is advisable that students who wish to study this subject at Year 12 present samples of previous work to an Art teacher to verify the skills required at this level.

CONTENT: Visual Thinking – ability to view works of art and develop a personal visual aesthetic. Practical Resolution – works can be produced using product, environmental, or graphic and visual communication art. Students will learn how to produce a practitioners statement. Visual Arts in context – students are provided with opportunities to contextualise art by placing works of art culturally, socially, and/or historically.

ASSESSMENT: Folio, Practical, and Visual study.

SPECIAL REQUIREMENTS OF THE COURSE: General school fees cover most studio materials. Projects involving additional costs, including framing of works, must be met by students. An excursion to Adelaide is a compulsory aspect of course requirements.
VISUAL ARTS – DESIGN – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Previous study in Year 10/11 Visual Art or Design (1 semester minimum). It is advisable that students who wish to study this subject at Year 12 present samples of previous work to an Art teacher to verify the skills required at this level.

CONTENT: Visual Thinking – ability to view works of design and develop a personal visual aesthetic. Practical Resolution – works can be produced using product, environmental, or graphic and visual communication design. Students will learn how to produce a practitioners statement. Visual Arts in context – students are provided with opportunities to contextualise design by placing works of design culturally, socially, and/or historically.

ASSESSMENT: Folio, Practical, and Visual study.

SPECIAL REQUIREMENTS: General school fees cover minimum studio materials. Projects involving additional costs must be met by the student, this includes final presentation of works. An excursion to Adelaide is a compulsory aspect of the course requirements.

DRAMA – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Drama.

CONTENT: Group Analysis and Creative Interpretation – students work in groups to analyse play scripts or works of a dramatic innovator. Review and Reflection – students expand their knowledge and understanding of drama as a performing art, developing their skills of observation, analysis, and criticism, and their ability to apply arts specific terminology. Interpretive Study – students explore in depth a specific play script or the work of a dramatic innovator. Presentation of Dramatic Works – students perform in a group performance or a related off-stage presentation.

ASSESSMENT: Group Presentation, Folio, Interpretive Study and Performance.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Some small costs are involved for excursions to theatres approximately $40.
MUSIC - (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: At least three years of instrumental tuition is preferable.

CONTENT: Students choose two of the following 10 credit options to complete over the year:

Solo Performance – Students focus on developing their practical skills in this subject. They develop 18 minutes of repertoire which is presented over three performances throughout the year. A high degree of musicality and technical proficiency on an instrument/voice is required for this subject.

Ensemble Performance – Students focus on developing their practical skills in an ensemble setting. Students play as part of an ensemble of some kind, developing 20 minutes of repertoire to be performed over three performances throughout the year. A high level of proficiency on an instrument/voice is required.

Individual Study – Students study a musical area of interest to them. They work independently to complete a Folio, Product and Report covering their activities and progress. Examples of activities include – tutoring younger students on an instrument, learning a new instrument, writing and recording a series of original songs, completing work experience and an investigation into one or more areas of the music industry, putting on a public performance, running a choir or band etc.

ASSESSMENT: Public performances and folio of work.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Supply of instrument if unavailable from the school.

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ENGLISH SUBJECTS
ENGLISH – For further information please contact the English Coordinator

Year 8
- English General (Full Year)

Year 9
- English General (Full Year)
- English General (Full Year)

Year 10
- English General (Full Year)
- English A Semester 10 credits
- English B Semester 10 credits
- Essential English A Semester 10 credits
- Essential English B Semester 10 credits

Year 11
- Literary Studies TAS 20 credits
- English TAS 20 credits
- Essential English (2017) TAS 20 credits

Year 12
- English General (Full Year)
ENGLISH

ENGLISH GENERAL

YEAR LEVEL: 10  LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 English.

CONTENT: This is a flexible program of language experience, which is aligned with the Australian Curriculum, and is designed improve students’ analytical and creative writing skills. Students complete a number of tasks to demonstrate their improved reading, writing, speaking, listening and viewing skills.

ASSESSMENT: All aspects of the course are assessed, eg: written responses (both formal and creative), oral activities, assignments, etc.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH – A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts, Creating Texts and Intertextual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH – B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of English A.

CONTENT: This course follows on from Semester 1.

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts, Creating Texts and Intertextual Study.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
ESSENTIAL ENGLISH – A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 English.

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.

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts and Creating Texts.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

ESSENTIAL ENGLISH – B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Essential English A.

CONTENT: This course follows on from Semester 1.

ASSESSMENT: Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts and Creating Texts.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of both Year 11 English semesters.

CONTENT: In Stage 2 English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

ASSESSMENT: Responding to Texts (30%), Creating Texts (40%) and Externally Assessed Comparative Analysis (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
LITERARY STUDIES – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of both Year 11 English semesters.

CONTENT: Stage 2 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. Students extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

ASSESSMENT: Responding to Texts (50%), Creating Texts (20%), Comparative Text Study (15%) and 90 minute Exam: Critical Reading (15%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ESSENTIAL ENGLISH – TAS

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of both Year 11 English semesters.

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.

ASSESSMENT: Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete: three assessments for responding to texts, three assessments for creating texts, and one language report

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
HEALTH AND PERSONAL DEVELOPMENT
SUBJECTS
HEALTH and PERSONAL DEVELOPMENT – For further information please contact the HPE Coordinator

Year 8

HPE General (Full Year)

Year 9

HPE (Semester)

PE Specialist (Semester)

Year 10

HPE (Semester)

PE Specialist (Semester)

Physical Education 1
10 credits

Physical Education 2
10 credits

Year 11

Physical Education 1
10 credits

Physical Education TAS
20 credits

Year 12

Physical Education TAS
20 credits

Food and Hospitality
20 credits

Food and Hospitality
20 credits

Year 8

Physical Education
10 credits

Food and Hospitality
10 credits

Year 8

HPE General (Full Year)

Year 9

HPE (Semester)

PE Specialist (Semester)

Year 10

HPE (Semester)

PE Specialist (Semester)

Physical Education 1
10 credits

Physical Education 2
10 credits

Year 11

Physical Education 1
10 credits

Physical Education TAS
20 credits

Year 12

Physical Education TAS
20 credits

Food and Hospitality
20 credits

Food and Hospitality
20 credits
HEALTH AND PERSONAL DEVELOPMENT

HEALTH AND PHYSICAL EDUCATION

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Completion of Year 9 Health and Physical Education.

CONTENT: The course is aligned with the Australian Curriculum content and will cover the following areas through a range of practical and classroom activities.

Practical concepts: Fundamental movement skills, games and sports, challenge and adventure activities, lifelong physical activities, and the health benefits of physical activity will be covered through the sports of Volleyball, Badminton, Archery, Table Tennis, Golf and fitness activities. Furthermore students will develop their coaching skills by planning and conduction sport sessions with primary school students.

Health concepts: Relationships and sexuality, mental health and wellbeing, alcohol and other drugs will be covered using Shine SA (Sexual Health) program. Nutrition will be covered through health promotion.

ASSESSMENT: Practical component is graded through skills and communication checklists. Health component is graded by folio tasks and group work observations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

PHYSICAL EDUCATION - Specialist

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Health and Physical Education and demonstrated a positive approach to physical activity.

CONTENT: Students develop skills in activities such as swimming, athletics, basketball, touch, fitness conditioning and cross country running. Emphasis is placed on skill acquisition, self and group organisation, cooperation, leadership skills and developing a positive attitude to a healthy lifestyle. Theory topics include Exercise Physiology, Fitness components and rules for each sport.

ASSESSMENT: Participation and involvement, skill development, sportsmanship and theory components.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil
HOME ECONOMICS

YEAR LEVEL: 10      LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Home Economics.

CONTENT: Problem solving and practical skill development. Students plan and produce a range of dishes including easy meals and simple entertaining to develop management and planning skills related to foods. They will make one casual clothing item and complete an assignment on one aspect of fashion. Students will work in pairs, and serve a meal to invited guests.

ASSESSMENT: Practical and theory.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Cook a two-course meal for invited guests – students supply most ingredients. Students may need to supply their own fabric for sewing their garment.

PHYSICAL EDUCATION - 1

YEAR LEVEL: 11      LENGTH OF SUBJECT: Semester      10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 HPE, PE and demonstrated a positive approach to physical activity and skill development. Ability to swim 50 metres in clothing.

CONTENT: The study of PE comprises two sections: Practical Skills and Applications (three modules) Folio (two modules). Students will develop high-level skills in Kayaking and Badminton, comprising 60% of the course. Theory 40% covers training principles and methods, Exercise Physiology and Human Anatomy. Emphasis is placed on skill development, cooperation, initiative, leadership and organisational skills.

ASSESSMENT: Performance checklists, folio tasks and exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

PHYSICAL EDUCATION – 2

YEAR LEVEL: 11      LENGTH OF SUBJECT: Semester      10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 HPE, PE, and demonstrated a positive approach to physical activity and skill development.

CONTENT: The study of PE comprises two sections: Practical Skills and Applications (3 modules) Folio (2 modules) Students will develop skills in one major practical (Volleyball) and two minor practicals; Lawn Bowls and Bushwalking, comprising 60% of the course. Theory covers a major Issues Analysis and Biomechanics. Emphasis is placed on students developing skills and team/individual strategies in practical and showing cooperation, initiative and a commitment to healthy lifestyle.

ASSESSMENT: Performance checklists and folio tasks.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Three day Bushwalking Camp $30.
FOOD AND HOSPITALITY

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Year 10 Home Economics.

CONTENT: This is an introduction to Hospitality. The course contains practical and theoretical elements associated with the hospitality industry. Catering for a group of people is also part of the course.

ASSESSMENT: Various practical and theory assignments comprise the assessment.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will need to supply their own ingredients when cooking a meal for guests.

PHYSICAL EDUCATION – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of one unit of Stage 1 Physical Education. Students must have displayed above average practical skills and a positive attitude and approach to Physical Education courses.

CONTENT: Consists of two areas of study: Practical Skills and Applications and Principles and Issues. The practical component consists of three of the SACE Board - developed Practical modules. Common topics include Kayaking, Badminton and Volleyball. Other sports may be studied depending on class interest. The Principles and Issues component consists of three modules:

- Exercise Physiology and Physical Activity. Areas of study include energy sources for physical performance; training and evaluation of physical performance; physiological factors affecting performance; and patterns of physical activity.
- Skill Acquisition and the Biomechanics of Movement. Areas of study include how skill is acquired; specific factors affecting learning; psychology of learning and performance of physical skills, biomechanics and skilled performance.
- Issues Analysis. This module enables students to investigate a selected topic of interest, focusing on an issue related to physical activity. Students will be expected to critically analyse and interpret their findings and experiences.

ASSESSMENT: Components Include: Practical, Course Work, Issues Analysis, Exam - two hours (based on Modules Exercise Physiology and Physical Activity, Skill Acquisition and the Biomechanics of Movement).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to purchase a Study Guide ($40) and a Test and Exam Pack ($25) as part of their course. A cost for kayaking will also need to be covered.
FOOD AND HOSPITALITY – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Food and Hospitality.

CONTENT: Food and Hospitality 1 and 2 introduces students to food preparation and catering for others. Topics covered include Occupational Health, Safety and Welfare, Safe food handling, preparing food for groups, presentation of food and cultural trends. Advanced skills are developed in management and organization of food.

ASSESSMENT: Group task, practical assignments and investigation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A one-day compulsory trip to the Adelaide Central Market early in Term 2. Approximate cost $20. ALL Assignments are moderated and Investigation is marked again by moderators in Adelaide. Students may need to supply some of the ‘expensive’ ingredients when they are cooking for an individual assignment.
HUMANITIES AND SOCIAL SCIENCES SUBJECTS
HUMANITIES and SOCIAL SCIENCES – For further information please contact the HASS Coordinator

Year 8
- History (3 Terms)
- Geography (1 Term)

Year 9
- History (3 Terms)
- Geography (1 Term)

Year 10
- History (Semester)
- Geography (Semester)

Year 11
- Modern History 10 credits
- Modern History TAS 20 credits

Year 12
- Geography 10 credits
- Geography TAS 20 credits

For Year 8:

- Modern History

For Year 9:

- TAS 20 credits
HUMANITIES AND SOCIAL SCIENCES

HISTORY

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time 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.

ASSESSMENT: All facets of the course are designed to be inclusive to all learning abilities. Assessments will include formal reports and essays, tests, multimedia presentations and group projects.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

MODERN HISTORY

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: In the study of Modern History at Stage 1, Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, and individuals. Students explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisations, and economic models to transform societies.

ASSESSMENT: Assessment will take the form of written assignments, film reviews, research tasks, oral presentations, group work and tests. Essay writing technique and evidence skills – important for success in Year 12 studies –will be focused on.

SPECIAL REQUIREMENTS/COSTS OF COURSE – Nil.

GEOGRAPHY

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: There are two units of study in the Year 10 Curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing. Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific local environment. Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing.

ASSESSMENT: This consists of assignments, reports, bookwork, essays, mapping, oral activities, fieldwork and inquiry investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
GEOGRAPHY

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The discipline of Geography deals with human culture, people’s interaction with the environment and natural phenomena. This course aims to develop an understanding of how our world works and the interconnectedness of everything. It consists of four areas of study:

Mapping and Geographical Skills
Geographical Phenomena – Looking at world genocides, global pandemics, AIDS, migration, oil spills, and natural disasters.
Fieldwork – Collecting primary data through fieldwork. Includes photography, sketching, questionnaires and interviews, journals, taking samples, compiling data into maps, graphs, and tables.
Investigation of a contemporary geographical issue of own interest: - There is flexibility in how the information is presented including a choice of written report, making a website, an awareness campaign, documentary or multimodal presentation.

ASSESSMENT: Investigations, inquiries, skills application tasks and field work.

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course will involve both fieldwork and excursions, with some cost involved - approximately $150.

MODERN HISTORY - (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Completion of Modern History at Stage One to a high standard is preferred, but not essential if students have strong literacy skills.

CONTENT: Students will study two topics, as well as a unit on historical skills. Topics include: Revolutions and Turmoil, World War One and a free choice topic for the Individual History Essay.

ASSESSMENT: Folio, Essay and Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A revision guide may be available. Costs will be advised. A trip to Adelaide University will also cost approximately $30.

GEOGRAPHY - (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Stage 1 Geography.

CONTENT: Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. Students will study the core topic of Mapping, Water, Population, Resources and Development. With these core topics, issues including Ecological Footprint, global migration, pollution and cultural practices such as the wearing of the Hijab, acid burning and ‘baby bins’ will be explored. Students are able to investigate personal interests with the study of two ‘option topics’ and the opportunity to select their own Fieldwork location.

ASSESSMENT: Fieldwork, Inquiry, Folio and Exam.

SPECIAL REQUIREMENTS/COST OF COURSE: Fieldwork will require excursions with some costs involved – may be up to approximately $150.
LANGUAGE SUBJECTS
LANGUAGE

Year 8  
Spanish

Year 9  
Spanish

Year 10  
Spanish A
  
Year 11  
Spanish B
  
Year 12  
Stage 1 Spanish
           (20 Credits)
LANGUAGE

Spanish A
YEAR LEVEL: 10 LENGTH OF SUBJECT: Semester (10 Credits)

PREREQUISITE: Pass at Year 9 Spanish.

CONTENT: This subject aims to continue the experience of Year 9 Spanish. Students will expand their knowledge of grammar to include the preterite and imperfect past tenses. Students will learn how to converse about their childhood and future dreams and aspirations. Students will also begin to engage with other cultures, including those of South and Central America and engage more actively with our sister-school projects.

ASSESSMENT: Students will be assessed on a range of written and spoken assignments, including creating and engaging with bilingual texts both oral and written.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will need frequent access to the internet. Internet credit will be assumed.

Spanish B
YEAR LEVEL: 10 LENGTH OF SUBJECT: Semester (10 Credits)

PREREQUISITE: Pass at Year 10 Spanish A.

CONTENT: This subject aims to continue the experience of year 8 Spanish. Students will consolidate their knowledge of grammar from the past three semesters and expand on their conversational abilities. Students will increase their knowledge of Spanish speaking cultures of the world and their engagement with Latin America. Students will also begin to prepare for a cultural exchange with our sister school students in Spain.

ASSESSMENT: Students will be assessed on a range of written and spoken assignments, including creating and engaging with bilingual texts both oral and written.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will need frequent access to the internet. Internet credit will be assumed.

Spanish
YEAR LEVEL: 11 LENGTH OF SUBJECT: Full Year (20 Credits)

PREREQUISITE: Pass at Year 10 Spanish B.

CONTENT: In this course students will expand their grammar knowledge to include conditional and subjunctive tenses and the imperative conjugations. Students learn to speak about school and work, travel and tourism, dreams and obligations and city and country life.

ASSESSMENT: Students will be assessed on a range of written and spoken assignments, including creating and engaging with bilingual texts both oral and written.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will need frequent access to the internet. Internet credit will be assumed.
MATHEMATICS SUBJECTS
MATHEMATICS – For further information please contact the Maths Coordinator

Year 8
- Mathematics (Full Year)

Year 9
- Mathematics

Year 10
- Mathematics

Year 11
- Mathematics A
  - 10 credits
- Mathematics B
  - 10 credits
- Mathematics C
  - 10 credits

Year 12
- Mathematical Methods
  - 20 credits
- Specialist Mathematics
  - 20 credits
- Essential Mathematics
  - 20 credits
- General Mathematics A
  - 10 credits
- General Mathematics B
  - 10 credits
- Essential Mathematics A
  - 10 credits
- Essential Mathematics B
  - 10 credits
MATHEMATICS

MATHEMATICS

YEAR LEVEL: 10  LENGTH OF SUBJECT: Year (unless a change of classes is deemed necessary).

PREFERRED BACKGROUND: Highly successful completion of Year 9 Pre Mathematical Studies/Specialist Mathematics.

CONTENT: This course is designed to prepare students for high level senior Mathematics (Mathematical Studies and Specialist Mathematics) and continues the high level begun in Year 9. It exposes students to more open-ended problems, developing high order problem solving skills and abstract thinking required for senior Mathematics. This will be done through the topics: ‘Functions and Graphs’, ‘Measurement and Geometry’, ‘Number and Algebra’ and ‘Statistics and Probability’.

ASSESSMENT: Skills and Application (Tests and Exam) 60%; Folio 40%.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator $200 (compulsory), Geoliner approximately $0.90, Compass approximately $1.10 and a ruler.

MATHEMATICS A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Pre Mathematics.

CONTENT: Topic 1: Functions and Graphs; Topic 2: Polynomials; Topic 3 Trigonometry.

ASSESSMENT: Skills and Assessment Tasks, Tests and Exam (60%); Mathematical Investigations (40%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately $200 (essential).

MATHEMATICS B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Mathematics A.

CONTENT: Topic 1; counting and Statistics; Topic 2: Growth and Decay; Topic 3: Introduction to Differential Calculus.

ASSESSMENT: Skills and Assessment Tasks, Tests and Exam (60%, 80%); Mathematical Investigations (40%, 20%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately $200 (essential).
MATHEMATICS C

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

NB: This is essential for students wanting to do Specialist Mathematics at Stage 2.

PREFERRED BACKGROUND: Highly successful completion of Mathematics A.


ASSESSMENT: Skills and Application Tasks, Tests and Exam (60%); Mathematical Investigations (40%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Graphics calculator approximately $200 (essential).

GENERAL MATHEMATICS A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: At least two semesters of Year 10 Pre Mathematics or Pre General Mathematics.


ASSESSMENT: Skills and Assessment Tasks (Tests and Exam) 60%, Mathematical Investigation 40%.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately $25, graphics calculator approximately $200 (highly recommended).

GENERAL MATHEMATICS B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of one semester of Stage 1 Mathematics or General Mathematics

CONTENT: Topic 1: Application of Trigonometry; Topic 2: Linear and Exponential functions and their Graphs; Topic 3: Matrices and Networks.

ASSESSMENT: Skills and Application Tasks (Tests and Exam) 60%, Mathematical Investigation 40%.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately $25, graphics calculator approximately $200 (highly recommended).
ESSENTIAL MATHEMATICS A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Pre Mathematics or Year 10 Pre General Mathematics or Year 10 Pre Essential Mathematics.


ASSESSMENT: Skills and Application Tasks (Tests) 60%, Folio 40%.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately $25.

ESSENTIAL MATHEMATICS B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Essential Mathematics A.


ASSESSMENT: Skills and Application Tasks (Tests) 60%, Folio 40%.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately $25.

MATHEMATICAL METHODS – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Mathematics A and B.


ASSESSMENT: Skills and Application Tasks (50%), Mathematical Investigations (20%), Examination – 3 hours (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately $25 each. Students are required to have a graphics calculator approximately $200.
SPECIALIST MATHEMATICS – (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Stage 1 Mathematical Studies A (Semester 1) and B (Semester 2), and Specialist Mathematics (Semester 2).

CONTENT: Trigonometry, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

ASSESSMENT: Skills and Assessment Tasks (Tests and Exam), Folio (Investigation/Project).

SPECIAL REQUIREMENTS/COSTS OF COURSE: A Mathematics Revision Guide, approximately $25 each. Students are required to have a graphics calculator at approximately $200 new. This is offered as an Open Access subject with one to two extra lessons of tutorial support provided by the school.

ESSENTIAL MATHEMATICS (TAS)

YEAR LEVEL: 12  LENGTH OF SUBJECT: Full Year  20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 General Mathematics or Stage 1 Mathematics.


ASSESSMENT: Four Skills and Assessment Tasks (30%), Three Folio Tasks (40%), Examination – 2 hours (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately $25 each. Students are required to have a graphics calculator at approximately $200 new.
SCIENCE SUBJECTS
SCIENCE – For further information please contact the Science Coordinator

Year 8
General Science (Full Year)

Year 9
General Science (Full Year)

Year 10
General Science (Full Year)

Year 11
Physics A
Semester 1 10 credits
Physics B
Semester 2 10 credits
Biology 1
Semester 1 10 credits
Biology 2
Semester 2 10 credits
Chemistry A
Semester 1 10 credits
Chemistry B
Semester 2 10 credits
Agricultural Studies 1
(Viticulture and Wine Production 10 credits)
Agricultural Studies 2
Animals 10 credits

Year 12
Physics
TAS 20 credits
Biology
TAS 20 credits
Chemistry
TAS 20 credits
Agriculture TAS 20 credits

Scientific Studies
(Full Year)

Annual Studies
(Full Year)
SCIENCE

GENERAL SCIENCE

YEAR LEVEL: 10  LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: This course is designed to introduce students to all four sciences: Biology, Chemistry, Earth Science and Physics. It exposes students to an inquiry based approach, developing high order problem solving skills and abstract scientific thinking. They will learn how to use fine motor skills, observation, measuring devices while doing experiments and predict the outcomes of these experiments. This will be done through the topics: ‘Genetics and Evolution’ (Biological Science), ‘Atomic Structure and Reactions’ (Chemical Science), ‘Energy Conservation and Motion’ (Physical Science) and ‘Universe and Global Systems’ (Earth and Space Science).

ASSESSMENT: Skills and Assessment Tasks (SATs 40%), Folio (60%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

AGRICULTURAL STUDIES 1

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Agricultural Studies or Science.

CONTENT: This Agriculture subject covers; Irrigation methods and salinity management, sustainable agricultural practices, meet production and livestock nutrition. Students will also plan and manage a micro business with a vegetable garden.

ASSESSMENT: Skills and Assessment Tasks (tests, research tasks and supervised assessments) and Practical skills (Practical investigations and development of practical skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

AGRICULTURAL STUDIES 2

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Agricultural Studies or Science.

CONTENT: This Agricultural subject will cover; Wool science and production, selective breeding, Chemicals within Agriculture, Disease and block management within a Horticultural system. Students will also plan and manage a micro business with a vegetable garden.

ASSESSMENT: Skills and Assessment Tasks (tests, research tasks and supervised assessments) and Practical skills (Practical investigations and development of practical skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.
PHYSICS A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Science in Year 9 and 10.

CONTENT: Mechanics: Students are introduced to the language and symbols of Physics. A mathematical analysis of motion and force in a straight line is studied. Students carry out experiments, use tables and construct graphs as part of the analysis. They examine wave phenomena and apply this knowledge to sound and light.

FURTHER STUDY: This unit should be undertaken by students who are interested in the topics and/or wish to study Stage 1 Physics B, or beyond.

ASSESSMENT: Skills and Application Tasks (Tests), Investigations Folio (Practicals and Issues Presentations).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

PHYSICS B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Physics A.

CONTENT: Students apply their understanding of motion from Physics A to force, momentum and energy. Students learn about electrostatics. Ideas are developed by having students carry out experiments, record results and draw conclusions. They develop physical models for understanding and problem solving.

FURTHER STUDY: This unit should be undertaken by students who are interested in the topics and/or wish to study Stage 2 Physics, or beyond.

ASSESSMENT: Skills and Application Tasks (Tests), Investigations Folio (Practicals and Issues Presentations).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
BIOLOGY 1

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Completion of Year 10 Science.

CONTENT: There are two distinct areas of study in this course; ‘cells and multicellular organisms’ and ‘biodiversity and the interconnectedness of life’.

*Cells and multicellular organisms:* students will understand structure and function of cells and their components, multicellular organisms existing as multiple interdependent and hierarchically-organised systems that enable exchange of matter and energy with their immediate environment, including obtaining nutrients, exchanging gases, growth and repair. Students will use science inquiry skills to explore the relationship between cell structure and function and consider ethical considerations that apply to the use of living organisms in research.

*Biodiversity and the interconnectedness of life:* students will look at the classification of living organisms, biotic and abiotic factors that affect living things, relationships between species in ecosystems, biochemical cycling, food webs, water and nutrient cycles, human activity and biodiversity. Students will be involved in a camp which will involve collecting and analysing first-hand data from local ecosystem interactions.

ASSESSMENT: Folio (Practical/Fieldwork, Issues Investigation), Skills and Applications Tasks (Tests).

SPECIAL REQUIREMENTS/COSTS OF COURSE: $100 for a camp to Yookamurra.

BIOLOGY 2

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Completion of Stage 1 Biology 1.

CONTENT: There are two distinct areas of study in this course; ‘heredity and the continuity of life’ and ‘maintaining the internal environment’.

*Heredity and the continuity of life:* students will develop an understanding of cellular processes and mechanisms that ensure the continuity of life, and how these contribute to unity and diversity within a species. This covers how genetic material is transferred through generations; specifically mitosis, meiosis, fertilisation and inheritance. Protein synthesis, gene mutation, DNA sequencing and profiling and the activity of enzymes are also covered. Students will investigate an area of genetic engineering and/or reproductive technology. This will involve collecting, analysing, interpreting and presenting information.

*Maintaining the internal environment:* Students will understand the mechanisms by which plants and animals use homeostasis to control their internal environment in a changing external environment. The endocrine system and nervous system will be looked at in detail. Pathogens, immune responses, transmission and spread of disease.

ASSESSMENT: Folio (Practicals, Issues Investigation), Skills and Applications Tasks (Tests).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
CHEMISTRY A

YEAR LEVEL: 11 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Science.

CONTENT: This Chemistry subject covers: The atom and its structure; chemical bonding; chemical reactions and reaction types; organic (carbon) chemistry. Students have the opportunity to carry out numerous practical activities to reinforce scientific theory. Major practical activities include: Beer brewing using fermentation and analysis of carbon dioxide levels; solubility of fertilisers.

FURTHER STUDY: This unit should be undertaken by students who are interested in the topics and/or wish to study Chemistry at Stage 2, or beyond.

ASSESSMENT: Skills and Application Tasks (Tests/Exams), Investigations Folio (Practical and Social Relevance).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator. This course may involve some small costs for excursions.

CHEMISTRY B

YEAR LEVEL: 11 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Chemistry A.

CONTENT: This Chemistry subject covers: Electrochemistry (batteries and electrolysis); chemical quantities and calculations; volumetric analysis (titrations); acids and bases. Students have the opportunity to carry out numerous practical activities to reinforce scientific theory. Major practical activities include: Design practical involving electrochemistry; determination of citric acid content in orange juice.

FURTHER STUDY: This unit should be undertaken by students who are interested in the topics and/or wish to study Chemistry at Stage 2, or beyond.

ASSESSMENT: Skills and Application Tasks (Tests/Exams), Investigations Folio (Practical and Social Relevance).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator. This course may involve some small costs for excursions.

AGRICULTURAL STUDIES 1 – VITICULTURE AND WINE PRODUCTION

YEAR LEVEL: 11 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: A pass at Year 10 Agriculture or Year 10 Science.

CONTENT: Student’s study the Viticultural regions of Australia, conduct a grape maturity sugar trial, and the background to the theory components of wine production. Student’s will be involved in all ‘hands-on’ practical aspects of commercial wine production at the school from monitoring through to bottling.

ASSESSMENT: Skills and Application Tasks (Tests and Assignments), Folio (Practical Skills).

SPECIAL REQUIREMENTS/COSTS OF COURSE: This course involves an early start one morning to harvest the grapes.
AGRICULTURAL STUDIES 2 – ANIMALS

YEAR LEVEL: 11  
LENGTH OF SUBJECT: Semester  
10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Agriculture or Year 10 Science.

CONTENT: A course providing background for Year 12 Agriculture and Biology. Students learn about animal diseases and animal genetics and how these factors affect animal production. The course develops skills in researching relevant information, feed calculations, setting up field trials and clear presentation of results. The students will also manage a pig eco-shelter enterprise and study production in the pork industry. Students will investigate Biosecurity practices and responsibilities as well as learn how to implement and plan Biosecurity programs for an agricultural system.

ASSESSMENT: Skills and Application Tasks (Tests and Assignments 40%), Folio (Practical Skills 60%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Excursions.

PHYSICS – (TAS)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Full Year  
20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Physics A and B and Stage 1 Mathematical Studies.

CONTENT: This subject looks at projectiles, electric and magnetic fields, light as a wave and as a particle, the structure of the atom and the structure of the nucleus. Each topic ends with a real world application (e.g. how CD’s work) to illustrate the theory. Students perform experiments to reinforce the theory and to partially discover the ideas for themselves.

ASSESSMENT: Investigations Folio (Practicals, Issues Investigation), Skills and Applications Tasks (Tests) and External Exam - 3 hours (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SASTA Study Guide approximate cost $30.

BIOLOGY – (TAS)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Full Year  
20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Biology A and B. Successful completion of other Sciences will be considered.

CONTENT: This subject studies the following: The structure and function of organic macromolecules found in living things, the structure and function of cells in both unicellular and multicellular organisms. The ways organisms respond to the environment, exchange materials, obtain energy and reproduce asexually and sexually. The ways different organisms interact with the environment, the energy flow through a community, how communities change and how natural selection changes populations. Modern topical issues are examined such as DNA studies, cloning and advances in genetic engineering. Throughout the whole course the affects that humans have in each area is considered.

ASSESSMENT: Investigations Folio (Practicals, Issues Investigation), Skills and Applications Tasks (Tests) and External Exam - 3 hours (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SASTA revisions guides approximately $30.
CHEMISTRY – (TAS)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Full Year  
20 credits

PREFERRED BACKGROUND: Successful completion of two units of Stage 1 Chemistry.

CONTENT: Topics in this subject will include: Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Chemical Reactions, Organic and Biological Chemistry, and Materials (polymers, silicates and cleaning agents). Throughout all topics, students will learn experimental skills and information and communication skills.

ASSESSMENT: Investigations Folio (Practicals, Issues Investigation), Skills and Applications Tasks (Tests) and External Exam - 3 hours (30%).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Study guide – Essential Chemistry Workbook, approximately $50. May be cost involved for an excursion.

AGRICULTURE – (TAS)

YEAR LEVEL: 12  
LENGTH OF SUBJECT: Full Year  
20 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Agriculture or Stage 1 Science based subject.


ASSESSMENT: Practical Skills (40%), Skills and Application Tasks (30%) (Tests and Assignments), External component – Case Study Investigations (30% - 2000 words).

SPECIAL REQUIREMENTS/COSTS OF COURSE: External investigations (students will in a number of cases need to supply the equipment and resources needed to run and manage their investigations).
TECHNOLOGY SUBJECTS
The pre-requisites for the Year 12 subjects are many and varied; too complex to show as arrows. Please read each subject very carefully to find out its pre-requisites.
TECHNOLOGY

WOODWORK

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Students who have not completed Year 9 Woodwork may lack acquired skills required for Year 10 Woodwork and will find the course challenging.

CONTENT: A unit designed to cover a range of practical processes involved in traditional furniture making, including timber preparation, joint construction and timber finishing. Students will be expected to show proficiency in both hand and machine skills. Problem solving skills and the ability to read and interpret technical drawings will be developed during the course. Students will use CAD to design project ideas and students will be introduced to the CNC router.

ASSESSMENT: Practical skill assessment tasks, design and folio tasks are among the range of assessment strategies used.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students who use more than the allocated allowance of materials will be expected to pay for the extra material used.

NB: This course is compulsory if the student intends to study any future woodwork.

DIGITAL TECHNOLOGIES

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Digital Technologies/Robotics.

CONTENT: Students will enhance and build upon their knowledge from Year 9 Digital Technologies in the use of various commercial Programming/Coding application and programs. Students will learn to block code as well as line code using these programs. Activities will prepare students for VET/ASBA certified courses. The course may include: Web Page Design, Drone Technology and Game Making.

ASSESSMENT: Practical tasks and a folio of work examples.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ELECTRONICS

YEAR LEVEL: 10  LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Electronics.

CONTENT: Development and construction of Electronic projects which will enhance the student’s skills in: circuit design using circuit wizard, printed circuit board manufacture, soldering, fault finding, component identification and use. Due to the nature of the course, there is a theory component.

ASSESSMENT: Practical tasks, project construction, written and design work.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials then they will incur a charge for any extra materials that they use.
METALWORK

YEAR LEVEL: 10          LENGTH OF SUBJECT: 1 Semester

PREFERRED BACKGROUND: Students who have not completed Year 9 Metalwork will lack acquired skills required for Year 10 Metalwork and will find the course challenging.

CONTENT: Students complete practical and theoretical activities designed to improve skills in Oxy welding and metal fabrication, safe and proficient use of power machinery, Arc and M.I.G. Welders and joining techniques. Skills in using a metalwork lathe are also enhanced. Students are expected to develop skills in problem solving and demonstrate an ability to interpret and reproduce ideas in graphic form. Students usually build a major project, using mainly tube and a minor project using arc welding and, thread cutting on the lathe.

ASSESSMENT: Practical work assessment, written work assessment and testing are amongst the range of assessment strategies used.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials then they will incur a charge for any extra materials that they use.

STEM - F1 IN SCHOOLS

STEM Course – Science, Technology, Engineering & Mathematics)

YEAR LEVEL: 10          LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year. 9 Woodwork (CO2 Dragsters), Pass grade in Science and Mathematics.

CONTENT: Students will use cross curricula skills to Design and Make a Formula 1 CO2 Car and compete in the South Australian F1 Challenge. Success in this competition will result in the opportunity to compete in the National and World Competitions. The course will develop students’ skills, knowledge and application in the fields of Science, Technology, Engineering and Mathematics (STEM). Student will apply entrepreneurial skills, work collaboratively as a team, use mathematics, physics, and design skills in CAD, CNC and manual machining. Students will have to work with in the set regulations outlined by REA (Re-Engineering Australia Foundation).

ASSESSMENT: Students will be assessed on a folio of work relating to the challenge. This may give students possible SACE credits for their unit of work.

SPECIAL REQUIREMENTS/COST OF THE COURSE: There may be ongoing cost, depending on how students’ progress through the competitions.
WOODWORK (CONTEMPORARY)

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Must have completed Year 10 Woodwork to enroll in this course.

CONTENT: Students complete a series of practical, graphic and written tasks revolving around construction techniques using manufactured boards and knockdown fittings. This is a skills based course with much of the work related to use of materials, machines, processes, power tools and joining techniques. Research, Design and a Skills based component are also part of the course. The CNC router may be used in the students’ work.

ASSESSMENT: The SACE Board requires that students complete three summative tasks at a Stage 1 level. These include: Skills and Application Task 1a – A task which tests the students practical skills, Skills and Application Task 1b – A written task relating to materials, A Folio Task – Students must research and plan a product, and a Product Task – Students must make and evaluate the product that was designed in the Folio Task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of basic course materials and consumable items. Students who elect to produce larger projects or use extra material will need to cover these extra costs.

WOODWORK (TRADITIONAL)

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Must have completed Year 10 Woodwork to enroll in this course.

CONTENT: Students complete a series of practical, graphic and written tasks revolving around the construction techniques of solid timber. This is a skills based course with much of the work related to joints, frame construction, use of hand tools, power tools and various woodworking machines to produce an article of furniture. Research, design and a skill-based component are also part of the course. The CNC router may be used in the students’ work.

ASSESSMENT: The SACE Board requires that students complete three summative tasks at a Stage 1 level. These include: Skills and Application Task 1a – A task which tests the students practical skills, Skills and Application Task 1b – A written task relating to materials, A Folio Task – Students must research and plan a product, and a Product Task – Students must make and evaluate the product that was designed in the Folio Task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of the basic course materials and consumable items. Students who elect to produce larger projects or use extra material will need to cover these extra costs.
CONCRETE AND MASONRY

YEAR LEVEL: 11
LENGTH OF SUBJECT: Semester
10 credits

PREFERRED BACKGROUND: Successful completion of one Year 10 Technology unit.

CONTENT: Design, plan and construct outdoor projects, usually bricklaying and paving around the school. Industry experts are involved with the course.

ASSESSMENT: The SACE Board requirements – the SACE Board requires that students complete three summative tasks at a Stage 1 level. These include: Skills and Application Task 1a – A task which tests the students practical skills, Skills and Application Task 1b – A written task relating to materials, A Folio Task – Students must research and plan a product, and a Product Task – Students must make and evaluate the product that was designed in the Folio Task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Some full day work placements within and outside of school may be required during construction stage.

ELECTRONICS

YEAR LEVEL: 11
LENGTH OF SUBJECT: Semester
10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Electronics.

CONTENT: Development and construction of Electronic projects which will enhance the student’s skills in: circuit design using circuit wizard, printed circuit board manufacture, soldering, fault finding, component identification and use. Due to the nature of the course, there is a theory component.

ASSESSMENT: SACE Board requirements: Skills and Material investigation task, Folio task and Product task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials then they will incur a charge for any extra materials that they use.

METALWORK

YEAR LEVEL: 11
LENGTH OF SUBJECT: Semester
10 credits

PREFERRED BACKGROUND: Students must have previous experience in Metalwork at Year 10.

CONTENT: Students complete a series of tasks using mainly solid and tubular materials. This is a skills based course with much of the work related to Machining, Arc, Fusion, Braze and MIG welding. The metal and computer controlled lathes are used in the course. Designing and researching also make up a section of the course. Students build a bar clamp as a skills task. A free choice project is to be negotiated with the teacher, before beginning design fabrication.

ASSESSMENT: The SACE Board requirements – the SACE Board requires that students complete three summative tasks at a Stage 1 level. These include: Skills and Application Task 1a – A task which tests the students practical skills, Skills and Application Task 1b – A written task relating to materials, A Folio Task – Students must research and plan a product, and a Product Task – Students must make and evaluate the product that was designed in the Folio Task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Part of the school fee covers the basic course. This covers materials used for projects and consumable items (e.g. welding electrodes). Students who elect to make large major projects will need to meet the cost of extra materials.
WOODWORK - (TAS*) (MATERIALS)

YEAR LEVEL: 12 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Woodwork.

CONTENT: Students are exposed to a variety of both traditional and contemporary construction techniques. This involves using wood working machines, tools and processes to complete required tasks. Assessment tasks are stipulated by the SACE Board, these involve researching, designing and manufacturing articles of furniture. These tasks are based upon practical skills.

ASSESSMENT: Student achievement is assessed on summative tasks outlined by the SACE Board. These tasks are school assessed and externally assessed by the SACE Board.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the requirements of basic course materials and consumable items. Students who elect to produce larger projects or use extra materials will need to meet the cost above the basic fee.

ELECTRONICS - (TAS*) (SYSTEMS AND CONTROL)

YEAR LEVEL: 12 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Electronics.

CONTENT: Design and construction of Electronic projects which will develop the students’ skills in: circuit design using circuit wizard, prototyping, printed circuit board manufacture, soldering, fault finding, component identification and use. Due to the nature of the course, there is a theoretical component.

ASSESSMENT: Student achievement is assessed on summative tasks outlined by the SACE Board. These tasks are school assessed and externally assessed by the SACE Board.

SPECIAL REQUIREMENTS/COSTS OF COURSE: If a student uses more than their allocated amount of materials, then they will incur a charge for any extra materials that they use.

METALWORK - (TAS) (MATERIALS)

YEAR LEVEL: 12 LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Metalwork.

CONTENT: Students complete a series of tasks using solid and tubular materials. This is a skills based course with much of the work related to Arc, Fusion, Braze and Mig welding. The metal lathes are also used in the course. Summative tasks are stipulated by the SACE Board. The practical part of the course is centered around a major project.

ASSESSMENT: Student achievement is assessed on summative tasks outlined by the SACE Board. These tasks are school assessed and externally assessed by the SACE Board.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The basic school fee covers the basic course, materials used for projects and consumable items (e.g. welding electrodes). Students who elect to make a large major project will need to meet the costs of extra materials.

NOTE: TAS* - This is only a TAS if it is combined with another semester subject of the same type.
VOCATIONAL EDUCATION TRAINING
Regional Vocational Education and Training (VET) PROGRAMS

What is Vocational Education and Training (VET)?
VET refers to national vocational qualifications that are endorsed by industry. VET also includes
developing specific industry-related skills through:
- off-the-job learning – at school or with another training provider and
- on-the-job learning – at one or more workplaces.
Students with VET qualifications are well prepared to take on apprenticeships (including
School-Based Apprenticeships), further training and skilled jobs.

What are Riverland Regional VET Programs?
The aim of our Regional VET programs is to provide Year 11 and 12 students in Riverland schools
with increased pathway options through the provision of a wide range of VET choices. Regional
VET programs are hosted by schools and Registered Training Organisations (RTOs) and are
available for students from Riverland schools to enrol in.
A list of Regional VET Programs being offered for 2015 is provided below. For more information on
specific VET programs please contact the VET coordinator.

What are the benefits of choosing VET?
Some of the benefits are:
- gaining a nationally-recognised qualification while completing your SACE
- getting a 'head start' in your chosen career
- making your senior school studies more relevant and interesting
- providing opportunities to learn 'on-the-job' while undertaking workplace learning
- gaining skills and knowledge that employers seek in their employees
- providing pathways into apprenticeships, traineeships, further education or training, and
direct employment.

How will doing a VET Program contribute to my SACE?
The recognition arrangements for VET in the SACE enable students to include significant amounts
of VET in their SACE studies. Students can gain recognition for up to 180 SACE credits at Stage 1
and/or Stage 2 for successfully completed VET.
Within these 180 VET assessed credits students must also fulfil the literacy and numeracy
requirements of the SACE. The remaining 20 SACE credits are derived from the Personal Learning
Plan (10 credits) and the Research Project (10 credits). Students can use a vocational context in
completing these subjects (ie can be related to your VET program).
Each course offered as part of our Regional VET Programs provides SACE information relevant to
that particular program (ie number of SACE credits and SACE stage). Please refer to the detailed
information about each program from your VET Coordinator for more information about VET in the
SACE or visit the SACE Board website:

Will I have to pay to participate in a Regional VET Program?
The cost of each course varies. While the school subsidizes the courses, there may still remain a
significant cost to the parent/caregiver. Only the first course chosen by the student is subsidized; 
cost for subsequent courses are the responsibility of the students and parent/caregiver. The school
will contribute 80% of the cost of the training up to a maximum of $500. Parents will need to pay for
the residue of the training costs plus any extra cost associated with the course (e.g. safety
equipment, ID card, materials). If you have any queries regarding financial assistance then please
contact Elizabeth Golding.
If a student fails to complete a course to a passing standard (for example: because of poor
attendance or lack of commitment) the parent/caregiver will be asked to refund the schools
contribution.
The Training Guarantee for SACE Students (TGSS) scheme can help put students on a rewarding
vocational career and jobs pathway. The scheme enables SACE students to undertake VET
training at an approved Registered Training Organisation (RTO) in qualifications that are prescribed by the Department of Further Education, Employment, Science and Technology (DFEEST), and guarantee them a training place after completing SACE to finish the qualification they have started. Training at Certificate II level is fee-free. There are some fees for Certificate III and higher qualifications. You will have to pay for personal items such as tools, clothing and materials for your training.

To be eligible for the Training Guarantee, students must:
- Be 16 years of age or older and be enrolled in SACE
- Already doing (or have completed) VET or work placement that is related to your pathway
- Participate in relevant work placement – at least 140 hours
- Intend to complete the Certificate III (or higher) in the year after finishing SACE
- Be clearly intending to pursue a vocational career related to the qualification.

For more information on TGSS, see the VET Coordinator.

How will I travel to my VET program?
Many of the courses take place in towns around the Riverland. Transport to all VET programs is provided by a bus which departs from the Recreation Centre car park each Thursday morning at 8am. The bus returns at 5pm. All students are expected to catch the bus. Any exceptions to this MUST be approved by the school.

Will doing a VET program affect my other subjects?
Your VET course is counted as a school subject and should be treated as such; however some students may miss lessons for other subjects while at their VET program. This will depend upon your timetable, the VET program you are enrolled in, and the number of other subjects you are studying at School. You will need to be well organised and prepared to catch up with any work missed by working closely with your subject teachers and VET Coordinator.

What other SACE subjects could I study that are relevant to my VET program?
One SACE Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices (Stage Two), as this can be related to your VET program. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject. See your school’s Curriculum Handbook for other subjects that your school offers that may relate to your chosen VET program.

Will I need to do some workplace learning as part of my VET program?
Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills.

The Department of Education and Child Development (DECD) provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:
- Occupational Health and Safety (OHS) in the workplace
- insurance arrangements and implications
- equal opportunity and harassment in the workplace
- child protection
- Specific requirements of the workplace provider.

Before participating in workplace learning, you will also need to complete a Workplace Learning Agreement Form from School, and ensure that it is signed by all parties (student, parent/caregiver, work placement provider and Principal). Please see your Home School VET Coordinator for a copy of your school’s Workplace Learning Agreement Form.

What Regional VET Programs can I enrol in for 2016?
Below is a current list of the programs offered for 2016.

The program information following was correct at the time of printing. There is also a possibility that new programs will be added. It is not guaranteed that all programs will run, as formation of classes is based on viable numbers of students selecting programs.
VET Programs

Please note the following courses are subject to change:

Community Services Pathway

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<th>Stage Two</th>
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<td>Cert III in Children’s Services</td>
<td>Diploma in Children’s Services</td>
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<tr>
<td>Cert III in Aged Care/Disability</td>
<td>Cert IV in Aged Care/Disability</td>
</tr>
<tr>
<td>Cert III in Children’s Services</td>
<td>Cert III in Aged Care/Disability</td>
</tr>
</tbody>
</table>

Children’s Services

Certificate III in Children’s Services  
Course Length: 1 Year Approx.  
SACE Credits: 70 (Stage One or Two)  
Students study Cert III in Children’s Services, which can lead to employment in pre-school and childcare centres. Diploma will be offered the following year. The career options are endless: Nanny, Child Care assistant, Family Day Care Worker. Students are also required to undertake 140 hours of work placement.

Diploma of Children’s Services  
Course Length: 1 Year Approx.  
SACE Credits: -  
(Stage Two – must complete Certificate III)  
This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. This course can lead to a direct entry to Early Childhood Education at some Universities. Students are also required to undertake 140 hours of work placement.

Nursing (Aged and Disability Care)

Certificate III in Aged Care & Disability  
Course Length: 1 Year Approx.  
SACE Credits: 70 (Stage One or Two)  
Students study a Cert III in Aged Care. This allows students to gain employment in the aged care industry and can be used as a prerequisite for study as an Enrolled Nurse. There is also opportunity to undertake a Cert IV the following year. Students are also required to undertake 140 hours of work placement.

Certificate IV in Aged Care  
Course Length: 1 Year Approx.  
SACE Credits: -  
(Stage Two – must complete Certificate III)  
Students in these occupational groups work in residential facilities and carry out activities related to the maintenance of an individual's wellbeing through personal care and/or other activities of living. These workers may provide services to individuals with complex needs, and/or work with groups of older people. Work may include training and support to promote independence and community participation. The course can lead to direct entry to Registered Nursing at some Universities. Students are also required to undertake 140 hours of work placement.
Hospitality Pathway
Stage One
- Certificate II in Kitchen Operations
- Certificate III in Hospitality

Stage Two
- Certificate III in Commercial Cookery
- Certificate III in Hospitality

Kitchen Operations
Course Length: 1 Year Approx.
SACE Credits: 55
Certificate II in Kitchen Operations. Students study an intensive course to complete their certificate. This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. Certificate III in Commercial Cookery is an option for students in the following year. Students are required to do 140 hours of workplace learning (work experience).

Commercial Cookery (Certificate III)
Course Length: 1 Year Approx.
SACE Credits: 70
This qualification reflects the role of commercial cooks who use a wide range of cookery skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members

Hospitality (Certificate III)
Course Length: 1 Year Approx.
SACE Credits: 50
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs cafes and coffee shops. It provides options for specialisation in areas such as food and beverage attendant, espresso coffee machine operator, restaurant host, bartender & waiter

Construction Pathway
Stage One
- Certificate II Carpenter

Stage Two
- Competences of a Certificate III in Carpentry

Certificate II Doorways to Construction
Course Length: 1 Year Approx.
SACE Credits: 50
This covers a wide range of skills ranging from paving, brick and cement work and many other construction forms. It leads to a Year 12 course called Construction Certificate, which includes Cert III Competencies.

Certificate III in Carpentry
Course Length: 1 Year Approx.
SACE Credits: 40
Competencies for Certificate III in Carpentry: This qualification puts student on a strong pathway toward a trade outcome in carpentry, covering work in residential and commercial applications.
**Engineering/Automotive Pathways**  

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<th>Stage One</th>
<th>Stage Two</th>
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<tbody>
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<td>Certificate II in Automotive</td>
<td>Competences of a Certificate III in Automotive</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>Competences of a Certificate III in Engineering</td>
</tr>
</tbody>
</table>

**Multi-Trades (Automotive/Engineering)**  
Course Length 1 or 2 Years Approx.  
SACE Credits: 70/year

Students undertake units from Cert II or III in the following Trade areas: Mechanical (Workshop machinery and power tools), Fabrication (Welding) Automotive (Servicing of batteries, engines, operations). This program takes place at the Berri TAFE and can be continued in Year 12.

**Electrical Pathway**  

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<tr>
<th>Stage One</th>
<th>Stage Two</th>
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</thead>
<tbody>
<tr>
<td>Certificate II in Electronics</td>
<td>Competences of a Certificate III in Electronics</td>
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</tbody>
</table>

**Electronics (Certificate II)**  
Course Length: 3 Semesters Approx.  
SACE Credits: 60

The first stage of Electro-tech will take place at Waikerie High School in Semester 1. The second stage will take place at Berri TAFE, starting in Semester 2 and continuing in Year 12. This course is a good foundation for both electrical and electronics.

**Hair/Beauty Pathway**  

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<td>Pathways to Certificate III in Hairdressing</td>
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<tr>
<td></td>
<td>Certificate III in Beauty Services</td>
</tr>
</tbody>
</table>

**Cert II in Hairdressing**  
Course Length: 1 Year Approx.  
SACE Credits: 50

Students have the opportunity to study to Certificate II level. This is an ideal background for anyone wishing to gain an apprenticeship as a hairdresser.

**Pathways to Certificate III in Hairdressing**  
Course Length: 1 Semester Approx.  
SACE Credits: 25

This will take you another step closer to your hairdressing apprenticeship. Certificate III in Hairdressing is a very expansive qualification with 32 subjects. With this course and the units that transfer from your Certificate II in Hairdressing you will be almost half way through your qualification. This is a bonus to employers as you will have already almost completed half of your...
off-the-job training once completing this course. During ‘pathways’ you will develop the skills to be able to provide service and advise to clients with all the fundamentals of styling, including long hair styling, thermal and creative styling. You will also develop your skills and knowledge in hairdressing science and treating hair and scalp conditions.

**Certificate III in Beauty Services** (after completion of Certificate II Retail, Make-up and Skincare)

*Course Length 1 Year Approx.*

SACE Credits: 35

Develop the skills to begin your career in the beauty services industry. You will develop your skills knowledge in customer advice and service, providing camouflage make up and/or nail technology, waxing, lash and brow treatments, manicure and pedicure treatments, skin biology, along with demonstrating and advising on services and retail skincare. This is a fantastic opportunity to leave school with an ATAR and a Certificate III level qualification.

**Production Pathway**

**Stage One**

Certificate II in Horticulture

**Stage Two**

Rural Operations (Certificate III)

**Horticulture**

SACE Credits: 40

**Rural Operations**

SACE Credits: 40

To be studied at Renmark in the Farm Management Centre. In Year 11 students are offered Primary Industries Certificate II in Horticulture, and in Year 12 Cert III. Students study aspects of soils, water and crops and in Year 12 operate tractors, machinery maintenance, and irrigation systems.

**Completed Certificate III Courses (can be completed at Stage 1 & 2)**

**Advanced Engineering CAD/CAM**

SACE Credits: 40

Course Length: 1 Year Approx.

It provides a starting point for a career as a technician in the manufacturing, engineering and related industry areas, the skills outcome will enable the student to be involved in Computer Aided Drafting (CAD) and Design including the use of (CNC) Computer Controlled equipment.

**Animal Care**

SACE Credits: 60

Course Length: 1 Year Approx.

Completed Certificate III offered through Cert III in Rural Operations (Animal Care & Husbandry)

**Business**

SACE Credits: 70

Course Length: 1 Year Approx.

Students will complete all competencies making up this Certificate III qualification by attending training each Thursday for the whole school year. Examples of job roles include Administration Assistant, Clerical worker, Data entry operator, Information desk clerk, Office junior, Receptionist.

**Media**

SACE Credits: 60

Course Length: 1 Year Approx.

Entry level qualification for those looking to enter the creative digital media industry. This course is designed to provide an introduction to media-related industries obtaining skills in a variety of digital media software. This is a highly practical course using real-world scenarios.
Fitness
SACE Credits: 60
Certificate III in Fitness, this qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities.

Information Technology
SACE Credits: 70
A completed Certificate III is offered, which will provide the skills and knowledge in introductory ICT technical functions.

Completed Certificate II Courses (Stage One only)
Winery Operations
SACE Credits: TBA
Offers technical training in laboratory operations across a range of industries including Wine Making. Students will be equipped with the skills and the basic underpinning knowledge to safely handle chemicals, use basic laboratory equipment, follow procedures and perform other duties within a laboratory-related workplace. Possible employment outcomes include: laboratory assistants, instrument operators and similar positions.
AUSTRALIAN SCHOOL BASED APRENTICESHIP
ASBA - SCHOOL-BASED APPRENTICESHIPS

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

What are the benefits of undertaking a School Based Apprenticeship or Traineeship?
- Getting a head start in your chosen job without competing with the rest of the school leavers in the State
- Earning credits as part of your training which accrue towards your SACE
- Starting to complete time off of your contract of training term
- Starting your career and earning money while you are still at school
- Working towards or gaining a nationally-recognised qualification
- Gaining hands-on experience in a career-orientated job
- Having adult responsibility as a member of the workforce.

Does an Australian School-Based Apprentice get paid?
Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian School-Based Apprenticeship take to complete?
If the ASBA is not completed prior to the student completing Year 12, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be 'signed off'. Students commencing a Certificate III or IV (two years plus) generally work part-time while still attending school and continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

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

What are Apprenticeship Brokers?
Apprenticeship Brokers are employed by the Department of Education for Child Development (DECD) as part of the Trade Schools for the Future strategy. Their role is to facilitate School-Based Apprenticeships between students, parents/caregivers, employers, schools and Registered Training Organisations. This involves negotiation of work day(s) or hours at work and a review of students’ individual learning plans for SACE completion. Trade Schools for the Future, Riverland, have two Apprenticeship Brokers (Kerry Woolston and Chris Marks) who work closely with students, school staff and parents/caregivers to connect students with employers to establish School-Based Apprenticeships.

How can I meet with an Apprenticeship Broker?
Year 10, 11 or 12 students can arrange a meeting with an Apprenticeship Broker. Dates and times for interviews are available. Students can contact the school’s VET Coordinator to arrange a meeting.
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