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

Welcome to all those involved in the course selection process for the 2015 school year.

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 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.

Sheralyn Oakey
Principal
Advice to the reader

Before selecting a course of study for the next year there are a number of important steps to follow.

Firstly it is essential that you understand the mechanics of the subject selection process, which is explained in detail. You need to know amongst other things the number of subjects that you must select, the timeline that we are working to, and the people who are involved and can answer your questions.

Secondly, you must familiarise yourself with the requirements of SACE as detailed on the next page. This means learning and understanding certain terminology used to describe the senior school curriculum. In particular you should note the distinction between 10 and 20 credit subjects, and the compulsory and non-compulsory subjects.

Thirdly, you should consider your possible career options such as university entry, TAFE enrolment or employment. This has an important bearing on Stage 2 of SACE. Universities will impose their own criteria for selection purposes. Advice and information on Stage 2 subjects which are acceptable pre-requisites for various tertiary courses (TAS) is available.

Whilst it is acknowledged that many students have not yet clarified their long-term goals, the best advice is that, in thinking about future careers, students (and parents) should bear in mind their current level of performance and choose a realistic career pathway. The subjects that you are currently studying reflect your interest and probably give a good indication of your strengths and weaknesses.

It is unwise to select a course for which the necessary background has not been satisfactorily achieved. SACE is quite demanding in itself without the added stress involved in trying to cope with a course which is too difficult. In some cases your current grades will determine your placement for the next year.

Finally, once you have selected the required number of units check that they fit the SACE curriculum framework.

PLEASE make use of the staff counselling team to get individual advice for you and your parents.

Please note that all ‘SPECIAL REQUIREMENTS/COSTS OF COURSE’ are approximate ONLY and may be subject to change.
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
- receive A-E grades in every Stage 1 and Stage 2 SACE subject
- 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
- Science – 2 Semesters
- Health and Physical Education
- History
- 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 80 credits of SACE Stage 2 subjects where at least 60 credits must be Tertiary Admission Subjects (TAS). The other 20 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 the personal reflection on their process of developing their research project and the outcome produced. Students may choose to count the Research Project towards their ATAR, in which case they will present their reflection as a 1500 word written report.

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 Co-ordinator

Year 8
- Visual Arts (One Term)
- Photography (One Term)

Year 9
- Visual Arts (Semester)
- Photography (Semester)

Year 10
- Multi Arts (Semester 1)
- Multi Arts (Semester 2)
- Design 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

Music
- Music (One Term)
- Music
  (Semester)
- Music
  (Semester)
- Music A
  - 10 credits
- Music B
  - 10 credits
- Music (TAS)
  - 20 credits

Drama
- Drama (One Term)
- Drama
  (Semester)
- Drama
  (Semester)
- Drama
  - 10 credits
- Drama (TAS)
  - 20 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 A 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.

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.
ENGLISH – For further information please contact the English Co-ordinator

Year 8

- English General (Full Year)

Year 9

- English General (Full Year)

Year 10

- English General (Full Year)

Year 11

- English A Semester 10 credits
- English B Semester 10 credits
- English Pathways A Semester 10 credits
- English Pathways B Semester 10 credits
- Literacy for Work and Community Life A Semester 10 credits

Year 12

- English Studies TAS 20 credits
- English Communications TAS 20 credits
- English Pathways TAS 20 credits
  (This course will not be run at Yr12 level until 2016)

- Literacy for Work and Community Life B Semester 10 credits
ENGLISH

GENERAL ENGLISH

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 designed to promote personal growth and the development and extension of all English skills: reading, writing, listening, speaking, participating and viewing.

ASSESSMENT: All aspects of the course are assessed, e.g., 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: This course focuses on a range of different text types and seeks to improve students' communication skills.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis, Text Production and Extended Study. (Students select one of three options.) Students' work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Analysis, Application, and Communication.

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 and deals with contemporary themes by examining a range of text types.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis, Text Production and Extended Study. (Students select one of three options.) Students' work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Analysis, Application, and Communication.

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

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: This subject is designed to develop students’ confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students entering this course will be required to write for a range of purposes and for a variety of audiences. Students will also consider a variety of modern texts including media, prose, and visual texts and will respond to these in thoughtful and critical ways.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English Pathways through the following assessment types: Text Analysis and Text Production. Students’ work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Analysis, Application and Communication.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

ENGLISH PATHWAYS – B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Successful completion of English Pathways A.

CONTENT: This subject is designed to develop students’ confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students entering this course will be required to write for a range of purposes and for a variety of audiences. Students will also consider a variety of modern texts including media, prose, and visual texts and will respond to these in thoughtful and critical ways.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English Pathways through the following assessment types: Text Analysis and Text Production. Students’ work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Analysis, Application and Communication.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
LITERACY FOR WORK AND COMMUNITY LIFE - A

YEAR LEVEL: 11       LENGTH OF SUBJECT: Semester       10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: This subject is designed to enable students to build their knowledge of the English language as a system, and to consolidate and expand their literacy skills. This subject is intended primarily for those students who, through their personal learning plans, have identified literacy skills as an area for development. This subject engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts and build the knowledge and skills to produce their own texts. The course also enables students to develop the spoken and written language skills to interact effectively with others in their learning, work, and community life.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis and Text Production. Students’ work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Application, and Communication.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

LITERACY FOR WORK AND COMMUNITY LIFE - B

YEAR LEVEL: 11       LENGTH OF SUBJECT: Semester       10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: This subject is designed to enable students to build their knowledge of the English language as a system, and to consolidate and expand their literacy skills. This subject is intended primarily for those students who, through their personal learning plans, have identified literacy skills as an area for development. This subject engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts and build the knowledge and skills to produce their own texts. The course also enables students to develop the spoken and written language skills to interact effectively with others in their learning, work, and community life.

ASSESSMENT: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Text Analysis and Text Production. Students’ work will be graded from A to E and assessed against Performance Standards which describe achievement, in detail, under the sub-headings of Knowledge and Understanding, Application, and Communication.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
ENGLISH COMMUNICATIONS - (TAS)

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

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

CONTENT: This subject focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communication between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

ASSESSMENT: A writing folio, assignments, oral presentations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH STUDIES – (TAS)

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

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

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

ASSESSMENT: This is based equally upon the quality of work produced during the year, results attained at the end of year examination and the submission of the Individual Study.

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

Year 8

HPE General (Full Year)

Year 9

HPE (Semester)

PE Specialist (Semester)

Year 10

PE Specialist (Semester)

HPE (Semester)

Year 11

Physical Education 1
10 credits

Physical Education 2
10 credits

Year 12

Physical Education
TAS
20 credits

Physical Education
10 credits

Food and Hospitality
20 credits

Food and Hospitality
10 credits

Home Economics
10 credits

Home Economics
20 credits

Child Studies
10 credits

Home Economics
(Semester)

Home Economics
(Semester)

Food and Hospitality
(Semester)

Child Studies
(Semester)
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: Students develop skills in the recreational activities of Fitness, Volleyball, Badminton, Golf, Archery, and Table Tennis. Lifestyle and sports specific knowledge are expanded and study of Sexual Health and Relationships is undertaken.

ASSESSMENT: Participation and involvement, skill development, group working skills in conjunction with knowledge of facts assessed through assignments, tests, presentations and check lists.

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, water polo, athletics, basketball, soccer, 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 Basic Physiology, Fitness components, Sports Injuries 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 HPE or 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 one major practical (kayaking) and two minor practicals (bushwalking 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, assignments, tests and laboratories.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The unit includes a three-day camp at a cost of approximately $25. Kayaking unit is conducted at the riverfront.

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 Croquet, 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 written assignments.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

FOOD AND HOSPITALITY

YEAR LEVEL: 11  
LENGTH OF SUBJECT: Semester  
10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Health and Physical Education or 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.
CHILD STUDIES

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Year 10 Health and Physical Education with a positive approach to the study of health and human development.

CONTENT: This subject will explore aspects of childbirth, child development, the needs of children, the rights of a child, the value of play, safety for children, the protection of children and the roles of parents, families and caregivers. Students will look at modern issues relating to children. Students will complete a range of practical tasks including: cooking, caring for a simulated baby and making a toy.

ASSESSMENT: Practical's, issues analysis, journal, oral presentation photo story and group work.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

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 Co-ordinator

Year 8
- History (Semester)
- Geography (Semester)

Year 9
- History (Semester)
- Geography (Semester)

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

Year 11
- Modern History (Semester)
  - 10 credits
- Tourism (Semester)
  - 10 credits
- Geography (Semester)
  - 10 credits

Year 12
- Modern History TAS
  - 20 credits
- Tourism TAS
  - 20 credits
- Geography 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: This subject seeks to promote interest in world history, as well as preparing students for Year 12 History. This course aims to develop an understanding and appreciation of a variety of cultures, and of the human experience.

Specifically, the unit examines the following topics:

Nazi Germany – Investigates the reasons for the rise to power of Adolf Hitler and examines the nature of Nazi Germany.

The Jewish Holocaust – This confronting topic will enable students to gain experience of human actions of the very worst kind, whilst at the same time learning to appreciate the freedoms and rights we are lucky to have in Australia.

History and Film – This entertaining and innovative topic prepares students for Year 12 History, whilst at the same time giving students an insight into history through film, and teach students to analyse films for their accuracy of content.

Please note: Changes may be negotiated to the above topics, dependent on student interest and the availability of resources.

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/COST 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.

TOURISM

YEAR LEVEL: 11       LENGTH OF SUBJECT: Semester 10 credits

PREFERRED BACKGROUND: No Pre-requisites.

CONTENT: This course focuses on the nature and value of tourism, tourism’s impact on natural and human environments, and the costs, benefits and opportunities of tourism activities. Students will also have the opportunity to learn about the tourism industry and career paths available in tourism. It may be possible that practical skills and vocational programs are incorporated into the course.

ASSESSMENT: A range of assessment tasks including written and oral reports, examination of case studies, fieldwork and a research assignment.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A camp as well as local excursions may become a requirement of the course.
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 $20.

TOURISM - (TAS)

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

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The following four themes need to be studied: Operations and Structures of the Tourism Industry, Travellers’ Perceptions and the Interaction of Host Community and Visitor, Planning for and Managing Sustainable Tourism and Evaluating the Nature of Work in the Tourism Industry. In addition, three of the following topics will be covered: Applications of Technology in Tourism, Marketing Tourism, The Economics of Tourism, Responsible Travel, Indigenous People and Tourism, Management Issues in Local Area, Tourism, Managing the Impacts of Tourism and The Role of Governments and Organizations in Tourism.

ASSESSMENT: There are four assessment components that will be covered during the year. Folio, Practical Activity, Investigation and Exam. From these, seven summative assessment tasks need to be completed.

SPECIAL REQUIREMENTS/COST OF COURSE: An intrastate or interstate camp will be incorporated within the course as well as at least one one-day trip to a location such as Granite Island, St. Kilda, and Adelaide. Costing approximately $50.

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
Year 8: Spanish
Year 9: Spanish
Year 10: Spanish A
Year 10: Spanish B
Year 11: Stage 1 Spanish (20 Credits)
Year 12: Stage 2 Spanish (20 Credits) (This course will not be run at Yr12 level until 2016)
**LANGUAGE**

**Spanish A**

**YEAR LEVEL:** 10  
**LENGTH OF SUBJECT:** Semester  
**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  
**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  
**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 Co-ordinator

Year 8
- Mathematics (Full Year)
- Pre Mathematical Studies
- Pre Mathematical Applications
- Pre Numeracy for Work and Community Life

Year 9
- Pre Mathematical Studies

Year 10
- Pre Mathematical Studies

Year 11
- Mathematical Studies A 10 credits
- Mathematical Studies B 10 credits
- Specialist Mathematics 10 credits

Year 12
- Mathematical Studies TAS 20 credits
- Specialist Mathematics TAS 20 credits
- Mathematical Applications TAS 20 credits
- Mathematical Pathways - Trade Mathematics A 10 credits
- Mathematical Pathways - Trade Mathematics B 10 credits
MATHEMATICS

PRE MATHEMATICAL STUDIES

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 Tasks, Folio.

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

PRE MATHEMATICAL APPLICATIONS

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

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

CONTENT: This course continues the skills taught in Year 9, particularly basic skills and operations without calculators. Students continue to be exposed to more open ended problems, which aims to enhance problem solving skills and abstract thinking in readiness 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 Tasks, Folio.

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

PRE NUMERACY FOR WORK AND COMMUNITY LIFE

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

PREFERRED BACKGROUND: Attempted completion of Year 9 Mathematics.

CONTENT: This course continues the skills taught in Year 9 (basic maths skills, problem solving and use of technology). Students will continue to concentrate on improving their numeracy skills, with and without calculators in preparedness for work and life outside of school. This will be done through hands-on tasks. They will also get the chance to complete their one compulsory SACE unit of senior Mathematics in Semester 2. This will be done through the topics: ‘Functions and Graphs’, ‘Measurement and Geometry’, Number and Algebra’ and ‘Statistics & Probability’.

ASSESSMENT: Skills and Application Tasks, Folio.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Scientific calculator approximately $25 (compulsory) Geoliner approximately $0.90 and Compass approximately $1.10.
MATHEMATICAL PATHWAYS – TRADE MATHEMATICS A

CORE SKILLS

YEAR LEVEL: 11    LENGTH OF SUBJECT: Semester   10 credits

PREFERRED BACKGROUND: Completion of one semester of Year 10 Mathematics.

CONTENT: This course is designed to help students successfully pass the ‘pre-apprenticeship’ tests which require 80% or better as well as preparing them for a chosen trade. This course covers: Mathematical Literacy, Basic Skills, Measurement, and their applications to real life problems. It is also designed to compliment the School Based Apprenticeships and combines hands on tasks.

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

Please note: students must achieve pass levels of 80% for all assessment tasks if they are contemplating a trade (Industry Standards). NO calculator will be used for a majority of the assessment components or work books.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Travel expenses - approximately $20 and a basic calculator – approximately $5 or Scientific calculator - approximately $25.

MATHEMATICAL PATHWAYS – TRADE MATHEMATICS B

TRADE SPECIFIC

YEAR LEVEL: 11    LENGTH OF SUBJECT: Semester   10 credits

PREFERRED BACKGROUND: Successful completion of Semester 1 Mathematical Pathways A.

CONTENT: Students will begin to look at a variety of trades in terms of their respective Mathematical and Literacy requirements, with hands on tasks.

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

Please note: students must achieve pass levels of 80% for all assessment tasks if they are contemplating a trade (Industry Standards). NO calculator will be used for a majority of the assessment components or work books.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The purchase of Pre-apprenticeship work booklet - $25 and a basic calculator – approximately $5 or Scientific calculator - approximately $25.

MATHEMATICAL STUDIES A

YEAR LEVEL: 11    LENGTH OF SUBJECT: Semester   10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Accelerated Mathematics.


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

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

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Pre Mathematics Studies 1.

CONTENT: Study of Functions and Graphs, Quadratics and other polynomials.

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

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

SPECIALIST MATHEMATICS

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Year 10 Accelerated Mathematics + Mathematical Studies A (Semester 1) and (Semester 2).


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

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

MATHEMATICAL APPLICATIONS A

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: At least one semester of Mathematics at Year 10.

CONTENT: Topic 1: Earning, Spending and Budgeting, Topic 2: Savings and Borrowing.

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

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

MATHEMATICAL APPLICATIONS B

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: At least one semester of Mathematics at Year 10.


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

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

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

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


ASSESSMENT: Skills and Assessment Tasks (Tests and Exam), Folio (Investigation/Project), (a total of eight hours work).

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.

MATHEMATICAL APPLICATIONS (TAS)

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

PREFERRED BACKGROUND: At least two semesters of Stage 1 Mathematics (Mathematical Applications A and B) or Mathematical Studies A and B.


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

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 Co-ordinator
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). Students will also use the scientific method to complete an in-depth investigation of their own choosing to be entered into the state PICSE Science competition.

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: Soils - irrigation, salinity, Chemicals in agriculture, Vegetable production, Sustainable agriculture and agricultural issues and Citrus Studies.

ASSESSMENT: Skills and Assessment Tasks (Tests), Folio (Research and Practical Investigations).

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.


ASSESSMENT: Skills and Assessment Tasks (Tests), Folio (Research and Practical Investigations).

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 fieldwork 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: $5 for a local excursion.

BIOLOGY 2

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; ‘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: $5 for a local excursion.
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. The major practical activity focuses on beer brewing using fermentation and collection of a product using distillation.

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: A course providing background to Year 12 Agricultural Studies. 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 may involve a work placement on a horticulture or related support industry work site enterprise if the “Rural Track” course is selected.
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, genetic 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.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

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.

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 Science.

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.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Biology Student Workbook and Practical Manual, Essentials Test and Exam Pack, with a combined total cost of approximately $70.
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.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Two study guides – Essential Chemistry Workbook, Essentials Test and Exam Pack with a combined total cost of approximately $70. Excursion to CSIRO Education centre approximately $20.

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.

CONTENT: A school assessed subject based on the following areas: Animal Management, Sheep, Soils, Viticulture, Horticulture.

ASSESSMENT: Practical Skills, Skills and Application Tasks (Tests and Assignments), External component – Case Study Investigations.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.
TECHNOLOGY SUBJECTS
TECHNOLOGY – For further information please contact the Technology Co-ordinator

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: Year 9 Woodwork is highly desirable.

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

ASSESSMENT: Practical skill assessment tasks, design and written assessment 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.

ROBOTICS/IT

YEAR LEVEL: 10      LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: A successful completion of Year 9 Science and Year 9 Multimedia and Information Technology.

CONTENT: An introduction to the field of Robotics using “Lego Robolab”. This will be a hands-on subject where students will learn the programming and technology skills of constructing and controlling various types of robots. Students will also be introduced to computer programming to manipulate systems.

ASSESSMENT: Skills and assessment Tasks, Folio (Research and program development).

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.
AUTOMOTIVE

YEAR LEVEL: 10  LENGTH OF SUBJECT: 1 Semester

PREFERRED BACKGROUND: This course is a basic course suited to those who know very little about motor vehicles. Students with a good background of Auto from home should start Auto at Year 11.

CONTENT: Safety. Basic knowledge eg. identification of components, Systems, Basic maintenance eg. under bonnet, outside and inside the car, Car care eg. detailing, washing, polishing, Issues eg. driver inexperience, peer pressure, speeding, drugs, unlicensed driving, Practical tasks eg. changing a wheel, checking fluids.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE – Nil.

METALWORK

YEAR LEVEL: 10  LENGTH OF SUBJECT: 1 Semester

PREFERRED BACKGROUND: Year 9 Metalwork is highly desirable.

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

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.

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. 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.

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: 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.

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: 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.
AUTOMOTIVE MECHANICS

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: No Pre-requisites.

CONTENT: Students complete a series of tasks relating to basic engine knowledge, mechanical procedures, an automotive design task and an assignment relating to the use of workshop manuals. Students will dismantle and re-assemble a Honda stationary engine.

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: The basic school fee covers consumable items such as gaskets, fuel, oil and filters etc.

METALWORK

YEAR LEVEL: 11  LENGTH OF SUBJECT: Semester  10 credits

PREFERRED BACKGROUND: Students must have previous experience in Metalwork at Year 9 or 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. Most students build a project similar to a bar clamp. A choice of project to be designed and built as a summative task.

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: Must have completed at least Year 10 Woodwork to enrol in this course.

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. Three assessed tasks are stipulated by the SACE Board, these involve researching, designing and manufacturing an article of furniture. These tasks are based upon practical skills.

ASSESSMENT: Student achievement is assessed on three summative tasks. 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: 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 - (TAS) (MATERIALS)

YEAR LEVEL: 12  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 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 and computer controlled lathes are used in the course. Three 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 three summative tasks. 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 2015?**

Below is a current list of the programs offered for 2015.

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 Offered for 2015

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AUSTRALIAN SCHOOL BASED APRENTICESHIPS
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 (e.g. 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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