Pathways To The Future

Senior Years

Handbook, 2014
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SENIOR SECONDARY EDUCATION
AT
JOHN PIRIE SECONDARY SCHOOL

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INTRODUCTION TO SENIOR SECONDARY EDUCATION

PATHWAYS TO THE FUTURE
Welcome to Senior Secondary studies at John Pirie Secondary School. This handbook contains information for students and parents/caregivers about the senior school programs offered at John Pirie Secondary School. It is designed to be the link between students and parent/caregivers and the services provided by the school through Student Counsellors, Career Advisory Programs, the Senior School Management Team and teachers.

Catering for Individual Needs and Interests
The Senior School curriculum provides Years 10, 11 and 12 programs of flexible, relevant learning. The courses allow students to develop pathways and skills for the future. Each student can meet their individual needs through a program, which will be negotiated through the services of Student Counsellors, Career Advisory Programs and Year Level Coordinators.

Students are encouraged to consider their future beyond the school and it is advisable to keep open as many options as possible and for as long as possible.

To cater for individual needs students at John Pirie Secondary School can choose pathways which:
- Focus on face-to-face teaching.
- Provide an extended choice of subjects through the use of the resources of the Open Access College.
  This will be done to support students who have not gained subject choices due to insufficient numbers.
- Students wishing to study Open Access subjects outside of our normal offerings will need to negotiate these enrolments.
- Develop pathways, which are credited to industry standards.
- Provide flexibility to combine multi level subjects from Pre SACE, Stage 1 and Stage 2 study and part time study.

In selecting appropriate subjects for 2014 and beyond, all students should consider the following steps:

Consider
- Ambitions - your future, career plans, your education
- Capabilities and interests
- Your achievements at school so far
- Information available to you (from teachers, parents, school counsellors etc) about you and your ability

Understand
- The courses available
- Organisation of the school curriculum - choices, pattern etc
- The line structure and availability of courses
- Where courses lead to in the future
- SACE requirements

Read
- What courses and pathways are available
- The course and pathway descriptions
- Where the subjects and pathways lead to in later years

Complete
- Your course selection form for 2014 and think about 2015 where necessary.
- Work with your parents, teachers and counsellors in making your course choices
Plan a Two/Three Year Course
The choices you make for STAGE 1 will affect STAGE 2 choices. Some stage 2 choices will require Stage 1 Pre-Requisites.

Remember, before choosing subjects, you must consider:
- What employment/study areas are you interested in?
- What are the qualifications necessary to gain that employment or Post Secondary Course? (Have you checked with the Job Guide, Tertiary Institutions’ Handbooks etc?)
- Have you gained the prerequisites at Year 10 or Stage 1 including teacher recommendations to proceed to further study?
- Have you gained the pre-requisites (if any) at Stage 2 to proceed to Tertiary study?

SOURCES OF HELP AND INFORMATION

Where can you get specific information?
Students are advised to seek information and advice from:
- Student counsellors
- Personal Learning Plan Teachers
- Workplace Practices teachers
- Subject teachers

There is a great deal of information on the Internet and students are encouraged to search it for relevant details.

Careers / Employment Websites
www.jobsearch.gov.au/joboutlook
www.futurefinder.com.au
www.myfuture.edu.au

University Websites
Adelaide University  www.adelaide.edu.au
Flinders University of South Australia  www.flinders.edu.au
University Of South Australia (UNI SA)  www.unisa.edu.au

For details about the selection process in TAFE
www.tafe.sa.gov.au

For interstate universities and information regarding university and TAFE entrance refer to the SATAC guide
www.satac.edu.au

For information on South Australian Certificate Education (SACE)
www.saceboard.sa.edu.au
YEAR 10 2014 – Pre SACE

Year 10 students are beginning the transition from middle schooling to senior secondary education. While the curriculum at Year 10 is still very general, students are encouraged to begin considering their future beyond the school. Students should have some awareness of the career path they may like to take up beyond Year 10, as part of the transition into SACE.

The subject pattern ensures that all students will continue to study subjects from across all 7 learning areas with an option of Language, and that there are increasing opportunities for choice and preferred pathways. Students will study fourteen subjects over the year. (7 subjects in each semester)

<table>
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<tr>
<th>Sem 1</th>
<th>Maths</th>
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<td>Literary Studies</td>
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<td>Sem 2</td>
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Availability of subjects will be based on subject line structure.

Free choice subjects include:

- German
- Food & Hospitality
- P.E.
- Outdoor Education
- Art
- Drama
- Music
- Woodwork
- Metal Work
- Horticulture
- Science & Engineering
- Photography
- Media Studies
- Animal Husbandry
- Health
- Information Processing
SACE Overview

What is the SACE?
The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. By completing the SACE, students prepare for further learning, work and life, by:
• Building essential skills and knowledge
• Making informed choices about future study and work, based on their strengths and interests
• Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the SACE requirements are awarded the SACE certificate.

What subjects can students study?
For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit: www.sace.sa.edu.au/subjects

How do students get the SACE?
Students gain their SACE in two stages:
• Stage 1, which most students complete in Year 11
• Stage 2, which most students complete in Year 12.

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

Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2.

To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:
• Personal Learning Plan (10 credits at Stage 1)
• Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
• Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2)
• Research Project – an in-depth major project (10 credits at Stage 2)
• Other Stage 2 subjects and/or courses totalling at least 60 credits.

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these, to gain the SACE.

What is the Personal Learning Plan?
The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher. The Personal Learning Plan helps students to:
• Identify strengths and interests
• Set personal and learning goals
• Choose the right SACE subjects and study options for their future plans
• Look at different career paths and choices
• Gain skills for future study and employment – planning and research.

What is the Research Project?
The Research Project is a Stage 2 subject that all SACE students undertake. The subject is worth 10 credits, and students need to achieve a C- grade or higher to achieve their SACE. There are two Research Project options – Research Project A and Research Project B. Research Project B can be included as part of a student’s Australian Tertiary Admission Rank (ATAR).

The Research Project enables students to:
• Undertake in-depth research and study a topic of personal interest
• Develop skills in planning, research, analysis and communication
• Gain experience of tertiary-style study through self-directed learning.

What is VET and how can I do it?
VET stands for Vocational Education and Training. VET gives students skills for work, particularly in the trades and industry. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.
What is community learning?

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh’s Award and the SA Country Fire Service. Program details are updated as new course information becomes available.

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

University and TAFE SA entry

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements.

TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

Details of university and TAFE entry requirements for 2015 onwards will be included in the SATAC booklet Tertiary Entrance 2014, 2015, 2016 to be published by the South Australian Tertiary Admissions Centre in August 2013.

Visit the SATAC website at www.satac.edu.au for more information about tertiary entry. Detailed information about TAFE SA course admission requirements are available at www.tafesa.edu.au

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student’s achievement in a modified subject will be reported as ‘Completed’, with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student’s eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

Students Online

Students Online is a one-stop shop for information about an individual student’s SACE. It can help students:

• plan their SACE and look at different subjects, or subject and course, combinations
• check their progress towards completing the SACE
• access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/students-online

Further information

Visit the SACE website, particularly the Students and Families and Subjects sections. Students are encouraged to read a copy of the Achieve handbook, and to talk with their teachers about their study options.

www.sace.sa.edu.au
SACE PATHWAYS

University Pathway

Industry Pathways Programs & Other Vocational Courses
  - TAFE entry requirements
    - Australian School Based Apprenticeships (ASBA)

Supported Learning Pathway
  - Students on Negotiated Learning Plans (Special Needs)
    - Students with Flexible Learning Plans (FLO)
UNIVERSITY PATHWAY

The Higher Education pathway is designed for students wishing to pursue a diverse range of higher level career and employment opportunities demanding tertiary skills beyond secondary school.

This pathway provides students with the opportunity to select subject patterns that satisfy the prerequisite subject demands of various university courses. Each university has its own specialist areas and every course has a required ATAR.

The University Pathway requires students to possess drive, motivation, organisational skills, and the ability to apply their higher order thinking skills to the theoretical and practical components studied.

STAGE ONE  2014
Please follow Course Planner.

Stage Two  (2014)
All subjects studied need to be recognised tertiary admissions subjects (TAS). Details of TAS subjects are available from the SATAC booklet.

AUSTRALIAN TERTIARY EDUCATION RANK (ATAR)
The ATAR is an indicator of how well a particular student has performed relative to other students who have qualified for an ATAR in the same year. It is calculated from the university aggregate.

Please refer to the SATAC Tertiary Entrance Guide for further information on subject patterns and prerequisites for particular university courses and for examples of University aggregate, ATAR and TAFE SA selection score calculations.
INDUSTRY PATHWAYS PROGRAMS & OTHER VOCATIONAL CERTIFICATE COURSES

Working with local and state industries, TAFE and other Training Organisations John Pirie will offer a range of vocational programs in 2014.

MULTI TRADES – AUTOMOTIVE & ENGINEERING PATHWAYS

A multi trades pathway leading to Metal, Mining or Civil construction sectors. This is a package of compulsory subjects, competency based training and structured workplace learning for students who are planning their first career to be in

- Boiler making, Fitting and Turning
- Metal manufacturing / Construction industry
- Plant /machine operator/fitter in the mining or Civil Construction industry
- Trade crews that use metals including Automotive, Refrigeration and Plumbing

The learning will be undertaken partly at school and partly in TAFE and the workplace. Subjects at school will be across Year 11 and 12 and include Maths, English, Workplace Practices and a restricted number of other subject choices.

Students considering this package will need to make an application and attend an interview.

ALLIED HEALTH PATHWAYS

A pathway leading to work in the nursing allied health and aged care sectors. This is a package of compulsory subjects, competency based training and structured workplace learning for students who are planning their first career to be in

- hospital or aged care nursing,
- working with children,
- working with people with disabilities
- assisting health care professionals.

The learning will be undertaken partly at school and partly in the workplace. Subjects at school will be across Yr 11 and 12 and include Maths, English, Health, Workplace practices and a restricted number of other subject choices.

Students considering this package will need to make an application and attend an interview.

GENERAL CONSTRUCTION PATHWAYS

ABOUT THE PROGRAM
The training package is designed to expand opportunities for students who are considering seeking a career in the building industry with a focus on the wood and carpentry components.

This is a package of compulsory subjects, competency based training and structured workplace learning. It will lead to qualifications and opportunities for students to enter the workforce as an

- Trainee or apprentice in the building and construction, industry
- Trainee or apprentice in carpentry
- Trainee or apprentice in wall and ceiling lining
OTHER VOCATIONAL CERTIFICATE COURSES

Training is done by TAFE, other Registered Training Organisations and trained teachers.

The following Pathway programs contain competency units from industry approved Certificate 1, 2 or 3 packages, or are full certificate courses.

- Kitchen Operations Cert 2 leads to careers in hospitality leading to hospitality industry
- Commercial Cookery Cert 3 leads to a career as a chef and also preparation for the hospitality industry
- Electro Technology leads to the domestic or industrial electrical industry
- Automotive leads to employment in the automotive industry (diesel or light mechanical)

For more information, see detailed program outlines at the end of this booklet.
SUPPORTED LEARNING PATHWAY

STUDENTS ON NEGOTIATED EDUCATION PLANS (Special Needs)

Students on this pathway will undertake an individually tailored course that is designed with special consideration given to the specific needs of the students in this group. This program will allow students to potentially complete their SACE over three years. Students in this group will receive extra support over the course of their SACE. The specific details of the course structure appear under the section headed “SACE for Students with Special Needs”.

STUDENTS WITH FLEXIBLE LEARNING OPTIONS (FLO)

FLO provides flexible ways to support students in their living and learning, and helps them to work out a future pathway for their life.

FLO offers:

Support for living – each FLO student works with their own personal youth worker (also called a ‘case manager’) who will talk to them about what they want to do with their life. Students can discuss with them any difficulties they are experiencing and they will help them to work towards practical solutions, including things such as getting on better with family and friends.

Support for learning – each FLO student learns skills and gets qualifications through interesting, enjoyable and relevant activities. The case manager and teaching staff will work closely with students to work out what skills and qualifications they need. Students are able to get special help with literacy and numeracy if needed, so that they are better able to get the skills for a job and a more successful independent life in the future.

Together with their personal case manager and/or a teacher, students will develop a Flexible Learning and Transition Plan, based on their interests and goals for the future. They will get qualifications for their learning, which will help them to get a job or move into further education and training.

Much of the support work and learning programs are provided outside of school in places like youth organisations, community groups or health agencies. Some of the activities use school or TAFE facilities, or training rooms in other Registered Training Organisations.

Students who may be FLO enrolled in 2014 will be identified through the student Intervention Team and during the subject counselling process.
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<th>Section</th>
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<tr>
<td>Literacy</td>
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<tr>
<td>Numeracy</td>
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<td>70</td>
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<tr>
<td>Stage 2 subjects or courses</td>
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<td>90</td>
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<tr>
<td>Research Project</td>
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<td>100</td>
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<tr>
<td>Additional choices</td>
<td>90</td>
<td>200</td>
</tr>
</tbody>
</table>

To gain the SACE, you must earn 200 credits

- Compulsory Stage 1
- Compulsory Stage 1 and Stage 2
- Compulsory Stage 2
- Choice of subjects and/or courses (Stage 1 and/or 2)

Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.

Students must achieve a grade or equivalent for subjects and/or courses selected.
SUBJECT DESCRIPTORS
THE ARTS

The Arts welcome you to a world of fun, colour, texture, hands-on practical activities, performances, presentation, creativity and experimentation.
Within five dynamic subject areas, students will have the opportunity to design, create, experience and perform arts in a way that will enrich their lives, develop their self-awareness and self-esteem and give them a broader understanding of the world around them.

At John Pirie Secondary School, we offer three distinct Arts subjects …

Drama

Year 10
elective
1 or 2 Semesters

Year 11
1 or 2
Semesters

Music

Year 10
elective
1 Semester

Stage 1
Music Experience
1 Semester
Or
Stage 1 Music Advanced
Semesters

Stage 2
Ensemble
Performance, Solo
Performance
(on recommendation of music teacher)

Visual Arts

Year 10 Elective
Art
1 or 2 Semesters

Stage 1 Visual
Arts – Art or
Design, 1 or 2
Semesters
(Students must have a standard of skills for undertaking this course)

Stage 2
Visual Arts – Art or Design
(2 Semesters)
MUSIC

Stage 1
10 or 20 Credits (1 Semester or full year)

The stage one music program at John Pirie is designed for students who have studied music in middle school and are proficient on an instrument, which may include guitar, drums, or vocals among others.

The music program currently has an emphasis on original song-writing, which works its way into the syllabus.

Music students are encouraged and expected to perform live either for classmates or as a part of live music events that happen throughout the school year.

Course Outline
Students will be assessed on the following:
Ensemble Performance
Solo Performance
Written folio – using sound equipment
Composition Folio – original song writing.

Assessment
Assessment at stage 1 is school based and takes in the assessment items mentioned above.

Future Options: Stage 2 music

Stage 2
Music
Solo Performance 10 Credits
Ensemble Performance 10 Credits

The Stage 2 music program at John Pirie is a practical skills-based course designed for experienced musicians who have studied music in middle school.

Two music subjects are offered at Stage 2: Solo Performance and Ensemble Performance.

In both subjects, students are required to build a repertoire of 20 minutes of material which they present through the year and also in front of SACE moderators at the year’s end.

Performances are also filmed and sent to Adelaide for cross-marking.

People considering this course need to be both proficient at an instrument and willing to perform in front of a public audiences.
VISUAL ARTS (Semester 1)
Pre SACE Year 10

Prerequisites
Nil

Course Outline
Students will practise and refine their skills in 2D and 3D media. Practical works include a variety of skills and techniques across painting, drawing, design, ceramics and printmaking. Students will also learn how to analyse artworks and will be exposed to historical and contemporary works of art.

Assessment
Students will complete a number of art works, homework tasks and some written work. They will be required to demonstrate competent levels of art skills refinement, writing skills, research and analysis.

Written 25% - 30%
Practical 70% - 75%

Future Options:
SACE Stage 1: Art, Design
SACE Stage 2: Visual Arts – Art, Design
VISUAL ARTS –(Art or Design Semester2)
Pre SACE Year 10

Prerequisites
Nil

Course Outline (Visual Arts – Art)
The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work.

Course Outline (Visual Arts – Design)
The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

Assessment
Students will complete a number of assignments, homework tasks and some written work. They will be required to demonstrate competent levels of skill refinement, writing skills, research and creative thinking.

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<th>Written</th>
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<td>Practical</td>
<td>70% - 75%</td>
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Future Options:
SACE Stage 1: Art (2D) SACE
Stage 2: Art

VISUAL ARTS

Introduction
Stage 1 art can be studied as a ten 10 credit single semester course or a 20 credit two semester course. As a full year course, students may study Art only, Ceramics only or a combination of both single units.

If students intend to study Art at Stage 2 level, it is recommended that a full year course be completed at Stage 1 level.

For students who wish to continue on to Stage 2 Visual Art Studies (HESS General subject) it is strongly recommended that they have achieved a satisfactory pass in Stage 1 English as the literacy requirements for this course are substantial.
ART
Stage 1
10 or 20 Credits (1 Semester or full year)

Prerequisites
Students should possess competent observational drawing skills and have successfully completed at least 1 semester of at Year 10 level.

Course Outline
Students will work in a range of traditional and contemporary practical art areas. This course aims to develop student documentation of visual learning. Students are required to complete one 750 word assignment per semester relating their own artworks to other artists that inspired the production of student works.

Assessment
Students are required to meet the course objectives through a series of formative and summative tasks, including a journal of developmental and conceptual ideas, one major artwork and a visual investigation. Practical 70% Theory 30%

Future Options
SACE Stage 2: Visual Arts - Art
Visual Arts - Design

DESIGN
Stage 1
10 or 20 Credits (1 Semester or full year)

Prerequisites
Students should possess competent observational drawing skills and have successfully completed at least 1 semester of at Year 10 level.

Course Outline
Students will work in a range of traditional and contemporary practical design areas. This course aims to develop student documentation of visual learning and design process. Students are required to complete one 750 word study per semester relating their own design work to other designers that inspired the production of student works.

Assessment
Students are required to meet the course objectives through a series of formative and summative tasks, including a journal of developmental and conceptual ideas, one major design work and a visual investigation. Practical 70% Theory 30%

Future Options
SACE Stage 2: Visual Arts - Art
Visual Arts - Design
VISUAL ARTS – Art or Design
Stage 2

Prerequisites
Students must have satisfactorily completed a SACE Stage 1 Art course and possess competent research and writing skills. Students must accept that these courses require a significant time commitment beyond the classroom.

For both a 10-credit subject and a 20-credit subject, with a focus on either art or design, the following three areas of study must be covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

ART
Stage 2
20 Credits

Course Outline
In Visual Arts 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.

Visual Arts – Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

For a 20-credit subject, students should provide evidence of their learning through six assessments, including the external assessment component. Students produce:

- one folio
- two practical works, including a practitioner’s statement for both practical works
- one visual study.

Assessment

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<th>Weighting</th>
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<tr>
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<table>
<thead>
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<th>External Assessment</th>
<th>Weighting</th>
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<td>Visual Study</td>
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DESIGN
Stage 2
20 Credits

Prerequisites
Students must have satisfactorily completed a SACE Stage 1 Art course and possess competent research and writing skills as this is a language rich course. Students must accept that the course requires a significant time commitment beyond the classroom.

Course Outline
Students will develop ideas through the experimentation of media techniques to produce 1 or 2 major pieces. Students may specialise in an area of their choice. This could include Drawing, Print Making, Sculpture, Photography and Mixed Media. Emphasis is based on research, developmental work and concept development.

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

Visual Arts Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

For a **20-credit subject**, students should provide evidence of their learning through six assessments, including the external assessment component. Students produce:
- one folio
- two practical works, including a practitioner’s statement for both practical works
- one visual study

**Visual Arts Practice, Practical Studies**

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Folio</td>
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<tr>
<td>Visual Study</td>
<td>30%</td>
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Drama
Stage 1

Drama may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1.

Prerequisites

Students should possess competent performance skills and a keen interest in the theatrical arts.

Course Outline

Students will engage with the theatrical arts in a variety of ways including through performance and backstage roles and through analysing, interpreting and evaluating a variety of art works. The course aims to develop student understanding of Drama as a means of communication and the processes and modes involved in this.

Assessment

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

- Assessment Type 1: Performance
- Assessment Type 2: Folio
- Assessment Type 3: Investigation and Presentation

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

- one major performance or two minor performances
- at least one investigation and presentation

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

- one major performance or two minor performances
- at least one assessment for the folio
- at least one investigation and presentation

Future Options

Possibility of Stage 2 Drama
CROSS DISCIPLINARY STUDIES

COMMUNITY STUDIES

STAGE 1

10 OR 20 CREDITS (20 credits is gained through the completion of two 10 credit contracts).

Subject Descriptor
To successfully complete this subject students are required to negotiate, plan and take practical community action in the community. At the end they also need to seek feedback from the community and to reflect on the learning they have engaged in.

Students are required to prepare a contract of work to undertake a community activity in one of the following areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

Assessment:
Type 1 – Fulfilment of contract which needs to include evidence of:
- Development of contract
- Folio of work
- A community activity
Type 2 – Reflection on the learning achieved during the fulfilment of the contract

COMMUNITY STUDIES

Stage 2

This a 20 credit subjects but students can choose to do 2 contracts of 10 credits each or 1 contract of 20 credits.

Subject Descriptor
To successfully complete this subject students are required to negotiate, plan and take practical community action in the community. To do this they need to develop challenging and achievable individual goals for the contract of work. At the end they also need to present their activity to the community and seek feedback from the community. For their external assessment students must evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

Students are required to prepare a contract of work to undertake a community activity in one of the following areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
• Environment and the Community
• Foods and the Community
• Health, Recreation, and the Community
• Science and the Community
• Technology and the Community
• Work and the Community.

Assessment
School Assessment (70%)
Assessment Type 1: Contract of Work
  Development of contact
  Folio
  Presentation

External Assessment (30%)
Assessment Type 2: Reflection.
ENGLISH

Introduction
Students in Year 10 and Stage 1 complete a full year of English. Year 10 and Stage 1 English builds on the writing, listening, reading, speaking, viewing and critical literacy skills learnt in Years 8 and 9. In addition it provides students with a transition from the Middle School English Curriculum to the Senior School SACE English Courses.

It is not compulsory to study English at Stage 2. Students must attain a ‘C’ grade or higher in 20 credits of Stage 1 or 2 English in order to meet the SACE Literacy requirement.
PRE SACE YEAR 10 ENGLISH

ENGLISH & LITERATURE
Pre SACE Year 10

Course Outline
This course is designed for students who are avid readers and who enjoy written and spoken activities. The course involves critical and analytical responses to texts in a challenging but supportive environment. The exact nature and structure of the programme is determined by individual teachers based on the interest and abilities of their students. When appropriate, negotiation of content and tasks is encouraged.

Assessment
A range of written, visual and oral assessment tasks is associated with each separate module. When appropriate, students can negotiate individual assessment tasks with teachers.
Areas of study include:
Negotiated study
Formal oral activities
Producing texts
Responding to texts

Future options
SACE Stage 1
- English
- English Pathways
- Literacy for Work and Community Life
- Two Semesters of English from one of these strands is compulsory.

SACE Stage 2:
- English Pathways
- English Communications

ENGLISH
Pre SACE Year 10

Course Outline
This course builds on existing skills and focuses on the exploration of shared and individual texts such as prose - fiction and non fiction, poetry, drama and media, including electronic communications, e.g. e-mail, internet, websites, etc. Students will learn formal essay writing, reading for meaning, oral language development, grammar extension, creative writing and/or writing for a purpose and information technology. The exact nature and structure of the programme is determined by individual teachers based on the interest and abilities of their students. When appropriate, negotiation of content and tasks is encouraged.

Assessment
A range of written, visual and oral assessment tasks is associated with each separate module. When appropriate, students can negotiate individual assessment tasks with teachers.
Areas of study include:
Negotiated study
Formal oral activities
Producing texts
Responding to texts
Future options
SACE Stage 1: English Pathways
Literacy for Work and Community Life
Two Semesters of English from one of these strands is compulsory.
SACE Stage 2: English Pathways
English Communications

LITERACY FOR WORK AND COMMUNITY LIFE
Pre SACE Year 10

Course Outline
This course is designed for students who wish to practice the essential English skills needed for employment and everyday life.
This course enables students to build their knowledge of the English language and expand their literacy skills.

The exact nature and structure of the programme is determined by individual teachers based on the interest and abilities of their students. When appropriate, negotiation of content and tasks is encouraged.

Assessment
A range of written, visual and oral assessment tasks is associated with each separate module. When appropriate, students can negotiate individual assessment tasks with teachers.
Areas of study include:
• Producing texts
• Responding to texts
• Formal oral activities
• Negotiated study
An emphasis will be on:
• Literacy for work
• Literacy for daily life
• Literacy for leisure.

Future Options
SACE Stage 1: English Pathways
Literacy for Work and Community Life.
STAGE 1 ENGLISH

ENGLISH
Stage 1
10 or 20 Credits

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

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

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and develop skills in analysis in responding to these texts.

Producing texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Extended Study
Students complete one of the extended study options:

- Option 1: Language Study
- Option 2: Connected Texts Study
- Option 3: Student-negotiated Study

Option 1: Language Study
Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

Option 2: Connected Texts Study
Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

Option 3: Student-negotiated Study
Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

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
- Extended Study (students select one of three options)
ENGLISH PATHWAYS
Stage 1
10 or 20 Credits

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students. It corresponds with the Stage 2 English Pathways subject.

In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities.

Stage 1 English Pathways can be studied as a 10-credit subject or a 20-credit subject.

Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.

Text Analysis

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing texts

Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

Assessment

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

Text Analysis 50%
Text Production 50%
LITERACY FOR WORK AND COMMUNITY LIFE
Stage 1
10 or 20 Credits

Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Content

The content of this subject is described through:
- Contexts for Study
- Language and Literacy Skills and Strategies.

Contexts for Study
- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- A Negotiated Study.
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analyzing and Responding to Texts.

Assessment

Assessment is school based. Students demonstrate evidence of their through the following assessment types:
- Text Analysis
- Text Production
STAGE 2 ENGLISH

ENGLISH COMMUNICATIONS
Stage 2
20 Credits

Assumed Knowledge
Students should be competent readers and writers and have an interest in all aspects of language. Students must be willing to participate in learning requirements covering communication, responses to texts, text production and oral language tasks, expecting as accepts that the course requires a large time commitment beyond the classroom.

Course Outline
English Communications is designed to provide students with the opportunity to learn about the power of language in society. Students will have the opportunity to explore the role of language as a means of communication and the way that language defines, shapes and reflects relationships between people. Students will examine visual and written communication in their daily lives, in the media, and refine their own critical thinking and communication skills.
In addition students will read, view and respond to a range of texts. Through the study of different text types students will have the opportunity to develop all written and oral language skills, their creativity, their text creation abilities, their competence, knowledge and personal confidence.

English Communications is studied as a unit or two unit sequence. There are compulsory components in each unit, however the externally assessed Writing Folio gives students the opportunity to focus on particular areas of interest and develop the practical skills in those areas.

Assessment
In a two unit sequence there are four components that will be assessed:
1 Communication Study 20%
2 Text Responses 20%
3 Text Production 30%
4 Folio 30%
Assessment components are school assessed however the 2000 word Writing Folio is assessed externally by the SACE Board.
ENGLISH PATHWAYS
Stage 2
20 Credits

Students who complete 20 credits of Stage 2 English Pathways with a C grade or better will meet the literacy requirement of the SACE.

In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively to solve problems.

The focus capabilities of this subject are communication, citizenship, personal development, work and learning.

Content

Text Analysis

Text Production

Students focus on language in a context outside the classroom.

Assessment

Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Text Analysis</td>
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<tr>
<td>Text Production</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td></td>
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<tr>
<td>Language Study</td>
<td>30%</td>
</tr>
</tbody>
</table>
PRE SACE YEAR 10 HEALTH AND PHYSICAL EDUCATION

HEALTH
Pre SACE Year 10
1 Semester

Course Outline
In this course you will identify risks to health in the Australian lifestyle and develop knowledge, skills and attitudes that will enable you to manage the risks encountered in your own life, safely. The course will involve group discussions, practical activities and research assignments. You will increase the level of knowledge you have about your health issues and your ability to communicate and work with others.
Topics covered may include:
1 Self awareness and self esteem – Body Systems
2 Values
3 Communication skills and problem solving
4 Self care (non rescuing behaviour)
5 Brief interventions
6 Sexuality, Drug Education
7 Health and Lifestyles
8 Nutrition and Fitness

Assessment
Participation, skill development, journal writing, research assignments, presenting to others and practical involvement.

Future Options
SACE Stage 1: Health
SACE Stage 2: Health Education
VET: Allied Health

FOOD & NUTRITION
Pre SACE Year 10
1 Semester

Course Outline
The emphasis of this course is on the development of skills related to food preparation and presentation. The content of the course includes such topics as food and kitchen safety, microwave cooking, entertaining and table setting, multicultural foods, garnishing and meal presentation as well as nutrition related diseases.

Assessment
Assessment is based on both practical and theory components and includes research assignments, oral presentation, group work, practical reports and participation.

Future Options
SACE Stage 1: Food and Hospitality
SACE Stage 2: Food and Hospitality
VET: Certificate II Hospitality (Kitchen Operations)
VET: Certificate III Hospitality (Commercial Cookery)
OUTDOOR EDUCATION
Pre SACE Year 10
1 Semester

Assumed Knowledge/Skills
Students who choose this course will need to show an interest in the outdoors, in particular bushwalking, camping and kayaking; and a willingness to attend the compulsory two day trips (kayaking and bushwalking) and an overnight bushwalk. Students will also need to be able to meet the financial obligations of the excursions (eg. travel, camp fees etc). The approximate cost will be $30, plus food and snacks.

Course Outline
The course consists of one major module in Bushwalking and Campcraft and a minor module in Kayaking.

Lightweight Bushwalking and Campcraft
Students will learn about navigation, food and water considerations, menu planning, equipment selection, campfires, cooking with a Trangia, first aid and minimal impact camping. They will need to be fit and willing to undertake a day walk in preparation for the two day bushwalk. The two day bushwalk will be held in the Mt Remarkable National Park, where they will have the opportunity to show what they have learnt.

Kayaking
In the Kayaking module, students will learn the basic skills of kayaking, including safety requirements. They will be required to attend a two full day paddling lessons at Solomontown beach and through the Port Pirie River/mangroves system.

Assessment
A combination of practical and theory work will be used. The day trips and overnight camp are compulsory summative assessment tasks that students must complete. Both practical areas of the course will require students to work with others and demonstrate leadership skills in the outdoors.

Future Options
SACE Stage 1: Outdoor Education
PHYSICAL EDUCATION
Pre SACE Year 10
1 or 2 Semesters

Course Outline
This course can be undertaken as either a Semester or Full Year course. It is designed to prepare students for the demands of Physical Education at Stage I and II and is strongly recommended as a prerequisite for those subjects. Allocated class time will be split between practical work (60%) and theory (40%).

Practical Skills and Application
In this course students will experience new sports and recreational activities and further their skills and understanding of some topics covered in the middle years. Practical topics will focus on skill learning, game strategies, coaching and umpiring. All practical topics will also include a written component consisting of a combination of assignments, work sheets, tests and an end of semester examination.

Principles and Issues
Semester 1: The Nature of Physical Activity Topics include Body Systems, Fitness, Training Principles and Methodologies.

Semester 2: The Nature of Physical Activity Topics include Sports Injuries, Coaching children in sport, Modified Sports and Participation in Physical Activity.

Assessment
Practical skills and Application 60%
Course Work 40% (this may include an exam of up to 10%)

Future Options
SACE Stage 1: Physical Education or Sport and Recreation (Integrated Learning)
SACE Stage 2: Physical Education or Sport and Recreation (Integrated Learning)
STAGE 1 HEALTH & PHYSICAL EDUCATION

HEALTH

Stage 1
10 Credits (1 Semester)

Course Outline
Health Education provides opportunities for students to develop a critical awareness of supportive physical and social environments, and respond to challenges that impact on the health of families, groups, and communities in a changing world.

Topics of study could include:
- Effects of alcohol and tobacco and other drugs on health
- Health and relationships
- Health and participation in an active lifestyle
- Ways of defining health
- Mental and emotional health

Assessment
Assessment in Stage 1 Health Education consists of the following components:
1 Issues Response
2 Group Activity
3 Investigation

Future Options
SACE: Stage 2 Health
VET: Allied Health

FOOD & HOSPITALITY

Stage 1
10 or 20 Credits (1 or 2 Semesters)

This topic examines the dynamic nature of hospitality. In Stage 1, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

There are five areas of study in Stage 1 Food & Hospitality these include:
- Food, the individual, and the family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

Assessment
Assessment in Stage 1 Food and Hospitality consists of the following components, weighted as shown:
Assessment Type 1: Practical Activity (40%)
Assessment Type 2: Group Activity (30%)
Assessment Type 3: Investigation (30%)

Future Options
SACE: Stage 2 Food and Hospitality
VET: Certificate II Hospitality (Kitchen Operations)
VET: Certificate III Hospitality (Commercial Cookery)
CHILD STUDIES
Stage 1
10 Credits (1 Semester)

Course Outline
The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles in a contemporary consumer society.

There are three areas of study in Stage 1 Child Studies; these include:
- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights, and Safety

Assessment
Assessment in Stage 1 Child Studies consists of the following components, weighted as shown:
Assessment Type 1: Practical Activity (40%)
Assessment Type 2: Group Activity (30%)
Assessment Type 3: Investigations (30%)
For a 10 credit subject students need to provide evidence of their learning in 4-5 assessment tasks.

Future Options
SACE Stage 2: Child Studies
VET: Allied Health
OUTDOOR EDUCATION

Stage 1
10 Credits (1 Semester)

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians’ perspectives about land), and physical, emotional, and spiritual health. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures. The study of Outdoor Education also gives students opportunities to achieve good health and develop personal skills. Students reflect critically on environmental practices and are introduced to employment options in the outdoor and environmental fields.

CONTENT
Stage 1 Outdoor Education may be undertaken as a 10-credit subject at JPSS. Outdoor Education consists of the following four topics:
• Environment and Conservation
• Planning and Management
• Outdoor Activities
• Outdoor Journey.

ASSESSMENT
The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education:
• Assessment Type 1: Practical (60%)
• Assessment Type 2: Folio (20%)
• Assessment Type 3: Report. (20%)

Students undertake:
• One outdoor journey that includes an outdoor activity (Bushwalking and Camping), and at least one other outdoor activity, for the practical (Kayaking).
• Folio assessment tasks.
• A report/journal for the outdoor journey.
PHYSICAL EDUCATION
Stage 1
10 or 20 Credits (1 or 2 Semesters)

Course Outline
Learning and assessment activities are organised through programming a variety of modules. The study of a semester subject is comprised of two sections:

1. Practical Skills and Applications (3 modules)
2. Principles and Issues (2 modules)

Practical Skills and Applications (60%)
Students complete three practical modules. The practical modules offered will be varied across a range of individual, fitness, team, racquet, ball codes and recreational activities.

Principles and Issues (40%)
Consists of a range of suggested topics from the two modules:

1. The Nature of Physical Activity
   Topics include: fitness, training principles and methodologies, body systems, human physical performance, sports injuries and participation in physical activity.

2. Issues Analysis
   Students will be required to critically analyse issues that are relevant to their local, regional, national or global communities. Topics will have a focus on physical activity and could include drugs in sport, professionalism, health risk factors, sport in society, safety, risk management, disability, equal opportunities, children, sports injuries and play education.

Assessment
Assessment in Stage 1 Physical Education includes the following components:
Assessment Type 1: Practical
Assessment Type 2: Folio

Future Options
SACE: Stage 2 Physical Education or Sport and Recreation (Integrated Learning)

Please Note:
Students cannot choose both Physical Education and Sport & Recreation. They must decide between the two courses.
SPORT & RECREATION
Stage 1
10 Credits (1 Semester)

Course Outline
This course is undertaken as a semester in the second half of the year. It is designed to prepare students for the Sport and Recreation (Integrated Learning) course offered at Stage 2. Students will undertake practical and group activities that require interaction and collaboration with others, either in the class, the school community, or the wider community. Students provide evidence of their learning through application, reflection and understanding which is placed in their individual folios.

It should be noted that selecting this course instead of Physical Education may have implications for future subject choices at Stage 2 and may limit career choices.

Practical Skills and Application
In Stage 1 Sport & Recreation there are five keys areas of study:
- Key Area 1: Developing the Capability for Communication
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Learning.

One or more key areas of study are chosen to support and guide the exploration and development of a program focus through guiding questions. Topics for study could include Children in Sport, Coaching and Learning Styles, Modified Sports, Training Programs or Injury in Sport. Students will complete three practical modules including one peer training task.

Assessment
The following assessment types will be used to demonstrate students learning:
- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

For a 10-credit subject, students should provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. For practical assessment tasks, students are assessed on their ability to reflect and evaluate their own performance, rather than be assessed on their sporting ability.

Future Options
SACE Stage 2: Sport and Recreation (Integrated Learning)

Please Note:

Students cannot choose both Physical Education and Sport & Recreation. They must decide between the two courses.
STAGE 2 HEALTH & PHYSICAL EDUCATION

HEALTH EDUCATION
Stage 2
20 Credits

Course Outline
In Stage 2 Health Education, students learn about the factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

Content
For a 20-credit subject, students complete the study of:
- at least one core concept
- three option studies

Core Concepts
- Core Concept 1: Health Literacy
- Core Concept 2: The social and economic determinants of health

Option Studies
- Option Study 1: Health promotion in the community
- Option Study 2: Health and environment
- Option Study 3: Sexuality and health
- Option Study 4: Health and relationships
- Option Study 5: Risks and challenges to health
- Option Study 6: Stress and health
- Option Study 7: Vocational studies and applications in Health.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment (70%)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Group Investigation and Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Issues Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment (30%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
</tr>
</tbody>
</table>
FOOD AND HOSPITALITY

Stage 2
20 Credits

Course Outline
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Content
Students study topics within one or more of the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
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<td>Group Activity</td>
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</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake at least four practical activities, at least one group activity and one investigation.

Hospitality is also available as a VET Certificated Course. See the back section of the book under Trade Training Pathways to find the Course Outline.
CHILD STUDIES
Stage 2
20 Credits

Course Outline
The Stage 2 subject focuses on children’s growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills. The investigation involved in depth research into a contemporary issue related to the development of children. This is externally assessed by the SACE board.

Content
Students study topics within one or more of the following five areas of study:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

School Based Assessment (70%)
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

External Assessment (30%)
Assessment Type 3: Investigation

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake at least four practical activities, at least one group activity and one investigation.

Future Options
VET: Allied Health
University Pathways: Speech Pathology, Nursing, Occupational Therapy, Psychology, Physiotherapy, Careers in Teaching, Child Services.
PHYSICAL EDUCATION
Stage 2
20 Credits

Assumed Knowledge
A background of Year 10 and Stage 1 Physical Education is advisable.

Course Outline
Stage 2 Physical Education consists of two areas of study and an external exam:
1 Practical Skills and Applications
2 Principles and Issues
3 External Exam - Content including: Skill Acquisition and Biomechanics of Movement and Exercise Physiology modules.

1. The Practical Skills and Applications component consists of three SSABSA developed practical modules (one of the three can be a negotiated practical module). The school has offered a range of practical modules in the past. These have included Badminton, Basketball, Volleyball, Table Tennis, Lawn Bowls, Touch Football, Tennis and Golf. The three (3) SSABSA modules are worth a total of 50% of the student's assessment.

2. The Principles and Issues component consists of three modules:
   a. 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.

   b. 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 and the Biomechanics and Skilled Performance.

   c. Exercise Physiology and Physical Activity
   Areas of study include Sources of Energy for Physical Performance, Training and Evaluation of Physical Performance, Physiological Factors Affecting Performance and Patterns of Physical Activity.

3. External Exam Students will undertake a 2 hour external exam, which will be divided into two parts. Part 1 Multiple Choice Questions Part 2 Short answer and Extended Response Questions The exam will cover the content of the “Exercise Physiology and Physical Activity” and “The Acquisition of Skills and the Biomechanics of Movement” modules.

The exam will be set and marked by SSABSA.

Assessment
Practical Skills and Application  50%
Principles and Issues  20%
External Exam  30%

Please Note:
Students cannot choose both Physical Education and Sport & Recreation. They must decide between the two courses.
SPORT & RECREATION

Stage 2
20 Credits

Course Outline
Students wishing to choose a Year 12 Physical Education course have the option of either the Year 12 Physical Education (General) or a Sport and Recreation course. This Stage 2 subject is an Integrated Learning program which is focused around sport and recreation.

Students selecting the Sport and Recreation alternative may participate in conjunction with the Year 12 Physical Education course. Students also need to be clear that in selecting this course, they need to be aware that it may place restrictions on career choices.

Practical Skills and Application
In Stage 2 Sport & Recreation there are three keys areas of study:
• Key Area 1: Developing the Capability for Learning
• Key Area 2: Developing the Capability for Citizenship
• Key Area 3: Developing the Capability for Personal Development

One or more key areas of study are chosen to support and guide the exploration and development of a program focus through guiding questions. Topics for study could include Children in Sport, Coaching and Learning Styles, Modified Sports, Training Programs or Injury in Sport.

Assessment
The following assessment types will be used to demonstrate students learning in Stage 2 Sport and Recreation:

School Based Assessment (70%)
• Assessment Type 1: Practical (30%)
• Assessment Type 2: Group Activity (20%)
• Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)
• Assessment Type 4: Project (30%)

The project is an opportunity for students to explore an aspect of the program focus and/or a capability in a chosen key area and to understand the connections between the program focus and the capability. Students may choose any of the following forms of presentation for the project: showcase or exhibition, written document such as a report, website, film, multimodal presentation, review or another way negotiated with their teacher. The project should be a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.
LANGUAGES

PRE SACE YEAR 10 LANGUAGES

GERMAN
Pre SACE Year 10
Full year

Course Outline
The Year 10 German will build upon the skills gained in Year 9 and prepare students for entry into SACE Extended German. The students will further develop their written, spoken and listening skills, but with a particular emphasis on conversational skills. They will be exposed to a number of language texts, including prose, poetry, song, DVD's and CD's.

Major topics to be covered in year 10 include holiday activities (trip around Germany), federal states, terrain travel, German cities (Berlin, Munich, Hamburg), fashion, caravanning, medieval traditions, Austria, castles, sports and hobbies. These topics incorporate cultural activities.

Language activities will be incorporated in the above subject material. Students will also be given the opportunity to negotiate learning activities.

Text
- *Katzensprung* Book 2 and support material
- **Bavarian/Hamburg Exchange Program**
  In Year 10, students will have the opportunity to apply for the above exchange. Successful applicants will spend about 10 weeks in Germany at the end of Year 11, in preparation for year 12 German. The German exchange partner will be with the successful applicant's family in Term 1 of year 11. It is a fantastic opportunity for students to see another part of the world.
  - Background DVDs
  - Opportunity to enter the Schuetzenfest competitions
  - Opportunity to enter the German film Festival competition

Prerequisites
A grade of C or better at Year 9 level or by negotiation.

Assessment
Assessment will be based on:
1. Speaking skills
2. Listening skills
3. Writing skills
4. Vocabulary
5. Grammar
6. Culture

Homework is an integral part of the German course.

Future Options
SACE Stage 1 Continuers German
SACE Stage 2 Continuers German

Further studies at the University of Adelaide or the Flinders University. (administered by Adelaide University) Dependent on student numbers these courses may be offered in a combined class or through distance education such as Open Access College.
CONTINUERS GERMAN
Stage 1
10 or 20 Credits (1 or 2 Semesters)

Assumed Knowledge
This course is designed for students who have successfully completed three years of study in German (or who have skills at an equivalent level).

Course Outline

Stage 1 Locally Assessed Languages at Continuers Level
A locally assessed language at continuers level may be undertaken as a 10-credit or a 20-credit subject at Stage 1.

Learning Requirements

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
1) Interact with others to exchange information, ideas, opinions, and experiences in German
2) Create texts in German to express information, feelings, ideas, and opinions
3) Analyse texts that are in German to interpret meaning
4) examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

Content

Themes, Topics, and Subtopics
There are three prescribed themes:
• The Individual
• The German speaking Communities
• The Changing World
ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate evidence of learning in Stage 1 Locally Assessed Languages at Continuers Level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

In each 10-credit subject, students should provide evidence of learning through five assessments. Students should undertake at least one assessment from each of Assessment Types 1, 2, and 3, and both assessments from Assessment Type 4. In each 20-credit subject, students should provide evidence of learning through ten assessments. Students should undertake at least two assessments from each of Assessment Types 1, 2, and 3, and both assessments from Assessment Type 4 at least once. The remaining assessments may be undertaken from any assessment type.

Assessment Design Criteria

For German the assessment design criteria are:

- ideas
- expression
- interpretation and reflection

Ideas

The specific features are:

- relevance:
  - relevance to context, purpose, audience, and topic
  - relating appropriate detail, ideas, information, or opinions
  - engagement of audience; ability to create desired affective response (e.g. interest, humour, persuasion)
- depth of treatment of ideas, information, or opinions
  - depth and variety of content
  - complexity, sophistication, and elaboration of ideas
  - support and justification of opinions
  - evidence of planning and preparation.

Expression

The specific features are:

- capacity to convey information accurately and appropriately
  - range of expression (i.e. linguistic structures and features, cohesive devices)
  - accuracy of expression (i.e. linguistic structures and features, grammar)
  - appropriateness of expression (i.e. form of address, manner, register, tone, cultural appropriateness)
  - clarity of expression (i.e. fluency, pronunciation, intonation, stress)
- coherence in structure and sequence
  - logical sequence of ideas
  - use of the conventions of text types
- capacity to interact and maintain a conversation and discussion
  - communication strategies (i.e. comprehension, responding to cues, relating to interlocutor).
Interpretation and Reflection

The specific features are:

- interpretation of meaning in texts
  - the content (general and specific information)
  - the context, purpose, and audience of the text
  - perspectives represented in the text
- analysis of the language in texts
  - linguistic and cultural structures and features (i.e. word choice, expressions, idiom) stylistic features (i.e. tone, register, phrasing and repetition, textual features and organisation)
- reflection
  - reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
  - reflection on their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
  - reflection on own learning

An Oral or Written or Multimodal Response in German

A Reflective Response in English

Students reflect on their experience in undertaking the investigation in English.

Performance Standards

The performance standards describe five levels of achievement that are reported with the grades A to E at the student’s completion of study of a subject.

Capabilities: Communication and citizenship are the main capabilities developed in the course.

Literacy and Numeracy Skills will be furthered developed through tasks such as offering various genres such as plays, travel accounts and emails and through such tasks as designing virtual to shopping centres.
MATHEMATICS
PRE SACE YEAR 10 MATHEMATICS

Introduction
A full year of Mathematics is compulsory in Year 10. Students will be placed into a course based on teacher recommendations that reflects their ability and skills levels demonstrated at Year 9. Students will be expected to complete a full year of maths at Stage 1.

YEAR 10
STAGE 1
STAGE 2

SEMESTER 1

PURE MATHS
MATHS STUDIES 1
MATHS STUDIES
MATHS STUDIES 2
MATHS METHODS
MATHS APPLICATIONS
MATHS APPLICATIONS
MATHS APPLICATIONS

GENERAL MATHS
MATHS APPLICATIONS 1
MATHS APPLICATIONS 2
INDUSTRIAL PATHWAYS
INDUSTRIAL PATHWAYS
INDUSTRIAL PATHWAYS
INDUSTRIAL PATHWAYS
INDUSTRIAL PATHWAYS
INDUSTRIAL PATHWAYS

MATHS IN THE WORKPLACE
NUMERACY FOR WORK AND COMMUNITY LIFE 1
NUMERACY FOR WORK AND COMMUNITY LIFE 2
NUMERACY FOR WORK AND COMMUNITY LIFE 2
NUMERACY FOR WORK AND COMMUNITY LIFE 2
NUMERACY FOR WORK AND COMMUNITY LIFE 2
NUMERACY FOR WORK AND COMMUNITY LIFE 2
PURE MATHS
Pre SACE Year 10
2 Semesters

Course Outline
This course has been designed for students who wish to continue with tertiary study at university.

Assessment
Forms of assessment will include tests, assignments, directed investigations, projects and possibly an exam.
NOTE: The skills developed in this unit will be of benefit to students intending to pursue Mathematical Studies 1 or Mathematical Studies 1 and 2 or Mathematical Studies 1, 2 and 3 at Stage 1.

GENERAL MATHS
Pre SACE Year 10
2 Semesters

Course Outline
This course has been designed for those students who wish to gain an apprenticeship, do general office work or seek employment in the hospitality, business or retail industries.

Assessment
Forms of assessment will include projects, directed investigations, tests, assignments and practical tasks.
NOTE: The skills developed in General Maths will be of benefit to students intending to pursue Mathematical Applications or Industrial Pathways Maths at Stage 1.

MATHS IN THE WORKPLACE
Pre SACE Year 10
2 Semesters

Course Outline
This course has been designed for those students who wish to practise the essential Mathematics skills needed for employment and everyday life. Emphasis will be based on completing practical, useful tasks.

Assessment
Forms of assessment will include projects, directed investigations, assignments and practical tasks. There will be little emphasis placed on tests.
SACE MATHEMATICS

Introduction
At least 10 credit points must be achieved in Maths with a minimum C grade to meet the requirements of SACE
For all options see the pathway on at the beginning of this section.

NOTE:
1. See the following course outlines for more detailed information on the content of each semester course.
2. Choosing Maths Studies in Semester 1 allows you to do any of the units in Semester 2.
3. If you choose to do Maths Studies 2 and 3 in Semester 2 it is possible to do any of the units at Stage 2.
4. At Stage 2 Specialist Maths can only be studied if you are also studying Stage 2 Mathematical Studies.

Assessment for Stage 1
To achieve a ‘C’ for a semester of Maths work, you will be required to submit work of two different types:
1. Folio Tasks: These include directed investigations and projects.
2. Skills Assessment Tasks: Individual tasks such as tests and examinations that are completed under supervision within a set time period.

To achieve a ‘C grade’ for SACE you must achieve an overall balance of the C grade throughout the course.

Stage 1
Students will all be expected to complete a full year of Maths.

MATHEMATICAL STUDIES 1
Stage 1
10 Credits (1 semester)

Assumed Knowledge
Students must have completed Pure Maths in Year 10 with success.

Course Outline
This course is a pre-requisite for students intending to study Mathematical Studies 2 or Mathematical Studies 2 and Mathematical Studies 3 in Semester 2. It is designed for those students wishing to study a higher level maths.

The content covered is considerable and students will be expected to complete homework regularly. At the end of the semester students must complete a 2½ hour exam.

Topics studied are:
3. Quadratics and Other Polynomials - Quadratic Functions, Discriminants, Surds, Complex Numbers, Graphing, Cubics, Quartics.

Assessment - See Introduction

Future Options
SACE Stage 1: Mathematical Studies 2,
SACE Stage 2: Mathematical Studies
Mathematical Methods

if Stage 1 Maths Studies 2
is also completed

Mathematical Applications
MATHEMATICAL STUDIES 2
Stage 1
10 Credits (1 semester)

Assumed Knowledge
Students must have completed Mathematical Studies 1 in Semester 1 with success.

Course Outline
This course is a pre-requisite for students intending to study Mathematical Studies or Specialist Mathematics at Stage 2.
The content covered is considerable and students will be expected to complete homework regularly. At the end of the semester students must complete a 2½ hour exam.

Topics studied are:
1. Functions and Graphs - Slope, Algebraic and Graphical Representation of a Relationship.

Assessment - See Introduction

Future Options
SACE Stage 1: Mathematical Studies 3 (during the same semester)
SACE Stage 2: Specialist Mathematics
Mathematical Studies
Mathematical Methods
Mathematical Applications if Stage 1 Maths Studies 2 & 3 are also completed
MATHEMATICAL APPLICATIONS 1

Stage 1
10 Credits (1 semester)

Assumed Knowledge
Students must have completed either Pure Maths or General Maths in Year 10.

Course Outline
This course is intended as preparation for students intending to study Maths Applications in the second semester at Stage 1 and for a full year at Stage 2.

The course is designed to teach students mathematics that has many real life applications. A large emphasis is placed on students completing directed investigations and project work, with less emphasis placed on tests. At the end of the semester students must complete a 2 hour exam.

Topics studied are:

1. Networks and Matrices
4. Data in Context – Overseas Travel, Representing and Reading Data.

Assessment – see Introduction

Future Options
SACE Stage 2: Mathematical Applications
   Mathematical Methods
   Mathematical Studies

MATHEMATICAL APPLICATIONS 2

Stage 1
10 Credits (1 semester)

Assumed Knowledge
Students must have completed Mathematical Applications 1 or Mathematical Studies 1 in Semester 1.

Course Outline
This course is intended as ideal preparation for students intending to study HESS Restricted Mathematical Applications at Stage 2.

The course is designed to teach students mathematics that has many real life applications. Students will need to complete both folio investigations and tests. At the end of the semester students must complete a 2 hour exam.

Topics studied are:

1. Saving and Borrowing – Financial Institutions, Investing For Interest, Borrowing.
2. Statistics - Presenting Data Graphically, Presenting Data using Tables, Interpreting Data, Forming and Supporting Conjectures, Sampling From Populations, Data-based Investigation.
3. Linear Graphs

Assessment - See Introduction

Future Options
SACE Stage 2: Mathematical Applications
MATHEMATICS PATHWAYS

Stage 1
10 or 20 Credits (1 or 2 semesters)

Assumed Knowledge
Nil

Course Outline
This course is designed for students who are intending to pursue an Industrial Pathway. The maths programme is based on mathematical applications commonly used in the workplace and for basic TAFE entry requirements.

Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

NOTE: There will not be an exam at the end of the semester.

Topics studied are:
2. *Mensuration* - Scale Drawings, Perimeter, Area, Volume, Trigonometry, Pythagoras’ Theorem.

NOTE: All problems will be based on relevant real life examples.
NUMERACY FOR WORK AND COMMUNITY LIFE 1 & 2

Stage 1
10 or 20 Credits (1 or 2 semesters)

Assumed Knowledge
Nil

Course Outline
This subject provides opportunities for students to meet the numeracy requirement of the SACE and to gain additional numeracy support for their studies and future pathways.

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

Students discuss and share ideas as they select and explore a range of mathematical concepts, processes, and strategies and apply them to everyday problems and situations. Students develop their critical thinking skills by making choices to solve problems and communicating mathematical processes and results with clarity and understanding.

The topics covered in Numeracy for Work and Community Life provide a thematic structure that enables teachers to draw on existing links between students' daily experiences in school, workplaces, and the local community to design and deliver programs that engage students in a focused study of numeracy in everyday contexts.

Possible Topics studied are:

1. Numeracy for work
2. Numeracy for community life
3. Numeracy for daily life
4. Numeracy for leisure

NOTE: All problems will be based on relevant real life examples.
STAGE 2 MATHS

MATHEMATICAL STUDIES
Stage 2
20 Credits

Assumed Knowledge
Students must have completed Mathematical Studies 1 and 2 at Stage 1 with success.

Course Outline
This course is designed for students intending to do further study at University. Emphasis is placed on using advanced mathematical techniques to analyse and understand problems in a numerical context. The use of Graphics Calculators and Technology is required.

Topics studied include
1. Working with Statistics - Normal Distribution, Central Limit Theorem, Population Mean, Confidence
2. Intervals, Continuous and Discrete Intervals, Categorical Data, Binomial Distributions, Sign Test.
3. Working with Functions and Graphs using Calculus – Functional Models, Areas under Curves, Rate of Change, Limits and the Derivative, Differentiation, Exponential and Natural Logarithm Functions, definite and Indefinite Integrals.

Assessment
Internal School Assessment (tests and folios) 70%
Externally set 3 hour exam (end of the year) 30%
MATHEMATICAL METHODS

Stage 2
20 Credits

Assumed Knowledge
Students must have completed Mathematical Studies 1 and 2 at Stage 1 with success.

Course Outline
This course is designed for students intending to do further study at University of TAFE. Emphasis is placed on using advanced mathematical techniques to analyse and understand problems in a numerical context. The use of Graphics Calculators and Technology is required.

Topics studied include:
1. Working with Statistics – Normal Distribution, Central Limit Theorem, Confidence Intervals, Continuous and Discrete Data, Categorical Data, Binomial Distribution.
2. Algebraic Models from Data – Algebraic Generation of Linear Models, Algebraic Generation of Exponential Models, Algebraic Generation of Power Models.
4. Linear Models – Linear Programming, Matrices.

Assessment
Internal School Assessment (tests and folios)  70%
Externally set 3 hour exam (end of the year)  30%

PLEASE NOTE: Mathematical Studies and Mathematical Methods cannot both be counted towards an ATAR.

MATHEMATICAL APPLICATIONS

Stage 2
20 Credits

Assumed Knowledge
Students should have successfully completed Mathematical Applications 1 and 2 or should have completed Mathematical Studies at Stage 1 with some success.

Course Outline
This course emphasises the applications of mathematics in solving problems based on real life situations. Successful students must be able to demonstrate their knowledge by applying skills and techniques taught to complete directed investigations and projects. Students study four topics (two per semester) each approximately eight weeks in length.

Topics studied are:
1. Share Investments
2. Statistics and Working with Data
3. Investments and Loans
4. Mathematics and Small Business

Assessment
Internal School Assessment (tests and folios)  70%
Externally set 1 ½ hour exam (end of each semester)  30%

NOTE: This subject is externally moderated at regular intervals throughout the year.
SCIENCE

PRE SACE YEAR 10 SCIENCE

Introduction
Two semesters of Science are compulsory in Year 10. Students will be able to study science at Stage 1 depending on teacher recommendations and their skills demonstrated in Year 10 Science. Students

YEAR 10

STAGE 1

Compulsory Science 2 Semesters

SEMESTER 1

Biology

Chemistry

Physics

SEMESTER 2

Biology

Chemistry

Physics

STAGE 2

BIOLOGY

CHEMISTRY

PHYSICS
SCIENCE

PRE SACE YEAR 10 SCIENCE

SCIENCE
Pre SACE Year 10
2 Semesters

Course Outline
In this subject, students do a compulsory core of topics from the main strands of Science. The topics are: Genetics, Force & Motion, Atomic Structure & the Periodic Table, Big Bang Theory, Global Systems, Energy, Natural Selection and Chemical Reactions. The course aims to develop practical skills, oral and written communication, problem solving skills and the ability to collect and analyse information.

Assessment
A range of assessment tasks are included in each semester. These include tests, group work, practical skills, oral communications and research assignments. Information Technology will be implemented as appropriate to enhance student learning.

Future Options
These courses prepare students for all SACE 1 options:
SACE Stage 1: Biology, Physics and Chemistry.

SCIENCE ELECTONIC PROGRAMMING
Pre SACE Year 10
1 Semester

Course Outline
The year 10 science elective is offered in the second semester and is designed to provide an extension in science. Students will develop their understanding through project work. The subject will have emphasis on practical tasks with an engineering focus. Students selecting this subject must be aware that this is an elective and does not replace their compulsory science subject. There is also a limited number of places in this course so preference will be given to students who intend to continue studying science at Stage 1 and who have demonstrated an interest and success in studying science in the past.

Assessment
Possible projects include: Designing and flying a remote control airplane, completing a number of electronic projects and other engineering tasks.

Future Options
This course will further prepare students for all SACE 1 options:
SACE Stage 1: Biology, Physics and Chemistry.
STAGE 1 SCIENCE

Introduction
A range of Science courses will be offered in 2011. These will give students the opportunity to learn from a wide body of science knowledge and provide prerequisite skills for courses at TAFE and University. Students wishing to do Stage 2 Chemistry or Physics must do a full year of that subject in Stage 1. It is recommended that students choosing to do Stage 2 Biology choose a minimum a whole year of Biology at Stage 1.

BIOLOGY
Stage 1
10 or 20 Credits (1 or 2 semesters)

Course Outline
Biology is a 10 or 20 credit course studying living systems. The course considers current issues and areas of research in today's society.

In Biology students learn about the cellular and overall structures and functions of a range of organisms, for example, how those organisms gain nutrition and reproduce, and how they live in a variety of ecological habitats. Students will have the opportunity to engage with the work of classical and modern biologists and join and initiate debates about how biology impacts on our own lives, society, and the environment.

The following areas of study could be incorporated in a Biology program:
- Area of Study 1: Cellular Biology
- Area of Study 2: Physiology

Assessment
Students will be expected to meet course performance standards through a series of assessment tasks which could include: Tests, Practicals, Oral Work, Essay, Field Reports, Visual Displays, Surveys and Research Assignments.

Future Options
SACE Stage 2: Biology
CHEMISTRY
Stage 1
10 or 20 Credits (1 or 2 semesters)

Course Outline
Chemistry is a two semester study, although students may leave at the end of semester one and will receive 10-credit points. The course is designed to relate the chemistry taught to the everyday world.

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

The following areas of study could be incorporated in a Chemistry program:
- Matter
- Reactions
- Carbon chemistry
- Chemical calculations

Assessment
Students will be expected to meet course performance standards through a series of assessment tasks which could include: Tests, Practicals, Oral Work, Essay, Field Reports, Visual Displays, Surveys and Research Assignments.

Future Options
SACE Stage 2: Chemistry
PHYSICS
Stage 1
10 or 20 Credits (1 or 2 semesters)

Course Outline
Physics may be taken as either a single semester or a two semester course. The first semester is a general course that would interest students who wish to continue with Physics in Stage 2 or for those who would like to continue in technical areas such as mechanics or electrical trades. Basic mathematical skills are required. No exam is held at the end of the semester. The second semester is designed for students who are looking to continue with physics at a Stage 2 level and requires very good mathematical skills. An exam will be held at the end of the semester.

Semester 1
Motion
Newton's Laws of Motion
Waves

Semester 2
Vectors
Projectile Motion
Momentum
Electric and Magnetic Fields

Assessment
Students will be expected to meet course performance standards through a series of assessment tasks which include:

1. Written assignments
2. Practical Work
3. Tests
4. Oral Presentations
5. Practical Reports
6. Research Assignments

Future Options
SACE Stage 2: Physics
STAGE 2 SCIENCE

BIOLOGY
Stage 2
20 Credits

Assumed Knowledge
A good knowledge of Stage 1 Biology. Knowledge of Stage 1 Chemistry is also advantageous.

Course Outline
This subject develops students’ knowledge of macro molecules, cells, organisms, ecosystems and experimental skills.

Students are encouraged to apply scientific methods to the solution of problems, to collect and evaluate data and to undertake experimental exercises.

Assessment
Internal School Assessment (tests, practicals and assignments)  70%
Externally set 3 hour exam (end of the year)    30%

CHEMISTRY
Stage 2
20 Credits

Assumed Knowledge
A full year of Stage 1 Chemistry is essential. (With minimum C Grade)

Course Outline
Chemistry is a subject that applies the principles of Chemistry to the study of selected elements and compounds. It illustrates the role of Chemistry in today’s technological society. Students perform experiments to test an idea or solve problems, record observations and draw conclusions from the results. They learn to work independently and to communicate with others.

Assessment
Internal School Assessment (tests, practicals and assignments)  70%
Externally set 3 hour exam (end of the year)    30%

Students will be expected to meet course objectives through a series of assessment tasks, which include: Tests, Oral Work, Response to Industry Visit, Practicals, Written & Research Assignments and Visual Display
PHYSICS
Stage 2
20 Credits

Assumed Knowledge
SACE Stage 1, full year of Physics is an essential prerequisite. (With minimum C Grade). Study of a minimum of SACE Stage 2 Mathematical Studies is an advantage.

Course Outline
Physics is a subject that requires interpretation of physical phenomena through a study of mechanics, electric and magnetic fields, waves and photons, and the atom and its nucleus. Students develop skills of logical thinking, numerical problem solving and effective scientific communication. They record, tabulate, assess and interpret data and evidence from appropriately designed experiments.

Assessment
Internal School Assessment (tests, practicals and assignments) 70%
Externally set 3 hour exam (end of the year) 30%
HUMANITIES & SOCIAL SCIENCES

Introduction
A full year of Humanities & Social Sciences (HASS) is compulsory in year 10. A range of courses are offered in Stage 1 and Stage 2 but they are not compulsory.

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<tr>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<td>Aboriginal Studies</td>
<td>Aboriginal Studies</td>
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<td>History</td>
<td>Modern History</td>
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<td>Tourism</td>
<td>Tourism</td>
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</tbody>
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1 Semester of Geography
1 Semester of History

N.B. No more than 2 HASS subject can be selected in Stage 1.
PRE SACE HUMANITIES & SOCIAL SCIENCES

History and Geography
Pre SACE Year 10

Course Outline  Throughout the year
All Year 10 students will study a common compulsory course.

Each of the following four strands will be studied:
1. Time, Continuity and Change
2. Place, Space and Environment
3. Societies and Cultures
4. Social Systems

Topics covered include:
1. Twentieth Century History
2. Environmentally Sustainable Tourism
3. Current Affairs and Global Inequality
4. ISMS: Ideologies in the 1990’s

Final decisions on topics and assignments will be made dependent on student interest and ability.

Assessment
A variety of assessment methods will be offered to cater to all students’ needs and abilities. Through a variety of tasks students will need to demonstrate an ability to:
1. Collect, analyse and organise information
2. Communicate ideas and information
3. Plan and organise activities
4. Work with others and independently
5. Solve problems
6. Use technology

Future Options
SACE Stage 1 and 2:  All HASS
Business options
HUMANITIES AND SOCIAL SCIENCES

ABORIGINAL STUDIES
Stage 1
10 or 20 Credits

Course Outline
Both Stage 1 and 2 Aboriginal Studies courses are designed for both Aboriginal and non Aboriginal students. They encourage students to learn about and from Aboriginal people and give opportunities to discuss and analyse issues from an Aboriginal perspective.

The courses offer students a variety of pathways, particularly in jobs and careers associated with the community and contact with people.

Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

Possible topics include:
- Coexistence and Reconciliation
- Aboriginal Cultures
- Aboriginal Lands
- Aboriginal Languages
- Aboriginal Sites
- Cultural Tourism
- Aboriginal People and the Law
- Aboriginal Arts and Literature
- Aboriginal Film
- Aboriginal People in the Media.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
- Interpretive Response
- Text Production
- Reflection

Future Options
SACE Stage 2: Aboriginal Studies

HISTORY
Stage 1
10 or 20 Credits

Course Outline
The study of History gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Topics covered include:
- Skills of historical inquiry (Source Analysis)
- Historical studies
- Individual History Essay
Final decisions on historical studies may be negotiated with students based on their needs and interests. Topics could include:

- Rwandan genocide
- Cambodia
- Vietnam War
- Nazi Germany
- Chinese Revolution

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- Folio of Course Work
- Sources Analysis
- Investigation

**Future Options**

SACE Stage 2: Modern History

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**TOURISM**

**Stage 1 10 Credits**

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

The focus **capabilities** for this subject are communication, citizenship and learning.

**Content**

The subject consists of four themes and eleven topics.

A 10-credit subject consists of three topics that are informed by the four themes.

**Themes**

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

**Topics**

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic

**Assessment**

Students demonstrate evidence of their learning through the following assessment types:

- Case Study
- Sources Analysis
- Practical Activity
- Investigation
STAGE 2 HUMANITIES AND SOCIAL SCIENCES

ABORIGINAL STUDIES
Stage 2
20 Credits

Course Outline
Students gain an understanding of Aboriginal histories and achievements, and of Aboriginal perspectives on culture, land, and identity. They examine social and political viewpoints through Aboriginal arts and literature, and develop their understanding of the different forms, effects of, and ways to counter racism. Students also critically analyse a contemporary issue of significance to Aboriginal people.

Students study the following topics:
- Topic 1: Histories
- Topic 2: Aboriginal Cultures and Identities
- Topic 3: Contemporary Issues
- Topic 4: Aboriginal Arts.

Where possible, negotiation will take place with students about the content and assignment work so as to meet the needs of individual students. As there is an emphasis in this course on working with as many Aboriginal people as possible, students will be expected to take part in camps and excursions.

Assessment
Students demonstrate evidence of their learning through the following assessment types:

- Community Report 20%
- Folio of Course Work 50%
- Investigation 30%

MODERN HISTORY
Stage 2
20 Credits

Assumed Knowledge
Wider reading and high levels of writing and essay skills are assumed.

Course Outline
Students develop skills in historical investigation and research, evaluation of material and presentation of reasoned and logical opinions and conclusions. The course aims for students to discuss historical issues and have a broad knowledge of significant strands of change in Modern History.

The subject consists of:
- Thematic Study
- Depth Study
- Sources Analysis
- Individual History Essay

Possible topics for thematic study include:
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- Intruders and Registers: Imperialism and its Impact since c. 1500
- A Sense of Belonging: Groups and Nations since c. 1500
Possible topics for depth study include:
- The War to End all Wars: The First World War and its Consequences, c. 1870-1929
- Persecution and Hope: Power and Powerlessness in Society since c. 1500

The individual history essay requires students to research an historical question of personal interest.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:

*School-based Assessment*
- Folio of Course Work 50%
- Individual History Essay 20%

*External Assessment*
- Examination (3 hours) 30%
TOURISM

Stage 2
20 Credits

The 20-credit subject consists of four themes and three topics.

Themes
- Operations and Structures of the Tourism Industry.
- Travellers’ perceptions, and the Interaction of Host Community and Visitor.
- Planning for and Managing Sustainable Tourism.
- Evaluating the Nature of Work in the Tourism Industry.

Themes
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

Assessment

Students demonstrate evidence of their learning through the following assessment types:

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Examination/Source Analysis</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Examination/Source Analysis
The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (eg. News report, radio interview and newspaper article), quotations, cartoons, graphical information (eg. Maps, photographs, diagrams) and statistical data.

The examination will be marked by external assessors with reference to the performance standards.
## SACE FOR STUDENTS WITH SPECIAL NEEDS

### Three Year Course

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Stage 1 and 2</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Personal Learning Plan 10 Credits</td>
<td>Literacy for Work and Community Life 10 Credits</td>
<td>Research Project 10 Credits</td>
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<tr>
<td>Literacy for Work and Community Life 10 Credits</td>
<td>Numeracy for Work and Community Life 10 Credits</td>
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<tr>
<td>Numeracy for Work and Community Life 10 Credits</td>
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</tbody>
</table>

### Stage 2 Community Studies Options
10 or 20 Credits Each
- Arts
- Business
- Communication
- Design and Construction
- Environment
- Foods
- Health and Recreation
- Science
- Technology
- Work
SPECIAL NEEDS

PERSONAL LEARNING PLAN
Stage 1
10 credits

Course Outline
This unit provides the opportunity for students to make informed decisions about their personal development, education and training.
The Personal Learning Plan aims to involve students in a program of learning so that they develop knowledge and skills that will enable them to:
- identify appropriate future options
- chose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including literacy, numeracy and information and communication technology skills.
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve their goals.

LITERACY FOR WORK AND COMMUNITY LIFE
Stage 1
20 credits

Course Outline
This unit provides the opportunity for students to increase their awareness and understanding of issues in their local community through a standardised curriculum and an individually negotiated research project.
The main topics covered in the workshop style learning sessions include
1 living independently
2 law and the community

The ‘living independently’ skills based curriculum is negotiable, in line with individuals’ needs eg. basic life skills such as how to use an iron or writing applications for housing. Law in the Community has been included to increase student's personal knowledge and skills relating to personal safety, the role of laws and consequences in society and to increase familiarity with ways to get help.
NUMERACY FOR WORK AND COMMUNITY LIFE 1
Stage 1
10 credits

Course Outline
Students undertaking these units will be provided with many varied opportunities to explore areas of mathematics that are used every day in the community. Students will study the topics of measurement, time, percentages, ratios and finances as both individuals and as a team. They will explore the mathematics that they need to use in the home, the work place, the community and in other aspects of daily life.

Students will be assessed through direct investigations, assignments and projects that give them opportunities to apply the mathematical concepts to everyday situations. The assessment tasks are all based on mathematical tasks that the students will need to be able to do in everyday life, i.e.: estimating, budgeting, costing, time management, saving, etc.

NUMERACY FOR WORK AND COMMUNITY LIFE 2
Stage 1
10 credits

Course Outline
This unit provides the students with opportunities to explore areas of mathematics that are essential for survival in the community. Students will study the topics of measurement, graphing, mapping and finances. They will explore the mathematics that they need to use in the home, the work place, the community and in other aspects of daily life.

Students will be assessed through directed investigations, assignments and projects that give them opportunities to apply the mathematical concepts to everyday situations.
HEALTH, RECREATION AND THE COMMUNITY
Stage 1 or Stage 2
10 credits

Course Outline
This course is designed to give students the opportunity to understand, value and change aspects of their life in order to facilitate a healthy lifestyle.

It includes what lifestyle entails, consequences for poor lifestyle decisions (related to lifestyle diseases) and the positive effects of leading a healthy lifestyle. Students will also have the opportunity to gain a range of health related life skills to prepare them for life in the community after leaving school.

Students will be expected to maintain a weekly journal which outlines how and what they will do each week and an end of week appraisal throughout their community project. At the end of this time they will also complete an evaluation of their project. In addition, students will be expected to maintain a folder of all preparatory class activities.

ARTS AND THE COMMUNITY
Stage 1 or Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about the visual arts (e.g. painting, pottery, sculpture, computer-generated art, graphic design, photography, and craft) and the performing arts (e.g. acting, writing, dance, music, technical production, lighting, stagecraft, costume design, and sound recording). Activities in this area of study can provide students with opportunities to develop and demonstrate different capabilities, with a particular focus on communication, learning, and work.

WORK AND THE COMMUNITY
Stage 1 or Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about work, either paid or unpaid, and can provide students with opportunities for focused development of the capabilities for work, communication, and learning.

DESIGN AND CONSTRUCTION AND THE COMMUNITY
Stage 1
10 credits

Course Outline
Activities in this area of study are likely to be about the design and/or construction of products and conveying ideas through design. These activities can provide students with opportunities for focused development of the capabilities for learning, work, and communication.
BUSINESS AND THE COMMUNITY
Stage 1 and Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about business and/or enterprise: for example, running a small business, participating in practice firms, and keeping financial records. These activities can provide students with opportunities for focused development of the capabilities for work, communication, and learning.

FOODS AND THE COMMUNITY
Stage 1 and Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about nutrition, food preparation and presentation, catering, the dietary needs of particular groups, and/or food hygiene. These activities can provide students with opportunities for focused development of the capabilities for personal development, learning, and work.

HEALTH, RECREATION AND THE COMMUNITY
Stage 1 and Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about health, fitness, nutrition, recreation, and/or leisure and can provide students with opportunities for focused development of the capabilities for personal development, work, communication, and learning.

TECHNOLOGY AND THE COMMUNITY
Stage 1 and Stage 2
10 credits

Course Outline
Activities in this area of study are likely to be about information technology, construction technology, food technology, information processing, word processing, and/or automotive technology. These activities can provide students with opportunities for focused development of the capabilities for learning, communication, and work.
LIFESTYLES AND THE COMMUNITY
Stage 1 or Stage 2
10 credits

Course Outline
The Lifestyles and the Community course allows the students to investigate an extensive range of support agencies and local facilities that may be of use to them when living independently. They will also visit a range of sporting facilities and participate in a range of activities while there. Students will be expected to maintain a weekly journal which outlines how and what they will do each week and an end of week appraisal (throughout their community project). They will also complete an evaluation of their project at the end of this time. In addition, students will be expected to maintain a folder of all preparatory class activities.

COMMUNICATION AND THE COMMUNITY
Stage 1 or Stage 2
10 credits

Course Outline
Activities in this area of study are likely to involve using language to communicate: for example, learning a community language or English; writing; giving a talk in public; developing skills in information and communication technologies; and raising awareness of body language. These activities can provide students with opportunities for focused development of the capabilities for communication, citizenship, and personal development.

ENVIRONMENT AND COMMUNITY
Stage 1 or Stage 2
10 credits

Activities in this area of study are likely to be about the natural and/or built environment and can provide students with opportunities for focused development of the capabilities for citizenship, learning, and communication.
PRESACE YEAR 10 BUSINESS STUDIES

Introduction
A semester of Business Enterprise is offered in year 10 as an elective. Following this a range of courses are offered in Stage 1 and Stage 2.

BUSINESS ENTERPRISE
Pre SACE Year 10
1 Semester

Course Outline
Year 10 Business Enterprise is a one semester course, which combines Introductory Business Studies, Introductory Accounting and Legal Studies, with the emphasis on an entrepreneurial approach to running a small business.

Students will investigate the profit motive and the various factors affecting businesses. Students will produce and sell a product of their design, in an emphasis to develop entrepreneurial skills.

They will record the financial transactions related to this small enterprise.

The students will examine the rules and regulations affecting business, ie basic legal processes.

Assessment
Continuous assessment of work submitted.

Future Options
SACE Stage 1: SACE Stage 2:
Business & Enterprise Business Studies

BUSINESS AND ENTERPRISE
Stage 1
10 credits

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus capabilities for this subject are communication, citizenship, and learning.
This subject outline gives schools the opportunity to vary the content and/or school-based assessment to develop **local programs** that suit their needs and interests.

**Content**

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For a 10-credit subject, students undertake:
- one core topic
- two to three option topics

**Core Topics**
- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

**Option Topics**
- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

**Assessment**

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

**STAGE 2 BUSINESS & ENTERPRISE**

**BUSINESS and ENTERPRISE**

**20 Credits**

**CONTENT**

Stage 2 Business and Enterprise comprises a core topic, and seven option topics.

For a 20 credit subject, students complete the study of:
- The core topic
- Two option topics

**Core Topic**

The Business Environment
- Business in Australia
- The Nature and Structure of Business
The report is up to a maximum of 2000 words in length and can be either
A situation analysis that outlines the present state of an existing small-to medium sized business, and that examines aspects such as market, competitors, staff, and business structure.
or
An enterprise report which involves the evaluation of a small business enterprise that the student has established themselves, and describes the business plan and other aspects associated with running the enterprise.
WORKPLACE PRACTICES

Stage 1 Workplace Practices

10 or 20 Credits (Semester or Full Year)

Content
This is a 10 credit subject but maybe taken in both semesters

To successfully complete this subject students will need to undertake the following:

1. Industry and Work Knowledge
This includes theory in at least two of the following topics:
   • Future Trends in the World of Work
   • The Value of Unpaid Work to Society
   • Workers’ Rights and Responsibilities
   • Career Planning
Two will be taught in one semester and the other two in the second semester.

2. Vocational Learning
All students will be required to undertake 25 to 30 hours of activity in a workplace in each semester. This can take a number of forms including work experience, using student’s paid employment and volunteer work.

Assessment
Type 1 – Folio which includes evidence from the Industry and Work Knowledge section
Type 2 – Performance which includes a workplace report and journal kept by the student
Type 3 – Reflection on the workplace experience
Up to 60% of the assessment can be for types 2 and 3.

Stage 2 Workplace Practices

20 Credits

Content

To successfully complete this subject students will need to undertake the following:

1. Industry and Work Knowledge
This includes theory in at least three of the following topics:
   • Work in Australian Society
   • The Changing Nature of Work
   • Industrial Relations
   • Finding Employment

2. Vocational Learning
All students will be required to undertake 50 to 60 hours of activity in a workplace during the year. This can take a number of forms including work experience, using student’s paid employment and volunteer work. If work placements are undertaken they can be in one workplace or in two or more workplaces.

Assessment
School-based Assessment  Weighting
Folio which includes evidence from the Industry and Work Knowledge section  25%
Performance which includes a workplace reports and journals kept by the student  25%
Two reflection on the workplace experience  20%

External Assessment
Individual Investigation  30%
TECHNOLOGY

PRE SACE YEAR 10

TECHNOLOGY
Introduction
All Year 10 Technology Studies are choice options in each of the semesters. Each option is based around the strands of designing, making and critiquing, with a varying emphasis on particular materials, information or systems. All workshop based subjects will include a CAD (Computer Aided Designing) component as well as exploring the design and manufacturing processes and devising practical solutions to problems.

PHOTOGRAPHY
Pre SACE Year 10
1 Semester

Course Outline
This course is designed for students to explore media through a repertoire of integrated skills and techniques. Students will have the chance to demonstrate their understanding and interpretations of society through photography and various technologies. The course focuses upon students using digital cameras as a media along with computer manipulation to portray an issue or idea. Throughout the course students will keep a journal which reflects their learning journey. The journal will contain written and visual ideas as well as the step by step processes that students used in their computer manipulations. By the end of the course students will produce four original computer manipulated pieces along with their journal demonstrating the processes taken to produce these final pieces.

Assessment
Students must meet the course objectives through a series of formative and summative tasks.
Practical 70%
Written 30%

Future Options
SACE Stage 1: Art 2D, Media Studies, Photography
SACE Stage 2: Art, Design
INFORMATION PROCESSING AND PUBLISHING

Semester 1
Pre SACE Year 10

Course Outline
In their study of this subject, students develop skills in designing, making and critiquing publication and presentations in the context of digital presentations, personal publishing or data input. The emphasis is on using the word processing package WORD. Students are encouraged to adopt enterprising approaches, including a designing process, to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information. Data Input also involves the development of touch typing skills and testing of speed and accuracy.

Assessment
Assessment Component 1: Practical Skills (60%)
Assessment Component 2: Designing and Skills Applications (30%)
Assessment Component 3: Issues Analysis (10%).

Future Options
SACE Stage 1: Information Processing and Publishing
SACE STAGE 2: Information Processing and Publishing.
INFORMATION PROCESSING AND PUBLISHING

Semester 2
Pre SACE Year 10

Course Outline
Digital Presentations involves the development of digital presentations to enhance information presented to an audience in personal, community, or business contexts. Students consider issues related to the production and use of digital presentations. Digital presentations incorporate the use of information processing and publishing equipment as well as image projectors, monitors, or televisions to display presentations that are either interactive or self-running. Students are encouraged to adopt enterprising approaches, including a designing process, to tackle the tasks set. This involves the development of innovative and creative design solutions that can be used to communicate information.

Data Input involves the development of touch typing skills and testing of speed and accuracy. Data Input is combined with Digital Presentations to make a unit of study.

Assessment
Assessment Component 1: Practical Skills (60%)
Assessment Component 2: Designing and Skills Applications (30%)
Assessment Component 3: Issues Analysis (10%).

Future Options
SACE Stage 1: Information Processing and Publishing
SACE STAGE 2: Information Processing and Publishing.
MEDIA

1 Semester
Pre SACE Year 10

Course Outline
The course is designed to give students a basic understanding of media terms and their application in film. The course makes practical use of both still and video cameras. Linked to a variety of computer programmes, students learn to manipulate and edit images which reflect society and their place in the world. A critical awareness of the pervasive influence of media in society is encouraged through practical examples and student writing.

Assessment
Media Activity/Production 60-70%
Media Analysis 30-40%

Future Options
SACE Stage 1: Media Studies
DESIGN AND CONSTRUCTION

Semester 1
Pre SACE Year 10

Course Outline
Students will explore the designing processes for construction with wood and other materials, and the application of such processes in our society including "hands on" work. Students will follow the design process to provide the detailed drawings and procedures associated with their construction projects. Students will also be expected to develop skills in material machining and computer aided drafting.

Assessment
Formal marking of written, research and practical activities. The final grade is calculated on Practical 70% and Theory 30%

Future Options
VET Technology
SACE Material Products II

DESIGN AND CONSTRUCTION

Semester 2
Pre SACE Year 10

Course Outline
Students will continue to explore the designing processes for construction with wood and other materials, and the application of such processes in our society including "hands on" work. Students will follow the design process to provide the detailed drawings and procedures associated with their construction projects. Students will also be expected to develop skills in material machining and computer aided drafting. Students will extend their design skills in using carcass joints and wood turning and develop their research skills of materials.

Assessment
Formal marking of written, research and practical activities. The final grade is calculated on Practical 70% and Theory 30%

Future Options
VET Technology
SACE Material Products II
METAL AND ENERGY TECHNOLOGY

Semester 1
Pre SACE Year 10

Course Outline
This subject is an introduction to welding, fabricating and machining with metals as well as an introduction to the engine and workshop practices in Energy Tech. Students will be introduced to industry standards to perform safe welding, machining, problem solving, designs and CAD. Students can construct a number of projects to develop their skills in each of the areas. In the Energy Component, the students will explore the operating systems of the engine, related workshop practices in the Motor Work as well as critiquing the environmentally sensitive processes and issues.

Assessment
Variety of types. Comparison with SACSA standards.
Future Options
VET – Industry Pathways Subject
STAGE 1 TECHNOLOGY

Stage 1 Wood Technology, Metal and Engineering Technologies, Electro Technology and Automotive are all part of certificated courses in VET (Trade Training Pathway). See VET Pathways

INFORMATION PROCESSING AND PUBLISHING
Stage 1
10 or 20 credits

Introduction
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.
The focus capabilities for this subject are communication and learning.
Stage 1 Information Processing and Publishing can be studied as a 10-credit subject.

Content
Stage 1 Information Processing and Publishing consists of the following five topics:
• Business Publishing
• Digital Presentations
• Digital Publishing
• Personal Publishing
• Data Input

A 10-credit subject may consist of one or two topics.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
• Practical Skills
• Product and Documentation
• Issues Analysis
PHOTOGRAPHY
Stage 1
10 credits

Course Outline
Students will develop the techniques for taking visually effective photographs. These techniques are applied to the production of a set of images. Students will work thorough the design process to produce the product.

Assessment
Students demonstrate evidence of their learning through the following assessment types.
- Skills and Applications Tasks 40%
- Folio 30%
- Product 30%

MEDIA STUDIES
Stage 1
10 Credits
Prerequisites: Nil

Course Outline
The course is designed to equip students with the ability to adapt to technical change. They will learn to communicate in a range of media e.g. film, video, print and radio. This knowledge may be adapted to a range of media eg. Film, video, print and radio. Students will critically analyse and be aware of the influence media has on them and society.
This course is aligned with Media Studies units outlined in Humanities section of the SACE website.

Assessment
Students must meet the course objectives through a series of formative and summative tasks:
Medial analysis 40%
Media Activity / Production 60%

Future Options:
Stage 2 Community Studies
MATERIAL PRODUCTS

Stage 1
10 credits

In Material Products, students learn about the products, processes, and systems of the natural and designed world. They develop an understanding of how the use of technology has created new and rapidly changing opportunities in local, national, and global contexts. Students develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to create a product or system. (A product may also be a model, prototype, part, or process.)

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with wood.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product.

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

- two skills and applications tasks
- one folio
- one product.
STAGE 2 TECHNOLOGIES

Stage 2 Wood Technology, Metal and Engineering Technologies, Electro Technology and Automotive are all part of certificated courses in VET (Trade Training Pathway).

INFORMATION PROCESSING AND PUBLISHING

20 credits
This subject involves the use of computer hardware and software to present and display material for the purpose of communication. The focus is on the computer as a communication tool for businesses (including clubs, societies, and charitable institutions). Page-layout and other software to assemble text and graphics electronically for publishing on paper is used.
The two sections of work are practical skills and issues and understanding.

Practical Skills
Students use computer technology and apply the design process to develop and present solutions to communication tasks for business. They apply the principles of design and page-layout (e.g. the use of fonts, text enhancement, white space, and the placement of text, graphics, columns, and tables) in completing tasks. The tasks may require students to provide original composition, work from oral or written instructions, retrieve prepared drafts, and conform to a given organizational or house style. Students are required to use word processing in conjunction with at least one other software application in completing communication tasks for businesses.
Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs, itineraries, programs, leaflets, stationery, posters, brochures, and advertising material.

Intended Learning
- operate and manage computer hardware and software efficiently
- understand and apply the design process in planning and completing tasks
- use the appropriate word-processing software functions to input, store, retrieve, and edit information for business use, and disseminate this information
- understand and use effective design and layout principles
- integrate software applications by importing or linking to meet the requirements of the design brief
- choose and use resources (including manuals and online help) to solve operational problems.

Issues and Understanding
Students consider the social, ethical, and/or legal issues associated with the use of computer technology for communication (e.g. security, confidentiality, retraining, multi skilling, occupational health, safety, and welfare, and intellectual property). They develop their knowledge and understanding of current computer hardware and software used by organizations to process and publish information. They learn efficient ways to manage computer hardware and software to complete tasks, and appreciate the complexity of file management and work flow in a business.

Intended Learning
- show an understanding of social, ethical, and/or legal issues associated with the use of computer technology for communication within businesses (e.g. security, confidentiality, retraining, multi skilling, occupational health, safety, and welfare, and intellectual property)
- demonstrate an understanding of efficient file-management practices for information-processing systems and procedures within a business
- use appropriate terminology
• show an awareness of current computer hardware and software used by businesses to process and publish information.

School-based Assessment (70%)
• Assessment Type 1: Practical Skills (40%)
• Assessment Type 2: Issues Analysis (30%)

External Assessment (30%)
• Assessment Type 3: Product and Documentation (30%).
Industry Pathways Programs & Other Vocational Programs

MULTI TRADES
AUTOMOTIVE & ENGINEERING PATHWAYS

ABOUT THE PROGRAM
A multi trades pathway leading to Metal, Mining or Civil construction sectors.
This is a package of compulsory subjects, competency based training and structured workplace learning for students who are planning their first career to be in
- Boiler making, Fitting and turning
- Metal manufacturing / construction industry
- Plant / machine operator/fitter in the mining or Civil Construction industry
- Trade crew that use metals including Automotive, Refrigeration and Plumbing

The learning will be undertaken partly at school and partly in TAFE and the workplace. Subjects at school will be across Year 11 and 12 and include Maths, English, Workplace practices and a restricted number of other subject choices.

Students considering this package will need to make an application and attend an interview.

HOW TO APPLY
Students considering this package will need to make an application and attend an interview. An IPP application form will need to be done outside the normal subject counselling process.

PROGRAM COSTS
IPP programs have a higher operating and consumables cost due to the specific training needs. The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.

HOW THE TWO DAY IPP / VET LEARNING IS TO BE STRUCTURED
The program will be undertaken at school over 3 days possibly from Monday to Wednesday and then at TAFE or JPSS Trade Training Centre facilities for the remaining 2 days.

Depending on what each applicant has completed, the subjects at school will be the compulsory SACE Year 11 Maths, English, Year 12 Research Project and Workplace Practices. There will be room for only limited additional school based choices.
Most of the school based subjects will only have 3 of the 4 lessons by the end of Wednesday therefore the students will be expected to follow up tasks at school during their study lessons.

The competency based leaning at TAFE will cover at least 140 nominal hours each semester. For each 70 hours completed 10 credits will contribute towards SACE.

In addition each student will need to complete at least 120 hours of structured workplace learning. This will; be partly programmed over the year with as will as an expectation that at least some will be undertaken in the student’s own time (possibly 2 weeks in holidays).

IPP / TAFE hours will follow same attendance hours 8.45am to 3.15pm see the Conditions of Participation sheet for additional information
ALLIED HEALTH PATHWAYS

ABOUT THE PROGRAM
A pathway leading to employment in nursing allied health and aged care sectors. This is a package of compulsory subjects, competency based training and structured workplace learning for students who are planning their first career to be in

- hospital or aged care nursing,
- working with children,
- working with people with disabilities
- assisting health care professionals.

The learning will be undertaken partly at school and partly in the workplace. Subjects at school will be across Yr 11 and 12 and include Maths, English, Health, Workplace practices and a restricted number of other subject choices.

Students considering this package will need to make an application and attend an interview.

The school pays for TAFE and RTO (Registered Training Organisation) fees, but the students contribute with appropriate clothing or safety gear.

HOW TO APPLY
Students considering this package will need to make an application and attend an interview. An IPP application form will need to be done outside the normal subject counselling process.

PROGRAM COSTS
IPP programs have a higher operating and consumables cost due to the specific training needs. The school pays all the costs of the tuition including TAFE and RTO (Registered Training Organisation) fees. The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.

HOW THE SINGLE DAY HEALTH IPP LEARNING IS TO BE STRUCTURED
The learning will be undertaken at school using 4 days for general subjects and then one full day in VET competency learning some of which will be in School and some will be in the workplace.

Depending on what each applicant has completed, the subjects at school will be the compulsory SACE Year 11 Maths, English, Year 12 Research Project
It is recommended that students will undertake optional subjects of

- Health
- Food & Nutrition
- Workplace Practices

The competency based learning IPP will cover at least 140 nominal hours over the year. For each 70 hours completed 10 credits will contribute towards SACE.

In addition each student will need to complete at least 100 hours of structured workplace learning. This will; be partly programmed over the year with as well as an expectation that at least some will be undertaken in the student's own time (possibly week in holidays).

IPP / VET hours will follow same attendance hours 8.45am to 3.15pm see the Conditions of Participation sheet for additional information
GENERAL CONSTRUCTION PATHWAYS

ABOUT THE PROGRAM
The training package is designed to expand opportunities for students who are considering seeking a career in the building industry, with a focus on the wood and carpentry components. This is a package of compulsory subjects, competency based training and structured workplace learning. It will lead to qualifications and opportunities for students to enter the workforce as an

- Trainee or apprentice in the building and construction, industry
- Trainee or apprentice in carpentry
- Trainee or apprentice in wall and ceiling lining

The learning will be undertaken partly at school and partly in TAFE and the workplace. Subjects at school will be across Yr 11 and 12 and include Maths, English, Health, Workplace practices.

Students choosing this IPP will have a restricted number of other subject choices.

THE VET PROGRAM WILL BE PROGRAMMED AS A 2 DAY off campus structure.

HOW TO APPLY
Students considering this package will need to make an application and attend an interview. An IPP application form will need to be done outside the normal subject counselling process.

PROGRAM COSTS
IPP programs have a higher operating and consumables cost due to the specific training needs. The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.
AUTOMOTIVE

This course offers an introduction to the skills needed in the variety of Motor Trades. The study covers a number of Core Modules. Each of the units is from the first year of a Mechanical Apprenticeship. A range of industry specific modules will be covered. These may include:

**CERTIFICATE 2 AUTOMOTIVE (heavy vehicle diesel or light mechanical).**
- Apply safe work practices
- Identify environmental regulations
- Remove and tag engine components
- Use and maintain basic measuring devices
- Remove and tag automotive electrical system components
- Test, service and charge batteries
- Use and maintain workshop tools
- Inspect and service engines
- Replace inspect and fit wheels
- Remove and tag transmission components
- Balance wheels and tyres
- Remove and tag steering, suspension
- Carry out service operations

**LOCATION and Time**
The program will be undertaken at Pt Pirie TAFE.
The course has been generally programmed for one or two full days release.
You will be expected to complete a number of hours in structured workplace learning [recommended one week each semester in a related industry]

**HOW TO APPLY**
Students considering this package will need to make an application as well as discussing their options as part of the subject counselling process.

**PROGRAM COSTS**
VET programs have a higher operating and consumables cost due to the specific training needs.
The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.
CERT 2 in HOSPITALITY [KITCHEN OPERATIONS]

ABOUT THE PROGRAM

Course Outline
This course offers students the opportunity to complete a Certificate II in Kitchen Operations. Completion of this course may lead to a Commercial Cookery Certificate III in following years.
A range of industry specific modules will be covered. These may include:

CERTIFICATE II HOSPITALITY
- Develop and update hospitality industry knowledge
- Follow health safety and security procedures.
- Follow workplace hygiene procedures
- Organise and prepare food
- Present food
- Use basic methods of cookery
- Clean and maintain kitchen premises
- Prepare, cook and serve food for food service
- Receive and store kitchen supplies
- Work with colleagues and customers
- Prepare appetizers and salads
- Prepare sandwiches
- Prepare stocks and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes

SACE credit range
Units for this are regarded as Stage 1 and you can claim up to 55 credit units if all work is completed and assessed. Each 70 completed hours will attract 10 credit points

LOCATION and Time
The program will be undertaken at JPSS TTC Commercial Kitchen
The course has been generally programmed for one full day release.
You will be expected to complete a number of hours in structured workplace learning [recommended one week each semester in a related industry]

HOW TO APPLY
Students considering this package will need to make an application as well as discussing their options as part of the subject counselling process.

PROGRAM COSTS
VET programs have a higher operating and consumables cost due to the specific training needs.
The school pays all the costs of the tuition and RTO (Registered Training Organisation) fees,
The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.
CERT 3 IN HOSPITALITY [COMMERCIAL COOKERY]

ABOUT THE PROGRAM

Course Outline
Students applying for this course would have been expected to complete cert 2 in Kitchen Operations
This full year course is aimed a students who are seeking an immediate career in the hospitality industry
Students will work towards completing a full Certificate 3 in commercial cookery
A range of industry specific modules will be covered. These may include:
A significant structured workplace learning time is needed to support the learning
CERTIFICATE 3 in Commercial cookery will include studies from the following
- Develop and update hospitality industry knowledge
- Follow health safety and security procedures.
- Follow work place hygiene procedures
- Organise and prepare food
- Present food, cost menus
- Use basic methods of cookery
- Prepare, cook and present food
- Clean and maintain kitchen premises
- Prepare, cook and serve food for service
- Work with colleagues and customers
- Work in a socially diverse environment
- Prepare hot and cold deserts
- Select prepare and cook poultry. Seafood, meats
- Prepare appetizers and salads
- Prepare sandwiches, pastries cakes and yeast goods
- Prepare stocks and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes
- Prepare food according to dietary needs
- Apply first aid,

SACE credit range
Some Units for this are regarded as Stage 1 and you can claim up to 10 credit units if all work is completed and assessed.
Most units can be claimed as contributing to Stage 2 up to a value of 155 credits
Each 70 completed hours will attract 10 credit points

LOCATION and Time
The program will be undertaken at JPSS TTC Commercial Kitchen
The course has been generally programmed for one full day release.
You will be expected to complete a number of hours in structured workplace learning [recommended, 2 weeks each semester in a related industry]

HOW TO APPLY
Students considering this package will need to make an application as well as discussing their options as part of the subject counselling process.

PROGRAM COSTS
VET programs have a higher operating and consumables cost due to the specific training needs.
The school pays all the costs of the tuition and RTO (Registered Training Organisation) fees,
The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.
ELECTRO TECHNOLOGY

ABOUT THE PROGRAM
Course Outline
This course offers an introduction to the skills needed in the Electrical Trades. This study covers a number of the units that are part of the electronics first year apprentice studies. There is a high level of written and classroom work with an expectation of a good level of Mathematical competence. This group is generally for students who are keen to seek an electrical apprenticeship.

A range of industry specific modules will be covered. These may include:

ELETROTECHNOLOGY CERTIFICATE II
- Fix and secure equipment
- Solve problems in multiple path DC circuits
- Use drawings, diagrams, schedules and manuals
- Solve problems in extra low voltage single path circuits
- Apply OHSW in workplace
- Dismantle and fabricate electro-technology
- Lay wiring and terminate accessories for extra low voltage

SACE credit range
Units for this are regarded as stage 1.

LOCATION and Time
The subject will be undertaken fully at TAFE at times to be negotiated and has generally been 2 days per week spread over 10 weeks throughout the year.

HOW TO APPLY
Students considering this package will need to make an application and attend an interview.

PROGRAM COSTS
VET programs have a higher operating and consumables cost due to the specific training needs. The students are expected to contribute towards the cost of appropriate clothing or safety gear to the value of $100 each year.
APPLICATION for 2014

INDUSTRY PATHWAYS PROGRAMS
VOCATIONAL CERTIFICATE PROGRAMS

I AM APPLYING FOR THE FOLLOWING PROGRAMS
You can nominate more than one in a priority order

1. .................................................................................................
2. .................................................................................................
3. .................................................................................................

Name:..............................................................................................CG:......

Date of BIRTH:

Contact details - current address, email and phone number.

Preferred trade
The career direction that you are planning.

The reasons why I am interested in the programs, you may include what you know about your chosen trade preference
Have you already completed any TAFE competencies?  
If yes please list the area of study eg Retail, Automotive, IT.

Have you completed any work experience in any industry related areas?  
If yes who with.

If no are you prepared to complete some industry related work experience later this year?

Are you already signed to a contract of training through your part time work?  
If yes what certificate are you completing and who is your employer.

I understand that I to participate in work experience with some of this time being completed in school holidays. This will be up to 140 hours over two years.

I understand that there will be reduced number of subject options for the semester at school. It is recommended that the following subjects will be included as part of the regular subject counselling

- Work Place Practices Yr 11 and 12
- Research Project Yr 11 to 12 compulsory study
- English option full year 11 compulsory study
- Maths option full year selection in yr 11
- One choice my priority is………………………………..

Signed:

________________________________________
Student

________________________________________
Parent/Guardian
The SAASTA programme is a full year course, which is available to Aboriginal students studying in the last three years of school in the area of sports administration and associated areas. The course allows students to develop a range of skills in a variety of sports in order to obtain recognised certification of skills and knowledge. The SAASTA programme delivers a range of credits towards SACE depending on the combination of subjects studied from the program. The remaining credits needed are delivered from the compulsory and choice subjects offered by the school. The school offers an Integrated Learning subject for years 10 to 12 in Sport and Recreation and a Certificate III in Sport and recreation.

**SAASTA Certificate III in Sport & Recreation**  
40 SACE credits

Developed as a VET subject, the SAASTA Certificate III in Sport & Recreation provides academy students with a direct sporting pathway through the SACE.

The course is aimed at sports minded students and will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports industry as well as the potential to further enhance elite sporting careers.

There are fourteen modules in this subject which are mainly sporting based with a particular focus on skill developed, tactics, physical conditioning and the attainment of the Senior First, Occupational Health, Safety & Welfare and various Base Level Coaching certificates.

Students are expected to attend a one week block of study at Regency TAFE in Adelaide with accommodation and meals supplied at the TAFE at the end of the first 3 terms of school.

Academy students who successfully complete all modules will receive a nationally accredited qualification.
Aboriginal Power Cup

Integrated Learning Stage 1&2  10 SACE credits

Aimed at both male and female students the Aboriginal Power Cup (APC) subject offers a dynamic curriculum which culminates in the annual Aboriginal Power Cup Carnival. The three-day event focuses on cultural activities, health, career and tertiary pathways and a 9-A-Side football competition against other school academies.

Each academy receives expert coaching, mentoring and support by players from the Port Adelaide Power Football Club and in the lead up to the carnival students are required to work both individually and in teams to complete a series of set curriculum tasks. All tasks are judged on a points system with the highest ranked male and female teams earning the right to play off in the Grand Final at AAMI stadium before a Port Adelaide Power home game.

SAASTA Shield

Integrated Learning Stage 1&2  10 SACE credits

This subject has been developed to follow on from the Aboriginal Power Cup. Like the APC, this subject culminates in a two-day sporting carnival where academies will compete in a round-robin format to claim the SAASTA Shield. In the lead up to the carnival students receive advice, mentoring and coaching from industry experts to develop their skills in a variety of sports, recreational and health activities.

*Stage 2 academy students are required to successfully complete both the APC and SAASTA Shield subjects.

Students interested in this programme can seek further information from the SAASTA Coordinator or School Counsellors.