John Pirie Secondary School

Pathways to the Future
Handbook 2017
## CONTENTS

### Introduction to Senior Secondary Education

- Year 10, 2018 – Pre SACE
- General Information  The SACE  

### Current & New SACE Completion Pathways

- University Pathway  
- Industry Pathway & Vocational Certificate Programs  
- Supported Learning  
- Flexible Learning Options  

### Subject Descriptors

- The Arts  
- Cross Disciplinary Studies  
- English  
- Health and Physical Education  
- Languages Other Than English  
- Mathematics  
- Science  
- Humanities & Social Sciences  
- Alternate SACE Class  
- Business, Enterprise & Technology  
- Industry Pathway & Vocational Certificate Programs  
- South Australian Aboriginal Sports Training Academy (SAASTA) Program  

## Page 2
INTRODUCTION

TO

SENIOR SECONDARY EDUCATION

AT

JOHN PIRIE SECONDARY SCHOOL

Pathways to the Future

Pre SACE Year 10

SACE Curriculum

General Information for SACE

SACE Pathways

SACE Course Planner
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 senior 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 2017 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 2018 and think about 2018 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 for relevant details.

Careers / Employment Websites
www.jobsearch.gov.au/joboutlook
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 information regarding university and TAFE entrance refer to the SATAC guide
www.satac.edu.au

For information on South Australian Certificate Education (SACE)
www.sace.sa.edu.au
## YEAR 10 2017 – 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>
<thead>
<tr>
<th>Sem 1</th>
<th>Maths</th>
<th>English</th>
<th>Science</th>
<th>HASS</th>
<th>Physical Education</th>
<th>Free Choice</th>
<th>Free Choice</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Pure Maths Or General Maths or Numeracy for Life</td>
<td>Literacy Studies General English Or Literacy for Life &amp; Community</td>
<td></td>
<td>Geography</td>
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<td></td>
<td></td>
<td>Free Choice</td>
<td>Or Industry Pathways</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sem 2</th>
<th>Maths</th>
<th>English</th>
<th>Science</th>
<th>HASS</th>
<th>PLP</th>
<th>Free Choice</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pure Maths Or General Maths or Numeracy for Life</td>
<td>Literacy Studies General English Or Literacy for Life &amp; Community</td>
<td></td>
<td>History</td>
<td></td>
<td>Free Choice</td>
<td>Free Choice</td>
</tr>
</tbody>
</table>

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 – WHAT IS IT AND HOW CAN IT BE COMPLETED?

A range of materials are available to inform students and families about the SACE, and to help complete course selection.

- Starting the SACE [PPT 2MB]
- Planning for Stage 2 of the SACE [PPT 1.6MB]
- SACE Planner [PDF 31KB]
- SACE overview fact sheet [PDF 290KB]
- An introduction to VET in the SACE [PPT 2MB]

These are all available on the SACE Board Website at

https://www.sace.sa.edu.au/schools/sace-overview/course-counselling
Personal Learning Plan = 10 credits

Literacy = 20 credits
Choose from a range of English subjects or courses

Numeracy = 10 credits
Choose from a range of Mathematics subjects or courses

Stage 2 subjects or courses = 60 credits
Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

Additional choices = 90 credits
Choose from a range of Stage 1 and Stage 2 subjects and courses

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

Subtotal 10
Subtotal 30
Subtotal 70
Subtotal 90
Total 200
SACE PATHWAYS

University Pathway

Industry Pathways Programs & Other Vocational Courses

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  2017
Please follow Course Planner.

Stage Two  (2018)
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

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.
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).
Construction = leads to employment in the construction industry.
Engineering (Metals) = leads to employment in the metal fabrication and fitting trades.
Hairdressing = leads to employment in the hair and beauty industry.
Allied Health = leads to employment in health assistance careers.

For more information, see detailed program outlines at the end of this booklet.
STUDENTS WITH A FLEXIBLE LEARNING OPTIONS (FLO) ENROLMENT

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. They can get accreditation 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 are identified through the Student Intervention Team and during the subject counselling process.
SUBJECT

DESCRIPTORS
THE ARTS

The Arts welcome you to a world of fun, colour, texture, hands-on practical activities, and 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 ...

<table>
<thead>
<tr>
<th>Drama</th>
<th>Music</th>
<th>Visual Arts</th>
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</thead>
<tbody>
<tr>
<td>Year 10 elective&lt;br&gt;1 or 2 Semesters</td>
<td>Year 10 elective&lt;br&gt;1 or 2 Semesters</td>
<td>Year 10 Elective Art&lt;br&gt;1 or 2 Semesters</td>
</tr>
<tr>
<td>Stage 1&lt;br&gt;1 or 2 Semesters</td>
<td>Stage 1&lt;br&gt;Music Experience&lt;br&gt;1 or 2 Semesters</td>
<td>Stage 1 Visual Arts – Art or Design,&lt;br&gt;1 or 2 Semesters (Students must have a standard of skills for undertaking this course)</td>
</tr>
<tr>
<td>Stage 2&lt;br&gt;2 Semesters</td>
<td>Stage 2&lt;br&gt;Ensemble Performance, Solo Performance (on recommendation of Stage 1 music teacher)</td>
<td>Stage 2 Visual Arts – Art or Design&lt;br&gt;2 Semesters (on recommendation of Stage 1 Art teacher)</td>
</tr>
</tbody>
</table>
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, and completed Stage 1 music successfully.

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 audience.
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: Visual Art
SACE Stage 2: Visual Art
VISUAL ARTS (Art or Design Semester 2)  
Pre SACE Year 10

Prerequisites
Nil

Course Outline (Visual Arts – Art)
The broad area of Art encompasses a wide array of materials, methods and outcomes. The processes used in the creation of Art includes the initiation and development of ideas, research, analysis, exploration and experimentation with media and techniques. The combination of theoretical and practical work culminates with the resolution and production of practical work. Art as a discipline focuses on the expression of an Artists’ ideas and perspectives.

Course Outline (Visual Arts – Design)
The broad area of Design encompasses visual communication in differing forms such as graphic design, environmental design and product design. Design emphasizes a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Design as a discipline focuses on meeting the needs of the client by satisfying the criteria of the brief.

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.

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

Future Options:
SACE Stage 1: Design
SACE Stage 2: Design

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 or Design. 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 Folio, one Major Practical Piece and a Visual Study.

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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Folio</td>
<td>40%</td>
</tr>
<tr>
<td>Practical</td>
<td>30%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>

Future Options
SACE Stage 2: Visual Arts

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 utilise a range of traditional and digital media to generate their designs. This course aims to develop student documentation of visual learning. Students are required to complete one Folio, one Major Practical Piece and a Visual Study.

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.

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<td>30%</td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
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</tbody>
</table>

Future Options
SACE Stage 2: 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, students must demonstrate competency in the following four strands of the curriculum:
Practical Application
Knowledge & Understanding
Analysis & Synthesis
Investigation & Exploration

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 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 seven assessments, including the external assessment component. Students produce:
Two 20 Page A3 Folio
Two practical works, including a practitioner’s statement for both practical works
One 20 Page A3 visual study (2000 word maximum word limit)

Assessment

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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<tr>
<td>Practical</td>
<td>40%</td>
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<tr>
<td><strong>External Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Visual Study</td>
<td>30%</td>
</tr>
</tbody>
</table>
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, Sculpture, Digital imaging or Digital modelling. 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 Design works in differing cultural and historical contexts.

Visual Arts Design includes graphic and communication design, environmental design, product design and architectural 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 seven assessments, including the external assessment component. Students produce:
Two 20 Page A3 Folio
Two practical works, including a practitioner’s statement for both practical works
One 20 Page A3 visual study (2000 word maximum word limit)

Visual Arts Practice, Practical Studies

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

Drama may be undertaken as a 10-credit subject.

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.

Future Options
SACE Stage 2: Drama
Drama
Stage 2
20 Credits

Prerequisites
Students should have successfully completes Stage 1 Drama or some theatrical confidence.

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. This will include a major production, a small group performance in response to a play, and a number of written assessments responding to performances and exploring dramatic theorists. 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:

- Performance
- Folio: Group production Report and 2 reviews
- Dramatic Innovator study – Written Essay
- Text Study- group presentation
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
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, 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 (Non ATAR Course)

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
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community.

Assessment

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

External Assessment (30%)
Assessment Type 2: Reflection.
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. All Stage 1 English courses are based on the Australian Curriculum and are being introduced for the first time statewide.

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
2018
English
Essential English
Two Semesters of English from one of these strands is compulsory.

SACE Stage 2:
2018
English Literary Studies
English
Essential English

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
2018
English
Essential English
Two Semesters of English from one of these strands is compulsory.

SACE Stage 2:
2018
English Literary Studies
English
Essential English
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: Essential English
SACE Stage 2: Essential English.
English Subjects
In order to meet the English requirements of the SACE, students need to complete two semesters of English from the following subjects: Essential English or English. These Australian Curriculum English subjects are being taught for the first time in 2018.

Stage 1 English
English Subject Description:
In this subject, students are expected to:
• analyse relationships between purpose, context, and audience and how these influence texts and their meaning
• identify ways in which ideas and perspectives are represented in texts
• analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
• create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
• identify and analyse intertextual connections
• apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Subject Length: 2 Semesters
Advice to students:
This course is literature-based and leads to the study of either English or English Literary Studies at Stage 2. Students must achieve a C grade or higher to be successful in this subject.

Content and Assessment
In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. The content includes:
• Responding to Texts
• Creating Texts
• Intertextual Study

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.
It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.

Responding to Texts
Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. The responses may be written, oral, and/or multimodal. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.
Responses to texts could include, but are not limited to:
• an oral presentation with visual images
• an analytical essay examining how a film maker communicates a sense of place
• a commentary on a collection of poems
• a discussion of different interpretations or critical perspectives of a text
• a website explaining the meaning of a novel within its historical context
• a role play such as an interview with a director
Creating Texts
Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms. In creating texts, students aim to achieve a level of precision, fluency, and coherence appropriate for audience and context.
The texts created could include, but are not limited to:
• a persuasive piece such as an advocacy website, essay, or blog comment(s)
• a written narrative or imaginative short story
• a digital slide presentation on a topic of interest
• a multimedia display to inform a target group about a community issue
• a feature article for a magazine

Intertextual Study
In the intertextual study students connect two or more texts in relation:
• to the context in which each text was generated
• to the context in which each text is read or viewed.

Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality.

Responses to texts could include, but are not limited to:
• an investigation of language features in more than one text, such as articles, speeches, blogs, websites, infotainment, hypertext, poetry, novels, reality TV, or graphic texts
• a study of two texts with common ideas, perspectives, and/or voices that provide different points of view
• an analysis of a text that has been adapted from one mode to another, such as comparing a film version of a text with the original novel.

A created text must be based on a published text and include a writer’s statement. In the writer’s statement students explain how their created text has been influenced by the published texts. Students may negotiate the choice of texts for analysis and the type of text for the text creation and writer’s statement.
Responses to texts or created texts may be written, oral, and/or multimodal. A written response or created text should be a maximum of 1000 words (including the writer’s statement); an oral response or created text should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.
Stage 1 Essential English

Essential English Subject Description:
In this subject, students are expected to:
• develop communication skills through reading, viewing, writing, listening, and speaking
• comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
• identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
• express information, ideas, and perspectives using a range of textual conventions
• create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Subject Length: 2 Semesters
Advice to students:
There is a degree of flexibility in this course as it is designed for the specific learning needs or styles of individual students. Students who undertake Essential English in Stage 1 will be able to continue with Essential English in Stage 2 but will not be able to enrol in any other Stage 2 English course.

Content and Assessment
Stage 1 Essential English subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:
• Responding to Texts
• Creating Texts.

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations and at least two should be in written form.
It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.

Responding to Texts
Students produce written, oral, and/or multimodal responses to a text or texts. Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts. Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.
Students review texts in one or more contexts to discover how these texts achieve a specific purpose.
Students may, for example, examine:
• image selection in websites
• emotive language in speeches or films
• structures of community texts such as newsletters from sporting teams
• stereotypes in advertisements
• vocabulary choices in workplace documents
• graphical representation of key information or ideas in a magazine article
• the use of textual conventions, such as perspectives in film, fiction, or video games’.
Creating Texts
Students create written, oral, and/or multimodal texts. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

For example, they might produce:
• an advocacy website
• discussions of community issues
• a workplace text
• a report on a work placement
• a written narrative
• an interactive narrative
• a monologue
• writing that incorporates visual elements
• a PowerPoint display to inform a target group and about a community issue.

Intertextual Study
In the intertextual study students connect two or more texts in relation:
• to the context in which each text was generated
• to the context in which each text is read or viewed.

Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality.
• techniques to make meaning and to influence opinions. Students also develop an understanding of the ways in which texts are composed for a range of purposes and audiences. Students analyse ideas, values, and beliefs, and make connections with their personal experiences, ideas, values, and beliefs.
• Assessment Type 2: Text Production
For this assessment type, students provide evidence of the extent and quality of their learning in producing written, oral, or multimodal texts. In producing texts, students aim to achieve a level of fluency, precision, style, and structure appropriate to audience and context. Students are encouraged to use language appropriately to convey meaning in a range of contexts.
STAGE 2 ENGLISH

These subjects will be taught for the first time in 2018

ENGLISH LITERARY STUDIES
Stage 2
20 Credits

Assumed Knowledge
Students should be capable readers and writers and have an interest in all aspects of language and literature. Students need to apply the skills of critical thinking and analysis. Students will engage with poetry, prose, film and drama texts from a prescribed list. They can expect that the course requires a large time commitment beyond the classroom. Stage 2 English Literary Studies will be taught for the first time in 2018.

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

Course Outline
In English Studies students will read a range of both extended and shorter texts. They analyse texts from a variety of contexts, including the past, present and everyday contexts. English Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual studies of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments.

English Studies helps students to extend the scope of their reading and viewing. It enriches their personal development by encouraging them to explore texts from a range of cultural and critical perspectives. It encourages interest in many kinds of texts and in making connections between texts and personal and cultural experience.
All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%)
- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
- Assessment Type 3: Text Study:
  - Part A: Comparative Text Study (15%)
  - Part B: Critical Reading (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete:
- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

There will be a 90 minute critical literacy examination in this subject.

It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.

ENGLISH
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 that the course requires a large time commitment beyond the classroom.

Stage 2 English will be taught for the first time in 2018. In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.
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.

**School Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 English:

*School Assessment (70%)*
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

*External Assessment (30%)*
- Assessment Type 3: Comparative Analysis (30%).

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

Students complete:
- three responses to texts
- four created texts (one of which is a writer’s statement)
- one comparative analysis.

It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.
ESSENTIAL ENGLISH
Stage 2
20 Credits

Essential English is a 20-credit subject at Stage 2.
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Stage 2 Essential English will be taught for the first time in 2018. Essential English is a 20-credit subject at Stage 2. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE. The focus capabilities of this subject are communication, citizenship, personal development, work and learning. All Stage 2 subjects have a school assessment component and an external assessment component.

ASSESSMENT
The following assessment types enable students to demonstrate their learning in Stage 2 Essential English:

School Assessment (70%)
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
- Assessment Type 3: Language Study (30%)

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

It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.
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 & 2: Food and Hospitality  
VET: Certificate II Hospitality (Kitchen Operations) & 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 trip (kayaking) 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 healthy to undertake 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
Semester 1 Compulsory

Course Outline
This course is based on the Australian Curriculum. It is designed to provide students with the key messages and skills surrounding health and physical activity which they will require to lead a healthy life. This course will also aim to prepare students for the demands of Stage 1 and 2 Physical Education. Time spent in this subject will be split between a range of theory and practical activities with assessments being weighted as 40% course work and 60% practical skills application.

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.

Course Work
- Sports Injuries
- Mental Health and Relationships
- Coaching
- Negotiated topic

Practical Skills Application
Practicals in this course will be negotiated with students to suit the needs and interests of the different cohorts of students that align with the facilities available to the class at the time.

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)
PHYSICAL EDUCATION
Pre SACE Year 10
Semester 2 (elective)

Course Outline
This course will feature elements of the Australian Curriculum and SACE Stage 1 Curriculum and is undertaken as a Semester long 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
Students will conduct a 500 word Issues Analysis on a current issue in sport of their choice. Students will negotiate their topic with the teacher and present a two sided argument on their chosen issue.

Topics Studied
- Body Systems
- Drugs in Sport
- Technology in Sport
- Issues Analysis

Practical Skills Application
- Badminton
- Touch Football
- Negotiated practical

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)
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
- 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 subject 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, living with children with allergies, children’s safety 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: Investigation (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

*Students, Parents and Caregivers should be advised that students participating in this course may be required to contribute towards the costs of materials and ingredients needed for practical lessons and assessments.
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 Credits or 20 credits (1 or 2 semesters)

Course Outline
Stage 1 Physical Education may be undertaken as a 10-credit subject or a 20-credit subject. Students wishing to undertake Stage 2 Physical Education are advised to complete two semesters of Physical Education at Stage 1 particularly semester 2. Both Semester 1 and Semester 2 Stage 1 Physical Education will feature a theory component (30%) and Practical Component (60%) and Exam (10%). Students and Parents/ Caregivers are advised that an overnight aquatics camp to Port Augusta may feature in the semester 2 Physical Education program. The cost of this camp is covered by the student and would be approximately $50-$60.

A Stage 1 Physical Education program consists of the following approaches, through which students develop the concepts and skills of Physical Education.

Practical Skills and Applications
Students complete three practicals for a 10-credit subject and six practicals for a 20-credit subject.

Principles and Issues
• The Nature of Physical Activity
• Issues in Physical Activity

Assessment
Assessment in Stage 1 Physical Education includes the following components:
• Assessment Type 1: Practical
• Assessment Type 2: Folio
• Assessment Type 3: Exam

Semester 1
During Semester 1 students will study four theory and three practical topics.

Theory Topics include:
• Diet for Physical Activity and Performance
• Issues Analysis
• Skill Acquisition
• Fitness Testing and Fitness Components

Practicals include:
• Basketball
• Netball
• Volleyball

Semester 2
During Semester 2 students will study four theory and three practical topics.

Theory Topics include:
• Energy Systems
• Acute Responses to Exercise
• Biomechanics
• Issues Analysis

Practicals include:
• Badminton
• Touch Football
• Aquatics or Negotiated practical

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

Please Note:
Students cannot choose both Physical Education and Sport & Recreation at Stage 1 or 2. They must decide between the two courses.
SPORT & RECREATION
Stage 1
10 Credits (1 Semester)

Course Outline
This course is undertaken as a semester long subject 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. Students who participate in this course are not assessed against any practical skill application within practical lessons – rather assessment is based on their reflection and evaluation on the teaching and learning process.

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.

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

Please Note:

Students cannot choose both Physical Education and Sport & Recreation at Stage 1 or 2. They must decide between the two courses.
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

Topics Studied
- Topic Study 1: Community Agency
- Topic Study 2: Immunisation
- Topic Study 3: Sexuality and health
- Topic Study 4: External Investigation
- Topic Study 5: Health Promoting Activity
- Topic Study 6: Contemporary Health Issue
- Topic Study 7: First Aid

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

<table>
<thead>
<tr>
<th>School-based Assessment (70%)</th>
<th>Weighting</th>
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</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>
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</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>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Activity</td>
<td>50%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</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 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.
INTEGRATED LEARNING – FOODS
Stage 2
20 credits

This Stage 2 subject is an Integrated Learning program which is focused around Food, Cooking and catering.

Students following a University Pathway are not recommended to study this course.

Practical Skills and Application
In Stage 2 Foods there are three keys areas of study:
Key Area 1: Developing the Capability for Learning
Key Area 2: Developing the Capability for Communication
Key Area 3: Developing the Capability for Work

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 Gourmet Pizzas, Making Pasta from Scratch, Meat and Vegetables, offsite Catering activity and a 2 Course Meal.

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

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. 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.

Students cannot choose both Food & Hospitality and Integrated Learning Foods. They must decide between the two courses.
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 Stage 2 Child Studies students develop a variety of research, management, and practical skills. The investigation involves in depth research into a contemporary issue related to the development and wellbeing 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.

*Students, Parents and Caregivers should be advised that students participating in this course may be required to contribute towards the costs of materials and ingredients needed for practical lessons and assessments.
PHYSICAL EDUCATION
Stage 2
20 Credits

Assumed Knowledge
A background of Year 10 Physical Education and a completion of Semester 2 Stage 1 Physical Education are vital to successful participation in this course.

Course Outline
Stage 2 Physical Education is a 20-credit subject that runs for the entire year. Students who choose to participate in this course will be required to attend a compulsory Aquatics (Kayaking) camp in term 1. Students and Parents/ Caregivers are advised that the camp has an approximate cost of $100 (after school subsidies) that must be covered by the student. Payment plans are available upon negotiation with the school finance officer. Stage 2 Physical Education has a large focus on the application and performance of practical skills. Students who are not confident in practical settings are advised that at a minimum, 2 out of the 5 weekly lessons will be dedicated to skill development in a practical setting.

The course consists of the following two key areas of study and related key concepts.

Practical Skills and Applications (50%)
- Aquatics (Kayaking) 16.6%
- Touch Football 16.6%
- Badminton 16.6%

Principles and Issues (20%)
- Exercise Physiology and Physical Activity Integrated Task 5%
- The Acquisition of Skills and the Biomechanics of Movement Integrated Task 5%
- Issues Analysis 10%

Assessment
Practical Skills and Application 50%
The Acquisition of Skills and the Biomechanics of Movement 20%
External Exam 30%

Please Note:
Students cannot choose both Physical Education and Sport & Recreation at Stage 2. They must decide between the two courses. A kayaking camp will be a compulsory practical. This will be held in Term 1 and there will be some a cost involved (see above).
SPORT & RECREATION
Stage 2
20 Credits

Course Outline
This Stage 2 subject is an Integrated Learning program which is focused around sport and recreation. Students selecting Sport and Recreation may participate in conjunction with the Year 12 Physical Education course in Touch Football and Badminton. Students participating in this course are not graded on practical skills application, rather their ability to reflect on the teaching and learning process through journals. Students and Parents/ Caregivers need to be aware that this course includes a compulsory aquatics camp in Term 1. Students travel to Port Vincent to participate in a range of aquatic activities. The camp costs approximately $100 (after school subsidies) which is covered by the student. Payment plans are available upon negotiation with the school finance officer. Students need to be clear that selecting this course may place restrictions on their career choices and should speak to their subject counsellor about the implications of this.

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.

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

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

*Practical*
- Badminton
- Aquatics (cost involved)
- Touch Football

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.

**Please Note:**
Students cannot choose both Physical Education and Sport & Recreation at Stage 2 - they must decide between the two courses. An aquatics (sailing or kayaking) camp will be a compulsory practical. This will be held in Term 1 and there will be some cost involved (see above).
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.

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 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

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.
SACE STAGE 1 LANGUAGES
GERMAN
SACE Stage 1
Full year

Course Outline
The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Content
A Stage 1 interstate assessed language at beginners level may be undertaken as a 10-credit subject or a 20-credit subject.
The prescribed themes and topics should be studied from two interdependent perspectives:
- The Personal World
- The German-speaking Communities.
Through the perspective ‘The Personal World’, students use German to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context.
Through the perspective ‘The German-speaking Communities’, students enquire about and express ideas in German. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where German is spoken.
There are three interconnected prescribed themes:
- Relationships
- Lifestyles
- Experiences.
Students study prescribed topics within the themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and interpreting texts. Not all topics will require the same amount of study time. A number of subtopics are also suggested. Students should study a range of spoken, written, and multimodal texts in German in their treatment of the themes and topics.
The length of time and depth of treatment for each topic will depend on a number of factors, including the:
- particular learning requirements being covered
- degree of familiarity that students have with topics studied previously
- needs and interests of students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and students’ own world and experience
- assessments set for completion (including ways in which they are structured and the conditions under which they are set)
- language of the response
- access to resources.
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.
PURE MATHS
Pre SACE Year 10
2 Semesters

Course Outline & Assessment
This course has been designed for students who wish to continue with tertiary study at university. Students will be assessed on the Australian Curriculum Achievement Standards from the Year 10 and 10 A maths curriculum.

Forms of assessment will include tests, assignments, directed investigations, projects and an exam.
NOTE: Students who intend to pursue Maths Studies 1,2 and 3 at Stage 1 or Specialist Maths or Maths Methods at Stage 2, must study pure maths at Year 10.

GENERAL MATHS
Pre SACE Year 10
2 Semesters

Course Outline & Assessment
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. Students will be assessed on the Australian Curriculum Achievement Standards from the Year 10 Maths curriculum.

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 General Maths or Essential Maths at Stage 1, or General Maths at Stage 2.

MATHS IN THE WORKPLACE
Pre SACE Year 10
2 Semesters

Course Outline & Assessment
This course has been designed for those students who have struggled with Maths in the past and wish to practise the essential Maths skills needed for employment and everyday life. Emphasis will be based on completing practical, useful tasks. Students will be assessed on the Australian Curriculum Achievement Standards from across the years 7-9 maths curriculum.

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

NOTE: It is important that parents/caregivers and students understand that students who undertake the Maths in the Workplace course will not be able to achieve a satisfactory achievement for Year 10 Australian Curriculum Maths as their learning will be focussed on lower level Achievement Standards. The course will be of benefit to students who only intend to study Essential Maths at Stage 1.
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.

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 semester course.

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

Stage 1 Mathematics
Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 General Mathematics
General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 Essential Mathematics
This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement; (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.
STAGE 2 MATHS

SPECIALIST MATHEMATICS
Stage 2
20 Credits

Assumed Knowledge
Students must have completed Mathematical Studies 1, 2 and 3 at Stage 1 with success. Students must also be currently studying Stage 2 Mathematical Methods.

Course Outline
This course is designed for students intending to do further study at University particularly in the fields of engineering or mathematics. Emphasis is placed on using advanced mathematical techniques to analyse and understand problems in a numerical context.

Topics Studied
1. Trigonometric Preliminaries
2. Polynomials and Complex Numbers
3. Vectors and Geometry
4. Calculus
5. Differential Equations

Assessment
Internal School Assessment Tests 45%
Internal School Assessment Folios 25%
Externally set 3 hour exam (end of the year) 30%

NOTE: This course will be delivered through the Open Access College so students need to be able to work independently.

MATHEMATICAL METHODS
Stage 2
20 Credits

Assumed Knowledge
Students must have completed at least 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.
4. **Working with Linear Equations and Matrices** – Linear and Systems of Equations, Matrices, Matrix Algebra, Inverse matrices and Determinants.

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

**GENERAL MATHS**

**Stage 2**

**20 Credits**

**Assumed Knowledge**
Students must have completed General Maths at Stage 1 with success.

**Course Outline**
This course is designed for students intending to do further study at University of TAFE and will only run if there is an adequate amount of student interest. 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. Personal Finance
2. Statistical Investigations
3. Linear and Non-Linear Functions
4. Networks and Matrices

**Assessment**
- Internal School Assessment (tests and folios) 70%
- Externally set 3 hour exam (end of the year) 30%
ESSENTIAL MATHS
Stage 2
20 Credits

Assumed Knowledge
Students should have successfully completed Essential Maths or should have completed General Maths 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. Financial Maths
2. Business Applications
3. Measurement
4. Geometry
5. Statistics in a social setting

Assessment
Internal School Assessment (tests and folios)
Externally set 2 hour exam at the end of the year
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
**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, Chemistry and Psychology.

**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, Chemistry and Psychology.
STAGE 1 SCIENCE

Introduction
A range of Science courses will be offered in 2018. 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.

Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through their study of science understanding, which is organised into four topics. Through the study of these topics, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment.

The following topics provide the framework for learning in stage 1 Biology

1. Cells and Microorganisms
2. Infectious diseases
3. Multicellular organisms
4. Biodiversity and ecosystem dynamics

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 topics provide the framework for learning in Stage 1 Chemistry:
1. Materials and their Atoms
2. Combinations of Atoms
3. Molecules
4. Mixtures and Solutions
5. Acid and Bases
6. Redox Reactions

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.
The following topics provide the framework for learning in Stage 1 Physics:

1. Linear Motion and Forces
2. Electric Circuits
3. Heat
4. Energy and Momentum
5. Waves
6. Nuclear Models and Radioactivity

**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

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**PSYCHOLOGY**

**Stage 1**

10 or 20 credits

**Course Outline**

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

The following eight topics are offered in Stage 1 Psychology:

**Compulsory Topic**

- Introduction to Psychology

**Option Topics**

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

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: Psychology

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.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Semester of Geography</td>
<td>Aboriginal Studies</td>
<td>Aboriginal Studies</td>
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<tr>
<td>1 Semester of History</td>
<td>History (Ancient and Modern)</td>
<td>Modern History</td>
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<td>Tourism</td>
<td>Classical Studies</td>
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<td>Tourism</td>
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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.

History
Each of the following topics will be studied:
  1. World War 2
  2. Popular Culture
  3. Rights and Freedoms

Geography
  1. Environmental challenges and geography
  2. Global wellbeing

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 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 and Business options
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 (Ancient and Modern)
Stage 1
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 will research and review sources within a framework of inquiry and critical analysis.

Students will learn about a variety of the most interesting Ancient and Modern Civilisations in history, with a focus on the people who lived there, artefacts and cultural practices.

Students will be learning about:
- Skills of historical inquiry (Source Analysis)
- Studies of societies
- Studies of historical personalities
- Individual history essay

Topics could include:
- Rwandan genocide
- The Killing Fields of Cambodia
- The Vietnam War
- Nazi Germany
- Ancient Egypt
- Ancient Rome – Pompeii
- Ancient China
- Ancient Australia – Lake Mungo

Final decisions on historical studies may be negotiated with students based on their needs and interests.

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
SACE Stage 2: Classical Studies
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%

CLASSICAL STUDIES
Stage 2
20 credits

Course Outline
In Classical Studies students get the opportunity to learn about two of the most interesting societies in human existence; the Ancient Greeks and Ancient Romans. From Alexander the Great to the crazy Emperor that was Caligula, from the terrifying and powerful warrior city of Sparta to the longer lasting city of Athens, students get the opportunity to learn the ins and outs of two of the most influential societies in our world’s history. Students will learn about the Greek Gods and Goddesses and the importance of that religion on their lifestyle as well as understanding the tragedies of two classical Greek plays which hold great critical acclaim.

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

- **Assessment Type 1:** Folio (40%)
- **Assessment Type 2:** Essays (30%)
- **Assessment Type 3:** Special Study (30%)
MODERN HISTORY
Stage 2
20 credits

Course Outline
In Modern History students look at important and significant events that have shaped the world we live in today. Students develop skills to enable a better understanding of perspectives, conflicts and issues that we are seeing constantly in the news such as ISIS and the current conflict between the Ukraine and Russia amongst others.
Through our depth study The War to End all Wars: The First World War and its Consequences we investigate one of the most important conflicts in human history. We examine the causes and societies pre and post-war, the nature of war including weaponry and the role of women, and the consequences of post-war treaties. This is particularly relevant as we commemorate 100 years since the Great War and the birth of our ANZAC legend. Through our thematic study Revolutions and Turmoil: Social and Political Upheavals we investigate the February Russian Revolution of 1917. We explore the thin line between religion and state, the gap between wealth and poverty and ultimately the power of the oppressed, and those that can manipulate them.
Content is delivered in a wide array of formats including but not limited to class discussions, documentaries, excursions within and out of Port Pirie, guest speakers and close work with the local RSL museum.

Assessment
Assessment type 1: Folio of work including source analyses, essays, mid-year exams, written accounts, interviews, picture trail (50%)
Assessment type 2: Individual History Essay (20%)
Assessment type 3: Exam 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 (e.g. News report, radio interview and newspaper article), quotations, cartoons, graphical information (e.g. Maps, photographs, diagrams) and statistical data.

The examination will be marked by external assessors with reference to the performance standards.
ALTERNATIVE SACE CLASS

This class is structured to support students who have demonstrated that they need extra time and assistance to complete their SACE. It is anticipated that they will complete SACE in a minimum of 3 years.

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year B</th>
<th>Year C</th>
</tr>
</thead>
<tbody>
<tr>
<td>C O M P U L S O R Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 1 Personal Learning Plan – 10 credits</td>
<td>Stage 2 Research Project – 10 credits</td>
<td>60 credits of Stage 2 Community Studies selected from:</td>
</tr>
<tr>
<td>Stage 1 Essential Maths – 10 credits</td>
<td>Stage 1 Essential Maths – 10 credits</td>
<td>• Arts</td>
</tr>
<tr>
<td>Stage 1 Essential English – 10 credits</td>
<td>Stage 1 Essential English – 10 credits</td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Health, and Recreation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Science, and Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work</td>
</tr>
</tbody>
</table>

Students will be taught a selection of subjects from the following Stage 1 learning areas:

- Arts
- Business, Enterprise and Technology
- Health and Physical Education
- Humanities and Social Sciences
- Sciences

Detailed information about each of these areas can be accessed at www.sace.sa.edu.au on the home page click Learning then select learning areas then the learning area.

We endeavour to provide a broad and relevant educational programme, however, subject selection is chosen according to staff expertise and/or student interest. There is scope for a more individual programme to be negotiated in special circumstances.
COMPULSORY SUBJECTS

PERSONAL LEARNING PLAN
Stage 1
10 credits

Course Outline
This unit provides an opportunity for students make informed decisions about their personal development and explore their future education and training options.

The Personal Learning Plan aims to involve students in a programme of learning so that they develop knowledge, skills and understandings that enable them to:

- Explore goals for their future
- Examine the way the community supports individuals and groups
- Explore how students can use and participate in community groups
- Reflect and discuss future education, training and employment opportunities.

Students will be required to submit four assessment pieces including participation in a round table conference that will involve the student, family member and any other support person the student has identified to discuss the student’s future particularly their learning and education and employment goals.

ESSENTIAL ENGLISH
Stage 1
20 credits

Students are required to complete 20 credits at a C grade or better in this subject. Students will complete these credits over two years.

Course Outline
Students are required to complete four assessment pieces each year. Two assessments are required in each of the following areas:

- Responding to texts
- Creating texts.

In one year the texts and assessment pieces will highlight leisure activities such as analysing film and writing short stories or poetry.

In the other year the emphasis will be on texts in the workplace and everyday life such as analysing forms and other documents to do with living in our community and writing resumes or application letters.

Teaching and content will reflect the needs to students as individuals and as a class.
**ESSENTIAL MATHS A**  
*Stage 1*  
*10 Credits*

**Course Outline**  
The aim of this course is to support students to further develop their mathematical knowledge, skills and understanding in a real world context. Students will cover the topics of general calculation, measurement and geometry, money management, and statistics.

Students will undertake a range of tasks, assignments and investigations that enable them to apply the mathematical concepts to everyday situations. This provides students with the greatest opportunity to practice the skills they will need to be able to do this in their everyday life.

**ESSENTIAL MATHS B**  
*Stage 1*  
*10 Credits*

**Course Outline**  
This course continues to extend on the content covered in Essential Maths A. The aim is to further develop student’s mathematical knowledge, skills and understanding in a real world context. Students will cover the topics of general calculation, measurement and geometry, money management, and statistics.

Students will undertake a range of tasks, assignments and investigations that enable them to apply the mathematical concepts to everyday situations. This provides students with the greatest opportunity to practice the skills they will need to be able to do this in their everyday life.
RESEARCH PROJECT A
Stage 2
10 Credits

Course Outline
Students in this course are able to choose a topic of interest and research the area of interest in depth. The aim is to support students to develop and demonstrate their planning, research, management and evaluation skills. These skills prepare students for further education, training, work and everyday life.

MODIFIED SACE

This program is structured to support students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. Modified subjects allow students to develop their capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken. To do this, students need the support of teachers, parents/carers, and other significant people in their lives.

<table>
<thead>
<tr>
<th>Year A</th>
<th>Year C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Personal Learning Plan – 10 credits</td>
<td>Stage 2 Research Project – 10 credits</td>
</tr>
<tr>
<td>Stage 1 Mathematica: Modified – 10 credits</td>
<td>60 credits</td>
</tr>
<tr>
<td>Stage 1 English: Modified – 20 credits</td>
<td>of Stage 2 modified SACE subjects:</td>
</tr>
</tbody>
</table>

Students will be taught a selection of subjects from the following Stage 1 modified SACE learning areas:
- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- Health
- Language and Culture
- Scientific Studies
- Society and Culture

Detailed information about each of these area can be accessed at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) on the home page click Learning then select learning areas then the learning area.

We endeavour to provide a broad and relevant educational programme, however, subject selection is chosen according to staff expertise and/or student interest. There is scope for a more individual programme to be negotiated in special circumstance.
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: Business & Enterprise
SACE Stage 2: 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 Business Enterprise

Other Topics
People, Business and Work
Business and the Global Environment
Business and Finance
Business, Law and Government
Business and Technology
Business and Marketing
Business Research Task/Practical Application

Report
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.
### TECHNOLOGY

### PRE SACE YEAR 10

**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 Adobe Photoshop. 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
Pre SACE Year 10
1 Semester

Course Outline
In their study of this subject of, 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 Microsoft Office Package and Adobe InDesign. 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.

MEDIA
Pre SACE Year 10
1 Semester

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 1
1 Semester
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 2
Only ran in Semester 2
Pre SACE Year 10

Course Outline
This course is designed for continuing students. They 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. 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 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.

Assessment
Variety of types. Comparison with 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 a series of digitally enhance images. They will research modern and historic photography, examining photographer’s work. Students will develop skills in Adobe Photoshop to produce a journal of images.

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:
Media 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.
- understand and use effective design and page-layout principles
- produce a document that uses imported text and graphics
- 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%).
STAGE 2 MATERIAL PRODUCTS

CONTENT

Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

Students will focus on the material timber and will work with a range of tools, equipment and processes implementing safe work practices. They will use CAD to produce drawings and will need to investigate and critically analyse a range of products, processes and production techniques used in industry.

Assessment:

School Assessment (70%)
Assessment Type 1: Skills and Applications Tasks (20%)
3 different tasks
Assessment Type 2: Product (50%)
2 different products each worth 25%

External Assessment (30%)
Assessment Type 3: Folio (30%).
Product Design and Product Evaluation of Main Project

STAGE 2 DESIGN IN THE COMMUNITY

Students will complete 1 contract of 20 credits.

To successfully complete this subject, students will be required to develop a contract of work, journal of work including safety procedures and progress evaluation regarding a wood design project for the community. Students will need to develop challenging and achievable individual goals for the contract of work.

For the external assessment, students will need to evaluate and reflect on the completion of the contract, the feedback they receive and their own learning.

Assessment

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

External Assessment (30%)
Assessment Type 2: Reflection and Evaluation (30%).
### 2017 VOCATIONAL EDUCATION AND TRAINING (VET) OPTIONS

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Credits</th>
<th>Schedule</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Allied Health</strong></td>
<td></td>
<td></td>
<td><strong>Certificate III in Health Services Assistance</strong></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Certificate III in Allied Health Assistance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 2</td>
<td>40</td>
<td>1 Day per week on site at JPSS, plus TAFE workshops and First Aid Course.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Hospitality</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Kitchen Operations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 1</td>
<td>40</td>
<td>1 day per week on site at JPSS.</td>
<td>1 year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Certificate III in Commercial Cookery (Must have completed Cert II Kitchen Ops)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 2</td>
<td>40</td>
<td>1 day per week on site at JPSS.</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Automotive</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Automotive Servicing Technology</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 2</td>
<td>40</td>
<td>1 day per week on site at Pirie TAFE.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Engineering (Metals)</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Engineering</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 1</td>
<td>30</td>
<td>1 day per week on site at Pirie TAFE.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Construction Pathways</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 1</td>
<td>40</td>
<td>2 days per week on site at Pirie TAFE.</td>
<td>2 years</td>
</tr>
<tr>
<td><strong>Electro technology</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Electro technology (Career Start)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 1</td>
<td>30</td>
<td>6 full week blocks at TAFE Port Pirie.</td>
<td>1 year</td>
</tr>
<tr>
<td><strong>Hairdressing</strong></td>
<td></td>
<td></td>
<td><strong>Certificate II in Hairdressing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stage 1</td>
<td>30</td>
<td>1 day per week on site at Pirie TAFE.</td>
<td>1 year</td>
</tr>
</tbody>
</table>

**Important Notes**
- All Vet courses will require a financial contribution from students. This will help cover costs associated with uniform, equipment and instruction. This will be in the order of $100.
- All courses will require work placement to be completed to meet enrolment and course requirements.
- Students will be required to complete a separate application form and may be required to sit an interview to determine suitability for enrolment in a course.
- VET courses are for students who seriously wish to follow a career path related to their chosen course.
- Students need to be sixteen prior to starting any of the courses listed above.
APPLICATION for 2017

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:
Students must be 16 prior to starting this training.

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 may 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

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.