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Welcome to some of the most important years of your school life, a time when you will be making decisions that will shape your transition to your career and entry to the adult world. I have been delighted by the successes of our past students, both in their school results, but more importantly, in their success in gaining University places and Traineeships. At Reynella East College we are all committed to helping you to realise your own plans for this next phase of your life.

This booklet outlines all the courses that are available for students at REC especially those moving into Year 10, 11 and 12. This is an important time for you and the subject choices you are about to make are critical to your future. At the same time, Senior School students often face competing demands from part time work, their sporting and social life. The key to success though, is for you to find a balance that enables you to achieve at school, as well as maintaining a healthy lifestyle.

If you are a Year 10 student in 2014, you will find that you have more choice of subjects available than in Year 8 and 9. While it is still important that you maintain a broad and balanced curriculum across the eight areas of study, it is important to follow your interests, keeping in mind your long-term goals.

Students entering Senior School in 2014 will see there are many new and exciting options available to you and I encourage you to carefully read all the relevant information described in this book and other publications as they become available.

Some senior school subjects have accreditation in the SACE and also Vocational Certificates known as “VET” subjects (VET stands for Vocational Education & Training). They give students an opportunity to gain credit with both TAFE and the SACE for the same subject. As a member school of the Southern Adelaide and Fleurieu Trade School (SAFTS) we are also able to offer VET courses taught at one of the other schools within the Trade School.

Your success in year 11 and 12 SACE subjects is still determined by the good study habits gained in the Middle School. Being organised and completing work on time are even more important. So too is completing homework and asking questions in class!

While at school, you are encouraged to seek advice and extra support from the staff. Parents/caregivers too need to be conscious of the importance of these years, and prepared to support their children. Staff, including home group teachers and student counsellors, are available to discuss any concerns you may have with your child’s progress.

I wish you well in your studies.

Caroline Green
Principal
**Subject Selection Process**

**Consider** – Student’s ambitions/capabilities/performance/future careers

**Understand** – the curriculum organisation. (see next column and descriptions preceding your year level)

**Read** – what subjects are available.

**Understand** – where subjects lead to in later years. Refer to flow charts starting on page 5.

**Choose** - Choice Subjects.

**Attend** - the Subject Expo day, complete and have checked your "Subject Selection Form"

**Nominate** - your chosen subjects online in the Library and pass in your signed “Subject Selection Form”

---

**Curriculum Organisation**

**Compulsory Subjects:**
Subjects which students **must** study.

**Choice Subjects:**
Subjects which students will choose to study within compulsory curriculum areas.

**PRE-REQUISITE DETAILS:**
Some subjects have pre-requisites which are detailed in the subject descriptors.

**SPECIAL SUBJECT COSTS**
Most costs of running subjects are covered by DECD grants and parent fees. **NOT** covered are costs of:

- some excursions and field trips, for which students pay during the year,
- some extra-curricular activities, for which students pay during the year,
- any individual subject costs for materials or tuition of a special nature, stated on the individual subject descriptors.

**LEVELS OF STUDY**

Students at any one year level may take subjects at various year levels of study according to their educational background, interests, capabilities and plans for the future.

*e.g.* A Year 10 student may enrol in 9 Music or SACE Music but will usually enrol in 10 Music.
GENERAL INFORMATION

The SACE
What is the SACE?

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

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE is an internationally recognised qualification and helps students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

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

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A-E grades in every Stage 1 and Stage 2 SACE subject
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

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

The compulsory elements of the SACE are:

- a Personal Learning Plan at Stage1 worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies (Stage 1 or above)
- at least 10 credits towards numeracy from a range of mathematics studies (Stage 1 or above)
- a major project of extended studies called the Research Project (Stage 2), worth 10 credits
- satisfactory completion of at least 60 additional credits obtained from 3 full year subjects in Stage 2

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

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
**SACE Requirements**

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

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

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

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

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

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

Other subjects and courses of a student’s choice from either Stage 1 or Stage 2

- 90 Credits

**SACE = 200 Credits**

Minimum

Stage 1 = 40 Credits
Stage 2 = 70 Credits
Stage 1 or 2 = 90 Credits
What is the Personal Learning Plan?
The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10 or 11. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

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

The Personal Learning Plan will contribute 10 credits towards the SACE.

How will the Personal Learning Plan be taught?
The Personal Learning Plan is designed to be tailored to the needs of students. In 2015 at Reynella East College the PLP will be taught as a compulsory subject in Year 11 in combination with Research Project. Both subjects will be resulted at the end of the year. Year 10 students will also undertake the PLP in 2015. (From 2016 on, the PLP will only be taken in Year 10.)

VOCATIONAL Education and Training (VET)
What is VET and how can I do it?

VET stands for Vocational Education and Training, and gives students skills for work, particularly in the trades and industry. VET recognition procedures enable students to include VET in their SACE studies. These procedures help students to build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

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

The recognition arrangements for VET in the SACE will include:
- completed qualifications
- partly completed qualifications

Students can earn 10 SACE credits for successfully completing 70 hours of VET. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2.

For more information about VET and to check the VET Recognition Register, visit:


University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2015 onwards will be included in the Tertiary Entrance Booklet 2014, 2015, 2016, to be published by the South Australian Tertiary Admissions Centre in July 2013. Go to the SATAC website for more information www.satac.edu.au

Where can I find more information about subjects offered as part of the SACE?
- Information and updates about the SACE are available from the website:
  www.sace.sa.edu.au
ART & DESIGN & CRAFT

YEAR 8
Art Rotations
Art/Design
Dance
Drama/Media
and Music

YEAR 9
Art (1 or more units)
Design (1 or more units)
Clay (1 unit)

YEAR 10
Art A-(1 unit)
Or
Art B (1 unit)
Digital Design (1 unit)
Visual Arts - Art (1 or 2 semesters)

STAGE 1
Visual Arts - Design (1 or 2 semesters)

STAGE 2
Visual Arts Art (2 semesters)
Visual Arts Design (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
BUSINESS, ENTERPRISE AND TECHNOLOGY

YEAR 10
Choice

STAGE 1

STAGE 2

Information Processing & Publishing (1 semester)

Information Technology (2 semesters)

Information Technology Applications (1 semester)

Information Technology (2 semesters)

Computing (1 unit)

Information Processing & Publishing (1 unit)

Multimedia (1 unit)

Information Processing & Publishing (1 semester)

Information Processing (2 semesters)

Information Processing & Publishing (1 semester)

Multimedia Animation & Web Design (1 semester)

Multimedia Animation & Web Design (1 semester)

Multi Media Graphics, Video & Web Design (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
DANCE

YEAR 8
- Arts Rotations
  - Art/Design
  - Dance
  - Drama/Media and Music

YEAR 9
- Dance (1 or more units)

YEAR 10
- Dance A (1 unit)
- and/or
- Dance B (1 unit)

STAGE 1
- Creative Arts - Dance A (semester 1)
- and/or
- Creative Arts - Dance B (semester 2)

STAGE 2
- Creative Arts - Dance (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
DRAMA and MEDIA

YEAR 8
- Arts Rotations
  - Art/Design
  - Dance
  - Drama/Media
  - Music

YEAR 9
- Drama A (1 unit)
- and/or
  - Drama B (1 unit)
- and/or
  - Media (Film/Radio) A (1 unit)

YEAR 10
- Drama A (1 unit)
- and/or
  - Drama B (1 unit)
- and/or
  - Theatre Tech (1 unit)
- and/or
  - Media A and/or B (1 unit each) (refer to humanities section)

STAGE 1
- Drama A (semester 1)
- and/or
  - Drama B (semester 2)
- and/or
  - Media A and/or B (1 unit each) (refer to humanities section)

STAGE 2
- Drama (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation.
Any variance from the flow chart may only be made by teacher recommendation
FLEXIBLE LEARNING OPTIONS

YEAR 10

SAFTS: Southern Adelaide and Fleurieu Trade School

STAGE 1

Integrated Learning (1 or 2 semesters)

STAGE 2

Community Studies (1 or 2 semesters)

Integrated Learning (1 or 2 semesters)

SACE Step Up Program
Recognition of Community Learning

School Based New Apprenticeship or Traineeship

VET Short Courses Offered through TAFE and other Registered Training Organisations

SAFTS Certificate Courses

Flexible Learning Option students

School Based New Apprenticeship or Traineeship

VET Short Courses Offered through TAFE and other Registered Training Organisations

SAFTS Certificate Courses

Flexible Learning Option students

School Based New Apprenticeship or Traineeship

VET Short Courses Offered through TAFE and other Registered Training Organisations

SAFTS Certificate Courses

Flexible Learning Option students
HEALTH EDUCATION

YEAR 8
Health Education (within HPE)

YEAR 9
Health Education (within HPE)

YEAR 10
Compulsory Health Education (1 unit)
Introduction to Health Services (1 unit)

STAGE 1
Health Education (1 semester)
First Aid (1 semester)
Health Services Assistance Certificate 3 (2 year course)

STAGE 2
Health (2 semesters)
Health Services Assistance Certificate 3

Any variance from the flow chart may only be made by teacher recommendation
HOME ECONOMICS – Technology Studies

YEAR 8

Food Technology (Part of Technology rotation)

YEAR 9

Food & Culture (1 unit)

YEAR 10

Food & Hospitality (1 or 2 semesters)

STAGE 1

Food & Hospitality (2 semesters)

STAGE 2

Chef in the Making (1 or 2 semesters)

Textiles (1 unit)

Textiles A & B (1 Semester)

Child Studies (1 unit)

Child Studies (1 semester)

Child Studies (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
HUMANITIES

YEAR 8

History (1 unit) compulsory

YEAR 9

History (1 unit) compulsory

YEAR 10

History (1 unit) compulsory

STAGE 1

Semester 1

Ancient Studies (1 semester)

Semester 2

Choose one of the other five Humanities subjects on offer (1 semester)

STAGE 2

Classical Studies (2 semesters)

Modern History (2 semesters)

Society and Culture (2 semesters)

Geography (2 semesters)

Legal Studies (2 semesters)

Tourism (2 semesters)

1 semester = 15 weeks

NOTE: Year 10 Geography/Science has links with some Stage 1 Science subjects. See Science pathways flow chart.
## LANGUAGES OTHER THAN ENGLISH

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<th>YEAR 9 Choice</th>
<th>YEAR 10 Choice</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
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<tbody>
<tr>
<td>German</td>
<td>Continuers German</td>
<td>Continuers German</td>
<td>Continuers German (2 semesters)</td>
<td>Continuers German (2 semesters)</td>
</tr>
<tr>
<td>French</td>
<td>Continuers French</td>
<td>Continuers French</td>
<td>Continuers French (2 semesters)</td>
<td>Continuers French (2 semesters)</td>
</tr>
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**Stage 1 Beginner Language may be started in either year 10 or 11. See subject notes for eligibility and start options.**

Any variance from the flow chart may only be made by teacher recommendation.
Reynella East College Curriculum Booklet 2015

MATHEMATICS

YEAR 8
Mathematics

YEAR 9
Mathematics

YEAR 10
Mathematics Studies
Mathematics
Mathematics Applications
Mathematics Applications B (semester 1 only)

STAGE 1
(1 Semester minimum is required)
Mathematics Studies A & B
(Two Full Year 20 credit Units = 40 credits)
Mathematics Applications A
(One Full Year 20 credit Unit)
Mathematics Applications B

STAGE 2
Mathematics Specialist
2 semesters (must also
do Maths Studies)
Mathematics Studies
2 semesters
Mathematics Applications
2 semesters

Mathematics Pathways (Trades Focus)
(Full Year, 10 credit course)
Mathematics Numeracy for Work
and Community Life A
(sector 1)
Mathematics Numeracy for Work
and Community Life B
(sector 2)

These Stage 1 subjects
terminate at the end of the semester/year

Any variance from the flow chart may only be made by teacher recommendation

Reynella East College Curriculum Booklet 2015
**MUSIC**

**YEAR 8**
- Arts Rotations
  - Art/Design
  - Dance
  - Drama/Media and Music

**YEAR 9**
- * Special Music (whole year)
- General Music (1 or more units)

**YEAR 10**
- * Special Music (whole year)
- Elective Music (1 or more units)

**STAGE 1**
- * Music Advanced (2 semesters)
- Music Experience (1 or 2 semesters)

**STAGE 2**
- Music (2 semesters)

*Entry into Special Music Classes is by negotiation with Music Teachers and students are required to do weekly instrumental lessons*

*Any variance from the flow chart may only be made by teacher recommendation*
OUTDOOR EDUCATION

YEAR 9

Outdoor Education
(1 unit)

YEAR 10

Outdoor Education
(1 unit)

STAGE 1

Outdoor Education
(1 or 2 semesters)

STAGE 2

Outdoor Education
(2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
PHYSICAL EDUCATION

YEAR 8
- Compulsory PE
- Compulsory Health and PE (1 unit)

YEAR 9
- Specific Target Sports (selected students) (1 unit per sport. 1 maximum)
- Compulsory Health and PE (1 unit)

YEAR 10
- Compulsory PE (1 unit)

STAGE 1
- Sports Studies (1 semester) 10 credits

STAGE 2
- Sports Studies (2 semesters) 20 credits

Elective
- Physical Education A (1 unit)
  (A and B should be selected together)
  (1 semester)

Elective
- Physical Education B (1 unit)
  (A and B should be selected together)
  (1 semester)

Any variance from the flow chart may only be made by teacher recommendation.

Target Sports include: Netball, Football, Soccer, Volleyball, Rugby, Basketball and Racquet sports.
Target Program Healthy lifestyle.
The Golf program is run offline.

Any variance via teacher recommendation.
Students wanting to undertake Stage 2 studies in Biology, Nutrition or Psychology must successfully complete both the Stage 1 equivalent and one other Stage 1 Science subject, excluding Scientific Studies.

Any variance from the flow chart may only be made by science coordinator recommendation.
TECHNOLOGY STUDIES

YEAR 8
Technology A

YEAR 9
Technology B
Technology Choice (1 or 2 units)

YEAR 10 Choice
Electronics (1 unit)
Wood Technology (1 unit)
Digital Technology (1 unit)
Metal Technology (1 unit)
Textiles (1 unit)

STAGE 1
Electronics (1 semester)
Furniture Construction (1 or 2 semesters)
Doorways to Construction (2 semesters)
Cert. 1 Automotive (2 semesters)
Digital Photography (1 semester)
Metal Technology (1 or 2 semesters)
Cert. 1 Engineering – Metal Fabrication (2 Semesters)
Textiles A & B (1 or 2 semesters)

STAGE 2
Electronics (2 semesters)
Mechatronics Stage 1 or 2 (2 semesters)
Furniture Construction (2 semesters)
Multimedia 2 semesters
Metal Technology (2 semesters)

Any variance from the flow chart may only be made by teacher recommendation
VOCATIONAL EDUCATION

YEAR 10
- Personal Learning Plan (PLP)
- Prevocational Hairdressing (1 semester) * new in 2015
- Prevocational Children’s Services (1 semester) * new in 2015
- School Based New Apprenticeships
- VET Short Courses offered through TAFE & other Registered Training Organisations

STAGE 1
- Workplace Practices A & B (1 or 2 semesters)
- Prevocational Hairdressing (1 semester)
- Prevocational Children’s Services (1 semester)
- Southern Adelaide & Fleurieu Trade School (SAFTS)
- School Based New Apprenticeships
- VET Short Courses offered through TAFE & other Registered Training Organisations

STAGE 1
- Workplace Practices (2 semesters)
- Community Studies Work & the Community (1 or 2 semesters)
- Southern Adelaide & Fleurieu Trade School (SAFTS)
- School Based New Apprenticeships
- VET Short Courses offered through TAFE and other Registered Training Organisations

STAGE 2
- Community Studies Work & the Community (1 or 2 semesters)
- Southern Adelaide & Fleurieu Trade School (SAFTS)
- School Based New Apprenticeships
- VET Short Courses offered through TAFE and other Registered Training Organisations

Any variance from the flow chart may only be made by teacher recommendation.
REYNELLA EAST COLLEGE
Year 8, 9 and 10 – Australian Curriculum

The subjects that students study are in line with the Australian Curriculum. Students are recommended to follow the “standard” curriculum pattern which provides a general education with multiple exit points to university, TAFE or work pathways. Those students who wish to study subjects outside of the “standard” pattern must negotiate with both parents and the school counselling staff.

| Subjects 8 - 10 |

**Arts**
The Arts comprise of Art/Design, Music, Dance and Drama/Media in Year 8. In Year 9 students choose to do a minimum of one unit specialisation and can do further units in their chosen Arts subjects.

**Humanities: History/Geography**
The Humanities are taught in units of History and Geography. During Years 8-10, students will complete a minimum number of units in both areas. In Year 10 students can specialise in History, completing a second unit as a choice. Geography is compulsory at Year 10 and is particularly important for those choosing Geography in Year 11.

**English**
English is compulsory in years 8 to 10.

**Health and Physical Education**
In years 8 – 10 HPE offers a broad and balanced curriculum of traditional sports that range from football to table tennis. In year 8 and 9 Health is taught within HPE lessons but in year 10 there is a dedicated unit of Health.

**Target Sport.** In years 9 & 10 all students are able to opt into Target Sport. The purpose of Target Sport classes is to increase the skill level and understanding of the students in their chosen sport. These classes target students with obvious talent and enthusiasm for particular sports. If numbers are too large then selection takes place based on behaviour and skill.

**Target program “Healthy lifestyle”**. This one-unit course is aimed at students who would like to learn more about how to get fit, stay fit, eat healthily and improve their body shape and self esteem. The course will have both theoretical and practical elements.

**Target program “Strength Training”** This one-unit course is aimed at students who want to learn more about strength training and who want to put the theory into practice. The course will focus on nutrition, training programs, body shape and gaining strength. It will focus on practical solutions to gaining a fitter, healthier body through weekly exercise.

**LOTE**
At Reynella East we offer German, French and Japanese as our LOTE subjects.

**Mathematics**
Students are exposed to a wide range of theoretics and practical activities and encouraged to further develop their numeracy, literacy and ICT skills through investigations that cater for different learning styles. Mathematics classes are structured for talented students to be extended and those needing support are placed in smaller class structures.

**Science**
Science offers a coordinated general science course in Years 8, 9 and 10 as prescribed by the Australian National Curriculum. This curriculum design allows the students to make an informed choice between the specialist courses of Chemistry, Physics, Biology, Nutrition, Scientific Studies and Psychology at Year 11.

**Technology**
Technology at REC is a rotational subject in Years 8 and 9 to allow students to gain practical skills in the areas of Wood, Metal, Electronics, Textiles, Information Technology and Food over a two-year period. At Year 10 students are provided with an opportunity to specialise in a range of Technology offerings. Information Technology is also integrated across other Learning Areas.
YEARN 10 COURSE INFORMATION

Year 10 marks the transition from Middle School to Senior School. Consequently its structure is a combination of compulsory and choice subjects. There is opportunity for a student to select a specialist pathway including special music, target sport, LOTE or combinations of these.

To ensure all elements and requirements of the Middle School curriculum are completed, it is recommended that students choose one subject only from each curriculum area. However, students who have a particular interest or talent in a particular area may choose more than one subject from that area with negotiation with counsellors.

### SUMMARY OF COMPULSORY SUBJECTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>WHOLE YEAR?</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Yes</td>
</tr>
<tr>
<td>Maths (Applied or Studies)</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Yes</td>
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<tr>
<td>History</td>
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<td>Geography</td>
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<td>PLP</td>
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<td>PE and Health</td>
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### SUMMARY OF CHOICE SUBJECTS

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<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>SUBJECT</th>
<th>CURRICULUM AREA</th>
<th>SUBJECT</th>
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<td>Arts</td>
<td>Art 2D Studies</td>
<td>Health &amp; Physical Education</td>
<td>Child Studies</td>
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<td></td>
<td>Clay and Craft</td>
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<td>Outdoor Education A</td>
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<tr>
<td></td>
<td>Dance A</td>
<td></td>
<td>Outdoor Education B</td>
</tr>
<tr>
<td></td>
<td>Dance B</td>
<td></td>
<td>Physical Education A</td>
</tr>
<tr>
<td></td>
<td>Digital Design</td>
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<td>Physical Education B</td>
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<tr>
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<td>Drama A</td>
<td></td>
<td>Target Sport Programs</td>
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<tr>
<td></td>
<td>Drama B</td>
<td>(Selection is in conjunction with the PE staff)</td>
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<tr>
<td></td>
<td>Media Arts A</td>
<td></td>
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<tr>
<td></td>
<td>Media Arts B</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Theatre Tech</td>
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<tr>
<td></td>
<td>Special Music</td>
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<td></td>
<td>Elective Music</td>
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<tr>
<td>Business Enterprise &amp; Technology</td>
<td>Computing</td>
<td>Humanities</td>
<td>History: Australia through Times of War and Peace</td>
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<td></td>
<td>Electronics</td>
<td></td>
<td>Geography: Environmental Sustainability and Development</td>
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<td></td>
<td>Information Processing</td>
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<td></td>
<td>Multimedia</td>
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<td>Metal Technology</td>
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<td>Wood Technology</td>
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<td>Photography (Digital)</td>
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<td>Textiles</td>
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<td>Food &amp; Culture</td>
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</tbody>
</table>

See page 43 for information about pre-vocational courses offered at Year 10.
### COMPULSORY SUBJECTS

<table>
<thead>
<tr>
<th>Subject:</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>English</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>English covers aspects of – listening and speaking; reading and viewing; and writing. The course covers themes of: Personal and Societal influences that shape my life – Can our past give us an insight to our future? (Opinions Matter) Social Issues – Does anyone care about what I think? Why has Shakespeare’s writing remained so important to us? – Have texts and audiences really changed that much? Narrative Analysis and the author’s perspective – The choices we make, the chances we take!</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Listening and speaking – Speeches, class discussion, listening and note taking, debating, persuasive proposal, role play and group presentation. Reading and viewing - Independent and shared reading, Shakespearean texts, critical reading and response. Writing – Creative writing, essays, recount, biography, reports, prose under supervision, letter, webpage and language and grammar extended writing. Common Assessment Tasks – two essays, narrative, film study, non-fiction text production x four, critical analysis of texts, multi-modal responses and four oral presentations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Mathematics Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students begin to study units of work that are more demanding. Units of study will include Trigonometry, Circles, Geometry, Probability and Algebra. Students undertaking this subject would precede to Stage 1 Maths Studies A, B, C and Stage 2 Mathematical Studies and Specialist Mathematics. A scientific calculator is required and it is recommended a Casio calculator be bought.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Tests, Assignments, Directed Investigations, Projects and Exam.</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Mathematics Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>The students will cover Number, Space, Measurement, Statistics and Introductory Spreadsheets. Tasks will include practical activities, Investigations and Project work. A scientific calculator is required and it is recommended a Casio calculator be bought.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Projects, Assignments, Directed Investigations, Tests and Exam.</td>
</tr>
</tbody>
</table>
## Year 10 Subjects

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Level:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Learning Area:</strong></td>
<td>HPE</td>
</tr>
<tr>
<td><strong>Subject Descriptor:</strong></td>
<td>Students participate in 2-3 week blocks, covering recreational and varied activities such as archery, table tennis, volleyball, golf and badminton.</td>
</tr>
<tr>
<td><strong>Assessment Tasks:</strong></td>
<td>Performance assessed through practical assessment check list. Personal engagement assessed through teacher observation and self evaluation form.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Level:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Learning Area:</strong></td>
<td>HPE</td>
</tr>
<tr>
<td><strong>Subject Descriptor:</strong></td>
<td>Students will gain an appreciation of lifestyle issues relating to themselves, their community and the global situation. Topics covered include decision making techniques relating to drugs and relationships, as well as investigating the effect of stress, exercise and diet on your future health.</td>
</tr>
<tr>
<td><strong>Assessment Tasks:</strong></td>
<td>Dilemma Solving Exercise, Individual/Group Communication Assignment Investigation, Reflective Writing and Research.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Personal Learning Plan (PLP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Level:</strong></td>
<td>Stage 1</td>
</tr>
<tr>
<td><strong>Subject Descriptor:</strong></td>
<td>The PLP helps students plan for their future by helping them to make informed decisions about the subject pathways in Years 11 and 12, and any course outside of school. It enables them to consider possible career choices and ideas for community service, as well as how best to prepare for their career options and other goals. Successful completion of the PLP is a SACE requirement.</td>
</tr>
<tr>
<td><strong>Assessment Tasks:</strong></td>
<td>Folios and Reflections</td>
</tr>
</tbody>
</table>
Subject: Science
Year Level: 10
Learning Area: Science

Note
- If you choose NOT to do a whole year of Science (only possible through negotiation with the counsellor) and your result is C or less you will restrict your Stage 1 Senior Science to Scientific Studies.
- Credit will also be given for a passing grade for a unit of year 10 GEOGRAPHY.
- A result of B or better at year 10 is recommended to undertake Stage 1 Physics, or Chemistry.
  - A result of C or better is recommended to lead to Stage 1 Senior Science in:
    - Biology (either Animal Behaviour/Marine Studies or Biotechnology)
    - Nutrition
    - Psychology
    - Scientific Studies.

Subject Descriptor: The aim of this course is to cover the concepts and skills of Science Understandings, Science Enquiry and Science as a Human Endeavour as prescribed by the Australian National Curriculum. Students actively participate in scientific investigations, and use the skills associated with the formulation of scientific explanations.

The focus is to provide opportunities to be exposed to all sub-branches of Science:
- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences

Assessment Tasks: Criteria for assessment includes:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review exam.
### Year 10 Subjects

#### History

<table>
<thead>
<tr>
<th>Subject</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities</td>
</tr>
</tbody>
</table>
| Subject Descriptor | The History unit is separated into 4 sections:  
  - One Overview: covering the 'Modern World and Australia (1918 – present)' and  
  - Three Depth Studies:  
    - World War 2  
    - Rights and Freedoms (Human Rights and Reconciliation)  
    - The Globalising World (Popular Culture, or The Environmental Movement, or Migration experiences) |
| Assessment Tasks |  
  - History Unit – Critical Source Analysis, Exposition essay, Analytical Short Analysis, Oral presentation.  
  - Exam – Multiple choice questions, Short answer questions, Source Analysis |

#### Geography

<table>
<thead>
<tr>
<th>Subject</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities</td>
</tr>
</tbody>
</table>
| Subject Descriptor | The Geography unit is separated into 2 units:  
  - Environmental change and management: focussing on investigating environmental geography through an in-depth study of a specific environment. This unit examines the environmental functions that support all life, the major challenges to their sustainability and the environmental worldviews that influence how people perceive and respond to these challenges.  
  - Geographies of human wellbeing: focussing on investigating global, national and local differences in human wellbeing between places. |
| Assessment Tasks |  
  - Geography Unit – Critical Source Analysis, Exposition essay, Analytical Short Analysis, Oral presentation, Field trip report  
  - Exam – Multiple choice questions, Short answer questions, Source Analysis |
### THE ARTS

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Art 2D Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Arts</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This course will focus on developing skills in drawing and painting using a variety of materials, techniques and approaches including mixed media e.g. pastels, watercolour and acrylics. Practical and theory assignments will relate to modern 20th Century art movements and artists. Exposure to local practising artists will also give students an insight into how artists create original works. This course will give students the skills, knowledge, understanding and opportunity to develop their own style and create artwork. Students will visit an Art Gallery. This course will also prepare students for further art studies in Stage 1 and Stage 2.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Based on class work and home work assignments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Clay and Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Arts</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students will use a variety of materials, techniques and approaches that involve clay/sculpture and crafts negotiated from the following list: <strong>Clay Sculpture for the garden and home</strong> (eg. bird houses, garden lanterns, character gnomes/critters). <strong>Sculpture for the home</strong> (eg. ornaments, decorative containers, candle holders, book ends). <strong>Fabric Craft</strong> (eg. felt making, dyeing and silk painting, stencil printing, block printing). <strong>Trash to Fashion</strong> (eg. re-inventing and re-constructing a piece of pre-loved clothing using fabric craft techniques to embellish and personalise the finished product). Each practical will be presented with a theory research assignment exploring historical context, techniques and skills and career pathways. Students will experience a day excursion centred around craft exhibitions in galleries and professional craft outlets eg. The Jam Factory and Urban Cow. Career Pathways and marketing will be researched as a result of this excursion. This course prepares students for further studies in Stage 1 and Stage 2.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Based on both practical and theory components, including homework.</td>
</tr>
</tbody>
</table>
**YEAR 10**

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### Subject: Dance A

**Year Level:** 10  
**Learning Area:** Arts

**Subject Descriptor:** This course continues to develop your skills in Dance. Your technical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength, will increase as well as you will improve your general fitness and enlarge your vocabulary of movement and the way the body works. There is also an emphasis placed on developing your performance skills and you will be presenting a dance to an audience. You will also have the opportunity to choreograph your own dances and to discover how a dance piece is made. There is more to dance than dancing so you will also learn about the history of dance and famous dance personalities.

**Assessment Tasks:** Class dance performance, composition tasks. Journals, dance history assignments.

---

### Subject: Dance B

**Year Level:** 10  
**Learning Area:** Arts

**Subject Descriptor:** Dance B continues to develop your skills in Dance. Your technical skills, your performance skills, your choreographic skills and your knowledge of dance will all be furthered developed and expanded. There is an emphasis on dance making and you will continue to increase your movement vocabulary and further explore how a dance work is created and constructed. You will get to perform your group dances as well as a class dance to an audience. You will also increase your knowledge of dance in Australia and an in-depth study of a dance company.

* You are strongly recommended to enrol in Dance A **AND** B if you wish to enrol in Stage 1 Creative Arts – Dance.

**Assessment Tasks:** Class dance performance, composition tasks. Journals, Dance in Australia assignments and essay

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### Subject: Digital Design

**Year Level:** 10  
**Learning Area:** Arts

**Subject Descriptor:** This course aims to build on traditional art forms as a transition into digital and multimedia Art and Design. The course will develop skills in appropriate computer software to allow creative expression through animation, digital imaging and computer aided design and illustration. It will provide a pathway to graphic design and multimedia arts and students will gain experience with computer software such as Adobe Photoshop, Pro/Desktop and Google SketchUp. Theory will include technical knowledge and awareness of digital design and its application.

**Assessment Tasks:** Based on class work and homework assignments.
### Subject: Drama A

<table>
<thead>
<tr>
<th>Year Level:</th>
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<tbody>
<tr>
<td>Learning Area:</td>
<td>Arts</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This course requires students to use imagination and creativity in performance and to complete several written activities. While closely examining respected theatrical texts, students will perform scenes or a short performance for an audience and undertake written critical analysis. Theatre history will be explored and a chosen period/style researched individually. Students will also be required to write reviews of a film and live performance.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Students are assessed on individual and group work, with a major emphasis upon their ensemble skills. Written work makes up a large component of the course, with several essays, worksheets and weekly journal entries.</td>
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### Subject: Drama B

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<th>Year Level:</th>
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<tr>
<td>Learning Area:</td>
<td>Arts</td>
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<tr>
<td>Subject Descriptor:</td>
<td>This course further develops the use of imagination and creativity in performance and to complete several written activities. While closely examining respected theatrical texts, students will perform scenes or a short performance for an audience and undertake written critical analysis. Theatre history will be explored and a chosen period/style researched individually. Students will also be required to write reviews of a film and live performance.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Students are assessed on individual and group work, with a major emphasis upon their ensemble skills. Written work makes up a large component of the course, with several essays, worksheets and weekly journal entries.</td>
</tr>
</tbody>
</table>

### Subject: Media Arts A

| Learning Area: | Arts |
| Subject Descriptor: | Media Arts includes making and responding and is designed to allow students to pursue skills that could lead to career options within the Arts and Media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media arts products.  
**Topic 1: Television** – “How to make your own TV station” organise its logo, program format and promote it through producing a 3 minute video.  
**Topic 2: Short Film** – students create their own film production using storyboards, scripting, filming and computer editing. They will consider every day media techniques. Emphasis will be ‘hands-on’ equipment giving a general experience in design, scripting and production. Students must supply their own 4GB USB. |
| Assessment Tasks: | Practical competency tasks and written assignments on film, TV and social media analysis. |
# Year 10 Subjects

## Subject: Media Arts B
### Year Level: Year 10
### Learning Area: Arts
### Subject Descriptor:
Media Arts includes making and responding and is designed to allow students to pursue skills that could lead to career options within the Arts and Media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media products.

**Topic 1: Arts in Advertising and News Media** – planning and producing a commercial and informative Arts product.

**Topic 2: Animation or Short Film** – planning and producing a short media arts product using animation (using Claymation or digital software) or live performance. Students continue their skills development in design, scripting, storyboarding, production and editing. Students must supply their own 4GB USB.

### Assessment Tasks:
Practical competency tasks and written assignments on film, TV and social media analysis.

## Subject: Theatre Tech
### Year Level: Year 10
### Learning Area: Arts
### Subject Descriptor:
This course requires students to construct sets, props, costumes, manage promotions, front of house, or operate theatre lighting and sound systems. Students undertake these “hands-on” tasks in collaboration with senior Drama classes to provide real-world experiences and help foster an understanding of how these skills translate into employment beyond school.

### Assessment Tasks:
Students are assessed on individual and group work. Written work makes up a significant component of the course, with essays, design plans, and worksheets.

## Subject: Special Music
### Year Level: Year 10
### Learning Area: Arts
### Subject Descriptor:
This is a full-year course, which aims to give students the opportunity to rehearse and perform music at an intermediate level of skill. Students will increase their knowledge of musical notation and learn further theory skills such as composing, arranging and aural awareness. The use of computer programs is further developed, and experience of other music industry skills and knowledge is encouraged. Students are expected to attend regular instrument lessons (privately or through the school). This will incur costs such as an administration fee of $40/year, tutor books and instrumental hire. Instruments available for free tuition include Flute, Clarinet, Saxophone, Trumpet, Trombone, Voice, Modern or Bass Guitar and Percussion. Violin and Keyboard/Piano lessons are only available with a private teacher and will incur lesson fees. Students are expected to participate in class band and a relevant ensemble, such as Choir or the REC Concert Band, which are held before school or at lunchtime.

### Assessment Tasks:
Participation in class band, solo and ensemble performances, bookwork, worksheets, tests, composition, arrangement and listening assignments.
<table>
<thead>
<tr>
<th>Subject:</th>
<th>Elective Music</th>
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</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>Year 10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Arts</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This is a one unit course, which aims to give students opportunity for creativity and instrumental experiences. Students will learn basic musical notation and skills such as composing and arranging. The use of computer programs is developed, and experience of other music industry skills and knowledge is encouraged. Students may choose to attend regular instrument lessons (privately or through the school). This will incur costs such as an administration fee of $40/year, tutor books and instrumental hire. Instruments available for free tuition include Flute, Clarinet, Saxophone, Trumpet, Trombone, Voice, Modern or Bass Guitar and Percussion. Violin and Keyboard/Piano lessons are only available with a private teacher and will incur lesson fees.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Participation in class instrumental practices, bookwork, worksheets, tests, composition, arrangement and listening assignments.</td>
</tr>
</tbody>
</table>
BUSINESS, ENTERPRISE AND TECHNOLOGY CHOICES

Subject: **Computing**  
**Year Level:** 10  
**Learning Area:** Technology

| **Subject Descriptor:** | This is a course that allows students to develop and refine their computing interests and skills in a wide variety of areas including web design and construction. Students are able to progress at their own rate to develop new skills or expand skills they already possess using industry standard software including Dream Weaver, Photoshop and the Microsoft Office Suite. The course presents a balance of practical and theoretical material and this is reflected in the assessment.  
The course includes:  
- Construction of a Web Site and potential Publishing to the WWW.  
- Construction of a Multi-Media game for children.  
- An investigation of new and emerging Technologies.  
- Construction of a database and its potential as the back end of a Web Site.  
- Programming using Java/Visual Basic.  
- Use of CSS.  
This course is highly recommended for students seeking to consolidate their current computing skills, for those looking to the computing Industry as a source of career and future employment and for those seeking a flexible and interesting computing experience.  
**Assessment Tasks:** Assessment includes construction of practical applications, written assignments and theoretical tests. Completion of the course will also contribute to recognition of competencies in both VET Multi-media and Information Technology. |
### Subject: Electronics

**Year Level:** 10  
**Learning Area:** Technology  
**Subject Descriptor:** This course introduces students to basic electronics principles with no prerequisites. Students learn the basic skills of soldering, PCB construction, reading circuit diagrams, designing PCB layouts and applied mathematics, with a focus on electronic engineering. Investigating: Safety, Electronic Components, Circuit operation. Planning: Circuit drawing, PCB design, Component selection and calculations. Creating: Production of projects with suitable case. Evaluation: Reflection and analysis of products and processes.  
**Assessment Tasks:** Continuous assessment through written assignments and practical work where students analyse an existing electronic product then produce a design brief so as to construct their own project. Effective communication of ideas is emphasised, as is the correct and safe use of tools and equipment.

### Subject: Information Processing and Publishing

**Year Level:** 10  
**Learning Area:** Technology  
**Subject Descriptor:** This course develops students’ practical skills in the use of computer hardware and software that will enable them to produce communication materials in paper base or electronic form. The Course will introduce students to:  
- principles of word processing  
- desktop publishing  
- digital presentation  
- basic web design  
- use of CSS.  
Students use industry standard software – Dreamweaver and Photoshop. The course allows students with base skills in using Photoshop and Dreamweaver to considerably extend these skills.  
**Assessment Tasks:** Practical Tasks 60%. Design Task 20%. Issues 20%.

### Subject: Multimedia

**Year Level:** 10  
**Learning Area:** Technology  
**Subject Descriptor:** This course covers a range of skills and tasks that relate to the electronic generation of documents. Topics covered include project management, visual communication, desktop publishing and electronic publishing. This course prepares students for the Stage 1 Information Processing and Publishing courses and Stage 1 Multimedia.  
**Assessment Tasks:** Skills and Attitude checklist, Resume, Major Project, Promote Technology Curriculum Poster. Practical Tasks 60%. Design Task 20%. Issues 20%.
<table>
<thead>
<tr>
<th>Subject:</th>
<th>Metalwork Technology</th>
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</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This course introduces students to basic engineering principles with no prerequisites. Students learn the basic skills of hand and power-tools, welding and lathe-work. This then leads in to Stage 1 Metalwork in year 11 and stage 2 in year 12. Investigating: Metal composition, heat treatment, joining, machining and welding processes. Planning: Types of processes to be employed and types of articles to manufacture. Creating: Production of finished products to size and tolerances. Evaluation: Reflection and analysis of products and processes.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Each practical exercise is graded on the set criteria of investigation, planning, creating and evaluation. Exam at end of course on topics covered during lesson and homework assignments. Subject Costs: Students will be required to pay an excess materials fee, which will depend on the size of the project made. NOTE: All materials must be paid for prior to collection.</td>
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<table>
<thead>
<tr>
<th>Subject:</th>
<th>Wood Technology</th>
</tr>
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<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>A course that introduces students to basic wood working skills with no prerequisites. Students learn the basic skills of using hand and power tools safely, project drawing and construction. This then leads to stage 1 Furniture Construction, Creative Woodwork, Doorways to Construction and Stage 2 Furniture Construction. Investigating: Processes, materials and tools for woodwork. Planning: Project design and drawing. Creating: Production of projects with suitable finishes. Evaluation: Reflection and analysis of products and processes.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Subject Costs: Students will be required to pay an excess materials fee, which will depend on the size of the project made. Parents will have an opportunity to negotiate the size / cost of the individual project prior to manufacture.</td>
</tr>
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<table>
<thead>
<tr>
<th>Subject:</th>
<th>Digital Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This course introduces students to basic uses of a compact digital camera. Students will be required to both use the cameras on auto setting and then manually adjust such things as the shutter and aperture settings. A basic introduction to Photoshop techniques will also be taught. The school has a number of compact cameras for student use but having their own camera would be beneficial especially for taking photographs off the school campus. Investigating: Camera selection; Digital image manipulation, Camera settings Planning: Composition, Presentation Creating: Photographic display, Digital montage Evaluating: Reflection and analysis of photographs and processes.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Photographic composition, Digital cameras, Montage, Photoshop skills, advertisement and camera modes.</td>
</tr>
<tr>
<td>Subject:</td>
<td>Textiles</td>
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<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Sewing samples. Create a small bag or pencil case. Design, create and decorate an apron. Investigate &amp; document the ideas and creations of an Australian Fashion Designer. Research includes an interview and students designing their own garment.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Subject:</th>
<th>Food and Culture</th>
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<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students will investigate food through a range of cuisines. They will learn cooking techniques, use of equipment and gain knowledge about ingredients relating to these cuisines. Students will learn specialised methodology relating to preparation, and presentation of food according to courses and/or themes. Students will be aware of safe food handling procedures.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Research assignments, practicals and evaluations, and collaborative practical exercises. Subject Costs: Students are required to pay $10 towards the cost of ingredients.</td>
</tr>
<tr>
<td>Subject:</td>
<td>Child Studies</td>
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<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>HPE</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>This semester course introduces students to the study of child development and is flexible depending on the needs, capabilities and interests of each class. Topics covered include the stages of development, puberty, relationships, contraception, understanding pregnancy and childbirth, care of newborns with simulated experience, role of families and self esteem, nutrition and children’s play. This course is very interactive and students must be prepared to participate fully to maximise their learning.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Students undertake a wide variety of individual and small group practical and written tasks and must maintain a passing grade of C to be invited to participate in the Reality Baby experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Outdoor Education A – Adventure Caving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>HPE</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>PREREQUISITES To successfully complete this course students must participate in a 4 day Adventure Caving based outdoor journey, involving tent camping. Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Education ‘A’ is Caving. Course work will involve selecting camping and caving equipment, safety, outdoor living skills, food selection, cooking and expedition planning. Students will be involved in adventure caving during their outdoor journey.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. Major practical assessment will take place on the caving outdoor journey. Approximate cost $150 for Adventure Caving expedition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Outdoor Education B – Canoeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>HPE</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students must be able to competently swim 50m. To successfully complete the course students must participate in a basic skills Canoe Instruction course and participate in a 4-day canoe outdoor journey, involving tent camping. Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Ed B is canoeing. Students will be involved in canoeing, selecting equipment, safety, outdoor living skills, waterproofing and packing gear, food selection, cooking and expedition planning.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. Major practical assessment will take place on a canoe journey. Approximate cost $150 cover cost of expedition and basic skills Certificate</td>
</tr>
</tbody>
</table>
### Outdoor Education C – Cycling

**Year Level:** 10  
**Learning Area:** HPE  
**Subject Descriptor:** PREREQUISITES To successfully complete this course students MUST participate in a 4 day Cycling based outdoor journey, (involving tent camping), have a reasonable level of fitness and access to a mountain bike in A1 condition.  
Outdoor Education offers a practical approach to learning using a range of highly motivating and personally challenging adventure activities. The adventure activity for Outdoor Education ‘C’ is Cycling. Students will be involved in the following: A weekly class riding practical (on and off road), selecting cycling equipment, road safety, Outdoor living skills including selecting food, cooking, tents and expedition planning.  
**Assessment Tasks:** All major course work topics will be assessed through assignments, tests and projects. Performance checklists will be used to assess practical components. Major practical assessment will take place on the cycling outdoor journey. Approximate cost $100 for cycling expedition.

---

### Physical Education A

**Year Level:** 10  
**Learning Area:** HPE  
**Subject Descriptor:** This is a SACE Stage 1 and SACE Stage 2 preparation course and as such will mirror the requirements for success at year 11 and 12. The course is comprised of three practical options and a theory component that examines the human body systems.  
**Assessment Tasks:** The 60% practical component will be assessed using SACE checklists. The 40% theory component will be assessed through semester examination and issue analysis.

---

### Physical Education B

**Year Level:** 10  
**Learning Area:** HPE  
**Subject Descriptor:** This is a SACE Stage 1 and SACE Stage 2 preparation course and as such will mirror the requirements for success at year 11 and 12. The course is comprised of three practical options and a theory component that examines the human body systems.  
**Assessment Tasks:** The 60% practical component will be assessed using SACE checklists. The 40% theory component will be assessed through semester examination and issue analysis.
### Subject: Target Sport Program 1 – Netball
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 2 – Soccer
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 3 – Volleyball
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 4 – Rugby
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 5 – Football
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 6 – Basketball
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Sport Program 7 – Racquet Sports
- Year Level: 10
- Learning Area: HPE
- Compulsory or Choice?: Students selected after application process. Students are allowed to opt for 2 separate sports maximum.
- Subject Descriptor: The courses are designed to develop the playing skills of the participants to a high level. Students will be encouraged to undertake specific coaching and umpiring qualifications and use these in practical situations. Factors that affect performance will be studied including sport psychology, fitness, diet and environment as well as the rules and history of the sport.
- Assessment Tasks: Students will be assessed using rubrics for Knowledge, Performance and Personal Engagement. There is an expectation of participation in correct PE uniform in all lessons.

### Subject: Target Program 8 – Healthy Lifestyle
- Year Level: 10
- Learning Area: HPE
- Subject Descriptor: This course is aimed at students who want to learn more about healthy lifestyle choices and who want to put the theory into practice. It will focus on nutrition; weight management and body shape/self esteem issues. It will focus on practical solutions to gaining a fitter, healthier body through weekly exercise.
- Assessment Tasks: All major course work topics will be assessed through assignments, tests and projects. The practical component will be assessed through participation and achieving negotiated personal and class goals.

### Subject: Target Program 9 – Strength Training
- Year Level: 10
- Learning Area: HPE
- Subject Descriptor: This course is aimed at students who want to learn more about strength training and who want to put the theory into practice. The course will focus on nutrition, training programs, body shape and gaining strength. It will focus on practical solutions to gaining a fitter, healthier body through weekly exercise.
- Assessment Tasks: All major course work topics will be assessed through assignments, tests and projects. The practical component will be assessed through participation and achieving negotiated personal and class goals.
<table>
<thead>
<tr>
<th>Subject</th>
<th>HISTORY: Australia Through Times of War and Peace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities</td>
</tr>
<tr>
<td>Subject Descriptor</td>
<td>This course is divided into two separate units. One unit will provide students the opportunity to write for the &quot;National History Challenge&quot; with a focus on an area of interest for them involving the history of Australia. The other unit will concentrate on the completion of a research task for the “Premier’s ANZAC Spirit School Prize”. Students will develop their skills relating to historical enquiry and the associated literacies.</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>Summative assessment tasks will include a formal written research paper, maintenance of a reflective journal and one other investigation. The exam will focus on the knowledge and skill development through the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>GEOGRAPHY: Environmental Sustainability and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area</td>
<td>Humanities/Science</td>
</tr>
<tr>
<td>Subject Descriptor</td>
<td>“Education for sustainability” – in line with the Australian Government’s National Action Plan for Sustainability, students will develop a deeper understanding of sustainable practices following a model of ASSESS, PLAN, TAKE ACTION. The course will focus on extending the skills of primary data collection (ie. fieldwork) with a strong connection with our local area. Aspects such as storm water collection, natural waterways, national parks, refuse collection and recycling, transport corridors and parking, green energy and eco friendly design will be explored with the ultimate aim of creating awareness and change for the better at the grass roots level.</td>
</tr>
</tbody>
</table>
# LOTE Choices

## Subject: French Continuers
### Year Level: 10 Advanced Language
### Learning Area: LOTE
### Eligibility
Successful completion of Year 9 French

### Subject Descriptor:
Students will further develop their understanding of French language through reading, writing, speaking and listening. They will extend their knowledge of the structures of the language and the cultures of French speaking countries. Topics for study may include Tourism, Youth Culture, Media, Education and Future Pathways. This course is a pre-requisite for Stage 1 and Stage 2 French.

### Assessment Tasks:
There will be a variety of tasks including written, listening, oral, reading, home and class work.

## Subject: Stage 1 Beginner French
### Year Level: Year 10 semester 1 entry point (highly encouraged), complete end of year 11, OR Year 10 semester 2 entry point to complete in year 12.
### Learning Area: LOTE
### Eligibility
Not to be enrolled in Advanced Year 10 French and not to have studied French before or since Primary School. Students who enrol in this course may use their studies of Beginner French Stage 2 to contribute to their ATAR rank for tertiary study.

### Subject Descriptor:
The accelerated French course is for students with minimal or no prior experience in French studies. 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 French. They develop and apply linguistic and intercultural knowledge, understanding, and skills. There has been an increased realisation that a capability in English only is insufficient and that being a bilingual or multilingual person has become the norm to engage in our multicultural world.

### Assessment Tasks:
Continuous assessment throughout the course, focussing on the structures associated with speaking, reading and writing. Activities and regular listening exercises will enhance the student's abilities to engage in role-plays and other conversational tasks. A commitment and studious approach in class will enable the development of significant language skills. Homework must be expected for consolidation.

## Subject: German Continuers
### Year Level: 10 Advanced Language
### Learning Area: LOTE
### Eligibility
Successful completion of Year 9 German

### Subject Descriptor:
Students will further develop their understanding of German language through reading, writing, speaking and listening. They will extend their knowledge of the structures of the language and the cultures of German speaking countries.

### Assessment Tasks:
There will be a variety of tasks including written, listening, oral reading, home and class work.
### Stage 1 Beginner German

**Year Level:** Year 10 semester 1 entry point (highly encouraged), complete end of year 11, OR Year 10 semester 2 entry point to complete in year 12.

**Learning Area:** LOTE

**Eligibility**
Not to be enrolled in Advanced Year 10 German and not to have studied German before or since Primary School. Students who enrol in this course may use their studies of Beginner German Stage 2 to contribute to their ATAR rank for tertiary study.

**Subject Descriptor:**
An accelerated course enabling students with minimal or no prior experience in German studies, to acquire the skills necessary to effectively read, write and verbally communicate in the target language. Globalisation has brought a need to develop an intercultural capability that is being able to communicate across languages, increase relationships and understand other cultures.

**Assessment Tasks:**
Continuous assessment throughout the course, focussing on the structures associated with speaking, reading and writing. Activities and regular listening exercises will enhance the student's abilities to engage in role-plays and other conversational tasks. A commitment and studious approach in class will enable the development of significant language skills. Homework must be expected for consolidation.

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### Japanese Continuers

**Year Level:** 10 Advanced Language

**Learning Area:** Language B

**Eligibility**
Successful completion of Year 9 Japanese

**Subject Descriptor:**
This is a pre-requisite for Stage 1 and 2 Continuers Japanese. Students study a range of topics including media studies, youth culture, education and future pathways, tourism, places and health. Through these topics, students consolidate and extend their cultural and linguistic knowledge and understanding of Japanese.

**Assessment Tasks:**
Each unit will consolidate students’ written, reading and responding, listening and responding and oral skills in Japanese. Kanji reading and writing, grammar and vocab testing will also occur.

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### Stage 1 Beginner Japanese

**Year Level:** Year 10 semester 1 entry point (highly encouraged), complete end of year 11, OR Year 10 semester 2 entry point to complete in year 12.

**Learning Area:** LOTE

**Eligibility**
Not to be enrolled in Advanced Year 10 Japanese and not to have studied Japanese before or since Primary School. Students who enrol in this course may use their studies of Beginner Japanese Stage 2 to contribute to their ATAR rank for tertiary study.

**Subject Descriptor:**
An accelerated course enabling students with minimal or no prior experience in Japanese studies, to acquire the skills necessary to effectively read, write and verbally communicate in this language. Language studies enhance our ability to manage *systems of information* through development of a particular region of the brain. This enhanced ability shared by all linguists, is not replicated via studies in any other curriculum area. Language studies are a commonly-recognised and highly desirable attribute for future employment in a wide range of fields.

**Assessment Tasks:**
Continuous assessment throughout the course, focussing on the structure of spoken Japanese. Reading and writing activities, and regular listening exercises, will enhance student's abilities to engage in role-plays and other conversational tasks. A willing attitude and a studious approach in class will enable students to develop significant language skills with minimal homework.
# PRE- VOCATIONAL SUBJECTS

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Pre-Vocational HAIRDRESSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10-11</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Integrated Learning</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td><strong>10 SACE credits</strong> This course will be delivered as a timetabled subject on a line in the REC hair salon. This course is intended as an introduction to the <strong>vocational expectations</strong> for students who are thinking about working in the <strong>hairdressing &amp; beauty sector</strong> and will include: hair styling, basin services including shampoo &amp; massage; hair colouring and perming; communication and client service in the workplace; individual and group work tasks. Cost: $30 for consumables and work books</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Folio and Reflection tasks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Pre-Vocational EARLY CHILDHOOD EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10-11</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Integrated Learning</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td><strong>10 SACE credits</strong> This course will be delivered as a timetabled subject on a line. The course is intended as an introduction to the <strong>vocational expectations</strong> for students who are thinking about working in the <strong>childcare sector</strong> and will include: the role of play for children; health &amp; safety in the workplace; communicating effectively with children; communication and client service in the workplace; individual and group work tasks. Cost: $30 for consumables and work books</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Folio and Reflection tasks.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Subject:</th>
<th>Pre-Vocational METAL/ENGINEERING PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10-11</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>Technology</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td><strong>10 SACE credits</strong> This course will be delivered as a timetabled subject on a line. This course is intended as an <strong>introduction</strong> to the <strong>vocational expectations</strong> for students who are thinking about working in the metal &amp; engineering industries. Students will have the opportunity to use sheet metal &amp; metal machinery and undertake welding &amp; machining projects.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Practical and theory tasks.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Subject:</th>
<th>Health Services INTRODUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level:</td>
<td>10</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>HPE/VET</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students will be introduced to what is involved in studying VET as a lead up to the Certificate III Health Services Assistance course available as a 2 year course in year 11 &amp; 12. Students learn about the health industry and community services sector; basic infection control procedures and have work experience/observation in Allied Health areas, with a view to further study in this area.</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Group discussion tasks, Individual investigation &amp; research task, practical demonstrations, work experience participation</td>
</tr>
</tbody>
</table>
Southern Adelaide and Fleurieu Trade School

The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions of the Department for Education and Child Development in the south of Adelaide. Consisting of the following schools:

- Aberfoyle Park High School
- Christies Beach High School
- Hallett Cove School
- Eastern Fleurieu School
- Kangaroo Island Community Education – Parndana, Kingscote, Penneshaw
- Mount Compass Area School
- Reynella East College
- Seaford 6-12 School
- Victor Harbor High School
- Willunga High School
- Wirreanda High School
- Yankalilla Area School

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

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

The Southern Adelaide and Fleurieu Trade School partners with TAFE and other RTO’s to provide nationally accredited and industry recognised courses. Trade School programs are offered to non-SAFTS school students through partnership arrangements with Community Partnerships @ Work.

Costs

The vocational courses comply with Industry Training Packages which stipulate required tools, materials and context. Consequently, many of the courses include an additional financial fee to cover these demands. There is a variation of costs between similar courses due to differences in agreements with Registered Training Organisations and host schools. This may be due to training, assessment or the competencies selected.

Whilst staffing costs or equivalent are covered by the host school as part of the reciprocal arrangements, costs listed against courses are additional costs related to materials and services.

Public schools charge fees which are governed by legislation and can be varied by governing councils under certain circumstances. These fees allow all students at public schools to access the general curriculum offered by their home school.

Non-SAFTS School students will be charged a fee to cover staffing costs on top of the materials and services fee listed.

Travel arrangements

Students will be required to arrange their own transport to training and work placements. In certain circumstances, where students are able to demonstrate special needs, support for transport arrangements may be available (contact the student support services in the home school).
Selection Guidelines
Selection for entry to regional courses will be based on the following guidelines:
• Identified relevant interest and/or previous experience
• Demonstrated capacity for independent learning
• Identified career pathway

For any more information about the Southern Adelaide and Fleurieu Trade School contact the VET coordinator or school counsellor in your school.

Details of all courses can be found in the Trade School brochure or on the Southern Adelaide and Fleurieu Trade School Website: www.safts.sa.edu.au

Industry Pathways Program (IPP)
You have the opportunity to enrol in a secondary school vocational program that:
• Provides credit towards some or all of the following components of the SACE: Stage 1 and Stage 2, English subjects, Maths subjects, Personal Learning Plan, and Research Project. Ask your subject counsellor for more information about opportunities in your school or region.
• Provides credit towards a recognised VET qualification. In some IPPs students have an opportunity to complete the whole qualification.
• Aims to provide pathways into the following: apprenticeships, traineeships, further education or training, and direct employment.
• Focuses on industry areas where there are skills shortages or emerging industries
• Provides practical vocational experiences, including in the workplace, an understanding of pathways in the industry, career development skills and vocational literacy and numeracy skills.

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

What is VET?
VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages. VET qualifications are recognised across Australia.

Studying a VET program while still at school can:
- Provide you with a head start in your chosen career.
- Make your senior school studies more relevant and interesting.
- Enable you to work towards completing your SACE as well as gaining a training qualification.
- Enable you to combine your school studies with part-time or casual employment.
- Provide opportunities to learn “on the job” while undertaking work placement.

VET Recognition in the New SACE

Completion of the SACE Using VET
To complete the SACE, students must achieve at least 200 SACE credits, 180 of which can be gained through the recognition arrangements for VET in the SACE. Within these 180 VET-based credits, students must also fulfil the literacy and numeracy requirements of the SACE. The Personal Learning Plan and the Research Project are awarded the remaining 20 SACE credits. Students can use a vocational context in completing these subjects.
**Number of VET Qualifications**

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

**SACE Credits**

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification.

A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

**Recognition at SACE Stage 1 and/or Stage 2**

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE.

In most cases a VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at either Stage 1 or Stage 2.

However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 1, whereas other units of competency from the same qualifications will be recognised at Stage 2.

For details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, refer to the VET Recognition Register on the SACE Board website (www.sace.sa.edu.au) or contact the Project Officer, VET in SACE (telephone 8372 7461).

**VET Recognition Register**

The SACE Board will publish the VET Recognition Register.

The VET Recognition Register is derived from the VET qualifications listed on the NTIS website.

The register lists qualifications that:

- Are most commonly undertaken by students.
- Have been recommended for delivery by key stakeholders.

The VET Recognition Register shows, for each qualification, the:

- Maximum and minimum number of SACE credits that students can earn by completing the qualification.
- SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.

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

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

**Features of ASBAs are:**

- Attendance at school and work (8 hours per week minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (e.g. SACE, VCE, [Qld] Senior Certificate, etc) and a vocational education and training qualification
- Access to a wide variety of vocations provided applicable awards have been varied to accommodate part-time hours

**Who is involved in an ASBA – Student:**

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

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

**Registered Training Organisation (RTO):**
- Delivers competency-based training in accordance with the Negotiated Training Plan

**School Principals, Careers Advisors & Teachers:**
- Must endorse the *Australian School Based Apprenticeship* and make the student aware of all the implications of signing the contract of training.

**Parents/Guardians:**
- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years old

If further information is required about Australian School Based Apprenticeships, please contact your school Apprenticeship Broker via www.safts.sa.edu.au

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**Vocational Education and Training at Reynella East College**

Reynella East College has a range of subject offerings incorporating competencies which focus on vocational education and training, also known as VET. Most courses allow students to gain credit towards their SACE accreditation.

Reynella East College offers nationally accredited industry standard certificate courses. Success in such courses gives students a competitive edge when they move into the work force. They may achieve first year apprenticeship training qualifications or be enrolled in a part time school based traineeship. Reynella East College is working with The Southern Fleurieu Trade School (see earlier) to link our school with industry to provide such courses.

We also have opportunities for students to become involved with:
- Part Time School Based Traineeships offered through industry e.g. Coles, Woolworths, Big W, the fast food industry, BP and a range of small businesses and Group Training Providers.
- Courses available through TAFESA
- Other Training Providers such as Adelaide Training and Employment Centre, Motor Traders Association, Maxima, Peer Tec, Quality Automotive Training, SITE Academy, Media Makeup, Clip Joint and Colour Cosmetica.
- Structured Workplace Learning

In addition Work Experience is a compulsory component of the Personal Learning Plan developed in Year 10. Students in this course participate in a Work Experience Program and employment preparation.

Further information is available from the Vocational Education & Training Coordinator, year level coordinators, student counsellors or the Southern Adelaide and Fleurieu Trade school (SAFTS) office at Christies Beach High School (ph:8329 9777). The SAFTS website provides information on all courses offered and the application process. www.safts.sa.edu.au

Reynella East College students now have more opportunities than ever before to achieve SACE and nationally accredited training competencies to prepare for their future.

**CERTIFICATE COURSES**

Reynella East College offers a range of Certificate and part Certificate courses where students can participate in vocational training and work placement to gain the skills associated with their respective industries. These certificates are nationally recognised and satisfy minimum entry requirements for a range of courses offered through TAFE. They will also be accepted by other Registered Training Organisations as Recognition of Prior Learning and in many cases satisfy minimum employment qualifications to enable transition to the workplace. Several of these certificates are offered as part of the Southern Adelaide and Fleurieu Trade School. (SAFTS).
These courses will gain credit for the SACE and can be used as the basis of a student’s Research Project, Literacy and Numeracy for Work and Community requirements.

Certificate courses include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE II HOSPITALITY (KITCHEN OPERATIONS)</td>
<td>This program provides students with training for food preparation and presentation. It also covers the administrative skill sets for the kitchen department, including occupational hygiene and safety. This course will comprehensively prepare students for working in the hospitality workplace, in jobs such as chef, cook or kitchen hand and also provides the foundation to higher level certificate courses. Students must have a genuine interest in the hospitality industry and be aged 15 or over and in Year 10 or above.</td>
</tr>
<tr>
<td>Year Level:</td>
<td>10 – 12</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>VET – 60 Stage 1 SACE credits</td>
</tr>
<tr>
<td>Note:</td>
<td>Runs as a whole day course for entire year on WEDNESDAYS</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Students will demonstrate competency in 16 units; including all core competencies.</td>
</tr>
<tr>
<td>COST:</td>
<td>$500 including uniform hire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE I HOSPITALITY (SERVICE)</td>
<td>This program provides students with training for food preparation and presentation and service. It also covers preparation and service of non-alcoholic beverages and coffees, administrative skill sets for kitchen and service departments, including occupational hygiene and safety. This course can be the basis for cookery apprenticeships; hospitality traineeships or jobs such as kitchen hands, waiters and baristas. Students must have a genuine interest in the hospitality industry and be aged 15 or over and in Year 10 or above.</td>
</tr>
<tr>
<td>Year Level:</td>
<td>10 – 12</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>VET – 20 Stage 1 SACE credits</td>
</tr>
<tr>
<td>Note:</td>
<td>Runs as a whole day course for one semester on MONDAYS</td>
</tr>
<tr>
<td>Assessment Tasks:</td>
<td>Students will demonstrate competency in 9 units; including all core competencies.</td>
</tr>
<tr>
<td>COST:</td>
<td>$250 including polo shirt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE I AUTOMOTIVE</td>
<td>This is a nationally accredited TAFE certificate level course, offered through the Southern Fleurieu Trade School, that develops knowledge and competencies relating to workplace practice in the automotive industry. Compulsory units include, Apply safe working practices and identifying environmental regulations and best practice in a workplace or business. Five other units are also studied and range from servicing operations, tools and equipment, measuring devices to vehicle maintenance. Students are required to participate in a period of structured workplace learning in the automotive industry, usually completed during the school holidays.</td>
</tr>
<tr>
<td>Year Level:</td>
<td>10 – 12</td>
</tr>
<tr>
<td>Learning Area:</td>
<td>VET – 20 Stage 1 SACE credits</td>
</tr>
<tr>
<td>Note:</td>
<td>Runs as a whole day course for the entire year on WEDNESDAYS</td>
</tr>
<tr>
<td>Subject Descriptor:</td>
<td>Students are assessed in competencies developed, using national standard competencies, focusing on current workplace practice. Students will be required to purchase a logbook and course booklets ($250) and basic workshop safety equipment such as overalls and steel cap boots. There may be other costs for materials.</td>
</tr>
</tbody>
</table>

Reynella East College Curriculum Booklet 2015
### Subject: CERTIFICATE I CONSTRUCTION (Doorways to Construction)

**Year Level:** 11 – 12  
**Learning Area:** VET – 40 Stage 1 SACE credits  
**Note:** Runs as a whole day course for the entire year  
**Subject Descriptor:** A competency based program that will provide nationally recognised qualifications that count towards an apprenticeship/traineeship. The program is designed to help the student learn about skills in the various areas of the building and construction industry and get practical ‘on the job’ experience in a real workplace environment with industry people. Training is undertaken both ‘on’ and ‘off’ the job and students are expected to participate in all the activities/exercises presented. Students need to complete work placement.  
**Assessment Tasks:** Students are assessed in competencies developed, using national standard competencies, focusing on current workplace practice. Students will be required to purchase a log book and course booklets and some material costs ($450.00). Steel cap boots are mandatory. The Construction Industry Training Board supply safety tops and safety glasses. Students attend one block session a week.

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### Subject: CERTIFICATE 1 (MECHANICAL ENGINEERING AND METAL FABRICATION)

**Year Level:** 11 – 12  
**Learning Area:** VET – 30 Stage 1 SACE credits  
**Subject Descriptor:** Students in this course will be taught the safe operation of specialist industry standard equipment such as vertical milling machines, metal centre lathes, oxy acetylene welding and cutting, MIG (metal inert gas) welders, and MMA (Manual Metal Arc) welders. Following industry drawings and production plans students will manufacture, fabricate components to industry standards prior to assembly and testing their projects.  
**Assessment Tasks:** Students are assessed in competencies developed, using national standard competencies, focusing on current workplace practice. Material costs: $230.00

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### Subject: CERTIFICATE III HEALTH SERVICES ASSISTANCE (2 year course)

**Year Level:** 11 and 12  
**Learning Area:** VET – 60 Stage 2 SACE credits for full course  
**Subject Descriptor:** Certificate III in Health Services Assistance is nationally accredited training which assists people to gain employment in the expanding health service industry. Health Service Assistants work under the direction of professional staff such as doctors, social workers, physiotherapists, speech pathologists, occupational therapists and nurses. Students will achieve the following outcomes:  
- Beginning a pathway to a traineeship, certificate 4, Diploma or employment.  
- An understanding between curriculum, competencies and work.  
- Develop appropriate employability skills, such as confidence, teamwork, initiative, planning, organising and self management.  
- Experiencing real work in the health industry.  
**Assessment Tasks:** Skills lab activities, Assignment work, Evidence Folio, structured workplace learning (80 hours total) and evaluation reflection (logbook).  
* 1 day per week over 2 years.
THE STAGE 1 CURRICULUM PATTERN

The complete requirements necessary to satisfy the conditions of the SACE are outlined on Page 3 of this handbook.

At REC, the compulsory components for Stage 1, 2015 in the SACE are:

- PLP 10 credits and Research Project 10 credits (a full year combination in 2015).
- Literacy 20 credits → students must choose a full year (2 semesters) of an approved English course.
- Numeracy 10 credits → students must choose at least 1 semester, but generally 2, of an approved Mathematics course.

**Research Project**

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research.

At REC, students will normally have 6 semesters taken by compulsory subjects in Stage 1. This leaves 6 semesters free for student choice. There are no further restrictions upon choices but students must choose 6 subjects per semester or the equivalent.

**STAGE 1 SUMMARY**

<table>
<thead>
<tr>
<th>PLP and Research Project</th>
<th>English (Literacy)</th>
<th>English (Literacy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics (Numeracy)</td>
<td>Mathematics (Numeracy)</td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td>Free Choice</td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td>Free Choice</td>
<td></td>
</tr>
<tr>
<td>Free Choice</td>
<td>Free Choice</td>
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</tr>
</tbody>
</table>

When making Stage 1 subject selections students must also look ahead to Stage 2 and ensure that they are satisfying all prerequisites that some courses expect. Also check that your Stage 1 subjects lead to an appropriate Stage 2 course that satisfies potential career options.

Many subjects offer combinations that run over the entire year, better preparing students for the rigors of year 12.
# STAGE 1

## STAGE 1 SUBJECTS OFFERED BY REYNELLA EAST COLLEGE

<table>
<thead>
<tr>
<th>Arts</th>
<th>Business, Enterprise and Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts - Dance A &amp; B</td>
<td>Music Advanced – A &amp; B</td>
</tr>
<tr>
<td>Drama A &amp; B</td>
<td>Music Experience – A &amp; B</td>
</tr>
<tr>
<td><strong>Arts subjects may be in 2 semester combinations</strong></td>
<td>Visual Arts – Art A &amp; B</td>
</tr>
<tr>
<td></td>
<td>Visual Arts – Design A &amp; B</td>
</tr>
</tbody>
</table>

| Creative Woodwork | Metal Technology |
| Electronics | Multimedia A & B – Desktop Publishing & Web Design |
| Engineering – Metal Fabrication | Photography - Digital |
| Furniture Construction A & B | Textiles, Design & Technology A & B |
| Information Processing & Publishing | Workplace Practices A & B |
| Information Technology Applications | |

<table>
<thead>
<tr>
<th>Cross-disciplinary Studies</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Driver Safety</td>
<td>Personal Learning Plan (PLP)</td>
</tr>
<tr>
<td>First Aid</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>English as a Second Language A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>English A &amp; B</td>
<td>Literacy for Work and Community Life</td>
</tr>
<tr>
<td>English Pathways A &amp; B</td>
<td></td>
</tr>
<tr>
<td>English Studies A &amp; B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Outdoor Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef in the Making A &amp; B</td>
<td>Physical Education A &amp; B</td>
</tr>
<tr>
<td>Child Studies</td>
<td>Physical Education –Sport Studies A &amp; B</td>
</tr>
<tr>
<td>Food &amp; Hospitality A &amp; B</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities and Social Sciences</th>
<th>Media Studies A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Studies</td>
<td>Society &amp; Culture A &amp; B</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Languages</th>
<th>German Beginners A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Continuers A &amp; B</td>
<td>Japanese Continuers A &amp; B</td>
</tr>
<tr>
<td>French Beginners A &amp; B</td>
<td>Japanese Beginners A &amp; B</td>
</tr>
<tr>
<td>German Continuers A &amp; B</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics Studies A, B &amp; C (for Year 12 Maths Studies). A, B, C, D (for Year 12 Maths Specialist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Applications A (Full Year)</td>
<td>Mathematics Numeracy for Work and Community Life (1 Semester)</td>
</tr>
<tr>
<td>Mathematics Applications B (1 Semester)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Pathways (Trades) (1 Year)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sciences</th>
<th>Physics A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology – Animal Behaviour &amp; Marine Studies</td>
<td>Psychology</td>
</tr>
<tr>
<td>Biology – Biotechnology</td>
<td>Scientific Studies A &amp; B</td>
</tr>
<tr>
<td>Chemistry A &amp; B</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
</tbody>
</table>

**Pre-Vocational subjects:** See page 43. **Certificate courses delivered at REC:** See pages 48-49. Students wishing to do a certificate VET course or other off campus training (eg. traineeship, apprenticeship), will still need to choose 6 school based subjects in **each semester** and then delete subjects as VET courses are confirmed. The deleted subject/s will depend on when their course occurs – such timetable adjustments **must** be done via the Senior School Student counsellor.
THE ARTS

CREATIVE ARTS – DANCE A

Credits 10
Prerequisites: 10 Dance preferred.

Subject Description: Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students participate in the processes of developing a dance performance as a finished or realised creative arts product. Students study technique, composition, choreography, performance, and critical analysis.

The focus capabilities for this subject are communication, learning, and personal development. For a 10-credit or 20-credit subject students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

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

CREATIVE ARTS – DANCE B

Credits 10
Prerequisites: Creative Arts – Dance A, or by interview with Dance teacher.

Subject Description: Through continued study of Dance students further develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students participate in the processes of developing a dance performance as a finished or realised creative arts product. Students study technique, composition, choreography, performance, and critical analysis.

The focus capabilities for this subject are communication, learning and personal development. For a 10-credit or 20-credit subject students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

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

DRAMA A and B

Credits 10 or 20
Prerequisites: Satisfactory completion of Year 10 Drama or in consultation with the Drama teacher.

Subject Description: Stage 1 Drama may be taken as a 10-credit subject of a 20-credit subject. For both a 10-credit subject and a 20-credit subject, teachers develop a teaching and learning program based on the following three areas of study:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Assessment Tasks: 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 assessment for the folio
- at least one investigation and presentation.

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

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

MUSIC ADVANCED (A & B)

Credits 10 or 20
Prerequisites: Successful completion of Year 10 music or by interview /audition with a music teacher.

Subject Description: This is a full year advanced course for students wishing to prepare for Stage 2 music studies. Students are expected to attend regular instrumental lessons (privately or through the school) on their chosen instrument and participate in class ensembles. Instruments available for free tuition include Flute, Clarinet, Saxophone, Trumpet, Trombone, Modern or Bass Guitar, Percussion and Voice. Violin and Keyboard/Piano lessons are with a private teacher and will incur lesson fees. Through theory and aural activities, arranging, composing and performing, students will further develop their musical knowledge and skills. Computer programs are used widely.

Assessment Tasks: Solo and ensemble performances, theory, aural, composing and arranging assignments.

Special Subject Costs: Students who require a hire instrument will incur hire fees. Students who choose to learn a musical instrument at school will pay a $40/year administration fee. Fees apply for Violin or Keyboard/Piano lessons.
MUSIC EXPERIENCE (A & B)

**Credits:** 10 or 20  
**Prerequisites:** Successful completion of Year 10 music or by interview / audition with a music teacher.

**Subject Description:** This is a full year course for students wishing to prepare for selected Stage 2 music studies. Students are expected to attend regular instrumental lessons (privately or through the school) on their chosen instrument and participate in class ensembles. Instruments available for free tuition include Flute, Clarinet, Saxophone, Trumpet, Trombone, Modern or Bass Guitar, Percussion and Voice. Violin and Keyboard/Piano lessons are with a private teacher and will incur lesson fees. Course content includes performing, arranging, composing, and music technology, Computer programs are used widely.

**Assessment Tasks:** Solo and ensemble performances, technology, composing and arranging assignments.

**Special Subject Costs:** Students who require a hire instrument will incur hire fees. Students who choose to learn a musical instrument at school will pay a $40/year administration fee. Fees apply for Violin or Keyboard/Piano lessons.

VISUAL ARTS – ART A and B

**Credits** 10 or 20  
**Prerequisites:** a pass in Year 10 Art or Design or approved portfolio of practical work.

**Subject Description:** In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes and photographs leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. Students will undertake one teacher directed Folio involving 2D skills (Drawing, Painting or Printing), then given the opportunity to negotiate their choice of Drawing, Painting, Printing or Clay sculpture for their second Folio. Each Folio will consist of twelve A3 pages of developmental work. At the conclusion of each Folio the students are required to present a Final Practical resolution accompanied by a 250 word Practitioner’s statement. The Visual Study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners.

**Assessment Tasks:** 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 2 Folios x 12 A3 pages of developmental work</td>
<td>40%</td>
</tr>
<tr>
<td>Practical 2 Final presentations plus 2 x 250 word Practitioners statements</td>
<td>30%</td>
</tr>
<tr>
<td>Visual Study A 10 x A3 page experimenting with techniques, skills and the work of other Artists.</td>
<td>30%</td>
</tr>
</tbody>
</table>

VISUAL ARTS – DESIGN A & B

**Credits 10 or 20**  
**Prerequisites:** a pass in Year 10 Art or Design or approved portfolio of practical work.

**Subject Description:** Design includes Graphic and Communication Design, Environmental Design and Product Design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. Students will have access to computers and a range of 2D and 3D software to complete and develop their final Practical solutions. Students will be guided through a Graphic Communication exercise for their first Folio then given the opportunity to negotiate their choice of Design Brief for the second Folio. Each Folio will consist of twelve A3 pages of developmental work. At the conclusion of each Folio the students are required to present a Final Practical resolution accompanied by a 250 word Practitioner’s statement. The Visual Study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Folio 2 Folios x 12 A3 pages of developmental work</td>
<td>40%</td>
</tr>
<tr>
<td>Practical 2 Final presentations plus 2 x 250 word Practitioners statements</td>
<td>30%</td>
</tr>
<tr>
<td>Visual Study A 10 x A3 page examining Design Principles and Elements.</td>
<td>30%</td>
</tr>
</tbody>
</table>
BUSINESS ENTERPRISE & TECHNOLOGY

CREATIVE WOODWORK
Credits 10
Prerequisites: Minimum B Grade Yr 10 Woodwork or Teacher Invitation based on Teacher interview.

Subject Description: The course aims to teach advanced use of workshop machinery, assembly techniques and jig manufacture whilst student construct items more of a 'Craft' nature rather than furniture. Class members will be expected to use the following equipment with a high degree of accuracy: bandsaw, scroll saw, wood lathe, radial arm saw and circular saw. Students will initially construct some teacher directed items aimed at teaching specific processes and once armed with this knowledge students will design and construct their own.

Assessment Tasks: Practical, drawings, home work assignments, technology research assignments, a major test and a costing sheet.

Subject Costs: Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.

ELECTRONICS
Credits 10

Subject Description: Students will develop an understanding of electronic components and fundamentals through using a range of sensing devices and interfacing circuits. A focus will be on application of the ‘555’ timer chip. Students will also engage in circuit design using computer software, Virtual and real world breadboarding. Students must have strength in applied mathematics. This course has a focus on electronic engineering.

Assessment Tasks: Continuous assessment through written assignments and practical work where students analyse an existing electronic product then produce a design brief so as to construct their own project. Effective communication of ideas is emphasised, as is the correct and safe use of tools and equipment.

Subject Costs: Students will be required to pay for materials that are used in this course and in their own projects. These costs may vary between $40 and $80 depending on the materials used.

FURNITURE CONSTRUCTION

PART A (CONTEMPORARY)
Credits 10
Subject Description: This course deals with the technology associated with the use of knock down fittings and manufactured boards used in the furniture trade. Students will design and construct furniture items using knock down fittings and a range of power woodworking machines.

Assessment Tasks: Practical exercises, Technology research assignment, written assignments, a fully dimensioned CAD drawing and costing sheets.

PART B (TRADITIONAL)
Credits 10
Subject Description: This course deals with the use of solid timber and manufactured boards in furniture construction. Students will design and construct an article of furniture incorporating frame construction (cabinets) using traditional joining methods.

Assessment Tasks: Design exercises, practical exercises, written assignments, a fully dimensional drawing and costing sheets.

Subject Costs: Students will be required to pay for materials that are used in the course and in their own projects. $50 basic fee plus cost of personal projects as negotiated.

INFORMATION PROCESSING & PUBLISHING
Credits 10

Subject Description: This course is designed for students wishing to further develop their skills and knowledge in computer publishing technologies for personal use and future career pathways. The course will cover:
- Advanced Word Processing
- Desktop Publishing using Macromedia Freehand and PhotoShop
- Electronic publishing using Macromedia Dreamweaver
- Digital presentations using either Flash or Powerpoint
- Website design and creation using CSS.

Emphasis will be placed on the use of Information Technology and Design Processes to develop original and creative publications.

Assessment Tasks: Skills (60%), Design (30%), Issues (10%).
STAGE 1

INFORMATION TECHNOLOGY – APPLICATIONS
Credits 10

Subject Description This course meets the needs of a wide variety of students. Students planning for further study in Information Technology. Students planning studies in other areas and seeking an improved IT background. Students simply seeking exposure to an interesting and relevant technology based course.

The course provides the opportunity for students to gain 10 credits accreditation towards their Stage 1 studies and additional accreditation toward VET, through recognition of prior learning and credit transfer, if students wish to pursue this pathway. The structure of the course will be determined in consultation with the students to best meet their current and future interests, career goals and aspirations.

Topics covered in the course will involve the use of industry standard software and could include Microsoft Office, Dream Weaver, Flash and Photoshop to create advanced software applications to address needs and issues faced by business or community groups.

The course will also examine a number of contemporary issues in IT. This course is recommended for students seeking to consolidate their current computing skills, those looking to the Computing Industry as a source of Career and Future employment and those looking for an interesting and relevant IT course. This course is highly recommended for students considering further studies in Information Technology at Stage 2 level.

Completion of the course will include building a web site using CSS and integrating a database into the back end of the web site.

Assessment Tasks:
A range of assessment methods including:-
   a) Practical and written tests
   b) Skill based tests
   c) Structured or guided tasks
   d) Design projects
   e) Technical reviews, critiques or reports
   f) Case Studies

METAL TECHNOLOGY
Credits 10

Prerequisites: Successful completion of year 10 Metalwork.

Subject Description: A practical workshop course where students will further develop their skills in metal machining, oxy welding, MIG welding and metal fabrication. A number of set exercises will be given and then students will be required to design, draw and construct an individual project.

Instruction will be given on the use of the following equipment or machines: metal lathes, milling machine, drilling machine, metal inert gas welding, tube bending, thermal cutting, oxyacetylene sets and plasma cutting.

Assessment Tasks: Assessment tasks are based on the four specific components listed below:
   • Task 1 Product analysis – investigate and analyse a design problem.
   • Task 2 Design and communication – research design and draw an article for manufacture using CAD.
   • Task 3 Product Realisation and Evaluation – construct the article designed in task 2 and evaluate the outcome against the design brief.
   • Task 4 Specialised Skills Test – learn new skills and processes required to construct the above article.

All tasks to be completed to an appropriate level as outlined in the performance standards.

Subject Costs: Students will be required to pay for materials that are used in the course and in their own projects. $25 basic fee plus cost of personal project as negotiated.

CERTIFICATE I AUTOMOTIVE
20 Stage 1 Credits
See page 48

CERTIFICATE I CONSTRUCTION (Doorways to Construction)
40 Stage 1 Credits
See page 49

CERTIFICATE I (MECHANICAL ENGINEERING AND METAL FABRICATION)
30 Stage 1 Credits
See page 49
MULTIMEDIA A & B– DESKTOP PUBLISHING, WEB DESIGN AND 3D

Credits 20

Prerequisites: Year 10 Information Processing, Multimedia or Computing to a high standard. A selection interview may be required. Multimedia B requires a successful completion of Multimedia A.

Subject Description: This course is designed for students wishing to further develop their skills and knowledge in desktop publishing and web design for personal use and future career pathways. Additionally, students will enlarge in 3D design/animation and graphical user interface design.

The course will cover:
- Animation using 3D software
- Web Design using Dreamweaver
- Desktop publishing using Photoshop and Freehand.

Assessment Tasks: Specialised Skills tasks (40%), Design and Communication (20%), Product realisation (30%), Product analysis (10%).

This is a VET course that will lead towards obtaining Certificate III in Multimedia.

PHOTOGRAPHY - DIGITAL

Credits 10

Subject Description: Digital Photography is a one-semester unit focusing on the use of single lens reflex cameras whilst taking landscape, portrait and macro photographs. Students will use Adobe Photoshop computer programs to manipulate and edit their work. Students would benefit from using their own camera.

Assessment Tasks: Maintain a folio of work along with associated technical reports on processes and techniques required along with an evaluation of the work produced.

Subject Costs: Students need to provide their own USB memory stick and have a display folder. A $10.00 fee covers the cost of photographic paper and laminating materials.

TEXTILES DESIGN AND TECHNOLOGY A

Credits 10

Subject Description: This course focuses on the process of Design, Make, and Appraise.

Design: Using students own ideas, historical and contemporary fashion, students create their own designs.

Make: Using technology (sewing machines and overlockers) students make their designs.

Appraise: Students reflect on the learning and making.

Assessment Tasks: Creating a sewing skills folio. Designing and creating a shopping bag of choice. Designing and making a garment from recycled jeans. Creating a folio of formal designs and drawings.

Special Subject Costs: Students are encouraged to use recycled fabrics and garments, plus supply their own fabrics, notions and patterns for practical construction of textile items.

TEXTILES DESIGN AND TECHNOLOGY B

Credits 10

Subject Description: This course focuses on the process of Design, Make, and Appraise. Students will be guided into planning to make one soft furnishing product or soft toy and one garment and also produce one research assignment. What they make will depend on their sewing experience.

Assessment Tasks: Practical task including design and construction. Product analysis work plans and evaluations.

Special Subject Costs: Students are encouraged to use recycled fabrics and garments, plus supply their own fabrics, notions and patterns for practical construction of textile items.

WORKPLACE PRACTICES A & B

Credits 10 or 20

Subject Description: In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF). The focus capabilities for this subject are personal development, work, and learning.

Stage 1 Workplace Practices can be studied as a 10-credit or a 20-credit subject and comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)
For both a 10-credit and 20-credit subject at Stage 1 students must include the following areas of study:
- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET)

For a 10-credit subject, students undertake two topics.
For a 20-credit subject, students undertake four topics.

Topics:
- Topic 1: Future Trends in the World of Work
- Topic 2: The Value of Unpaid Work to Society
- Topic 3: Workers’ Rights and Responsibilities
- Topic 4: Career Planning
- Topic 5: Negotiated Topics.

Assessment Tasks: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments: Folio presentation, Performance in the workplace and Reflection.

CROSS-DISCIPLINARY STUDIES

DRIVER SAFETY
Credits 10

Subject Description: As nearly 1/3 of the state driving fatalities involve novice drivers, this driver safety education course will address the safety issues affecting young drivers on the road. The main aim is to ‘Drive and Survive’. Content/activities will encourage safer and better informed drivers and hopefully prevent future road statistics.

There are no practical driving elements in this course.

Assessment:
School Component: Students undertake activities to gain their Learner’s and Provisional Licences. They will also partake in the SAPOL Youth Driver Education Program and the Road Awareness and Accident Prevention Program (RAAP). Students must also participate in a selection from the following options: Accident Impact/React, Victim Seminar, SA Ambulance Seminar, and Paraplegic Benefits Fund (PBF) visit.

Community Component: Each student must negotiate an individual Community Based Activity that is related to the course and focuses on an issue of local importance and relevance. This study must raise awareness of the importance of road safety issues within the local community.

PRE- VOCATIONAL EARLY CHILDHOOD
See page 43

FIRST AID
Credits 10

Subject Description: This integrated course includes an Australian Red Cross Senior First Aid Certificate, Occupational Health & Safety Issues, Emergency Procedures, Human Physiology and Disability Awareness. This course is a valuable subject for students not only in their everyday lives but also in their careers as a Senior First Aid Certificate is well regarded by employers.

Assessment Tasks: Red Cross requirements: Theory exam, practical resuscitation and bandaging tests and completion of a homework booklet. School tasks: Class folder and research assignments.

Vet Modules Include Senior First Aid, on OHES module.

Special Subject Costs: Red Cross First Aid Certificate course and exam costs – $60.

PERSONAL LEARNING PLAN
Credits 10

Subject Description: The PLP helps students plan for their future by:
- helping them to make informed decisions about the subject pathways in Year 11 and 12, and any course outside of school
- Possible career choices and ideas for community service
- How best to prepare for their career options and other goals.

Students must achieve a C- grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies. The course is presented ‘on-line’ via the Moodle programme – this allows students with extended absences to continue to access the course.

Assessment Tasks:
Task 1: Folio: Work and Communication
What skills/abilities do I bring to the workforce?
Task 2: Folio: Social Living and Responsibility
What does it take to be a good citizen?
Task 3: Reflection 1.
Task 4: Planning and Decision making skills
Planning for the future.
Task 5: Reflection 2.
NOTE: To complete the literacy requirements in SACE, students must achieve a C grade or better in both semesters in any Stage 1 English subject.

ENGLISH A & B
Credits 20

Subject Description: This course aims to consolidate and extend students' literary knowledge and build skills in reading, writing, speaking and listening. A variety of texts will be read and viewed throughout the course, with a focus on the constructedness of texts. Original and creative pieces of writing are also important. At least one formal oral presentation will be presented in each semester. Students will be required to undertake one extended study of either language, connected texts or one of the student's choosing.

Assessment Tasks: These include at least two written responses to texts, at least two pieces of writing which are not responses to texts, at least one oral presentation, one extended study of either language, connected texts or one of the student's choosing per semester. All writing and speaking tasks will include extensive drafting and formative work.

ENGLISH PATHWAYS A & B
Credits 20

Subject Description: This course not only aims to consolidate and extend literacy skills but also provide students with the opportunity to focus their learning in vocational readiness. Students will be provided with opportunities to read, listen, speak, respond to and produce a range of texts as well as establish and maintain connections with familiar and unfamiliar texts. Students will explore a range of texts for the purpose of both understanding how authors communicate ideas as well as developing their skills in composing texts of their own.

Assessment Tasks: These will include at least three written responses to texts, two pieces of original writing which are not responses to texts and at least one oral presentation per semester. All writing and speaking tasks will include extensive drafting and formative work.

ENGLISH STUDIES A & B
Credits 20

Prerequisite – ‘B’ grade or higher in year 10 Advanced English (or through negotiation with the coordinator).

Subject Description: This course aims to extend on the skills of competent students of English in preparation for entry into Stage 2 English Studies. Students will undertake a range of analytic tasks involving fiction, non-fiction and poetry texts as well as preparing a range of both oral and written responses to texts that explore classical and contemporary literature and the world around us. Students will develop a depth of understanding in relation to the purpose and constructedness of texts.

Assessment Tasks: These will include at least three written responses to texts and one oral per semester as well as one extended study of either Language, Connected Texts or one of the student's choosing.

ENGLISH AS A SECOND LANGUAGE A & B
Credits 20

Prerequisites: Students must have been born overseas themselves, in a country where English is not the native language, or come from a home where a language other than English is spoken as a major form of communication.

Subject Description: This is a course designed for ESL students to allow them to participate more effectively in all areas of the curriculum. It is based on composing oral and written texts in a range of genres and situations. Cultural diversity is acknowledged and valued. Assessment components cover Text production, Investigation and Communication Tasks.

Assessment Tasks: 5 summative tasks for each unit.
STAGE 1

LITERACY FOR WORK AND COMMUNITY LIFE
Credits 20

**Subject Description:** This course aims to build general knowledge of the English language and expand literacy skills for use in everyday situations. Literacy for Work and Community Life provides opportunities to study a range of everyday written, spoken, visual and multimodal texts. Students will undertake a range of activities to develop spoken and written language skills in order to interact effectively with others in the learning, work and community life. Activities will focus on developing knowledge and understanding of: forms of writing used in the workplace; language and oral communication used in the workplace; workplace legalities and consumer rights; contracts and legal documents; financial literacy; small businesses practices.

**Assessment Tasks:** These will include a range of formative and summative written and oral tasks relevant to the topics above.

**NOTE** This course does NOT prepare students for Stage 2 English and cannot be chosen if you are considering English in Year 12.

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HEALTH AND PHYSICAL EDUCATION

A CHEF IN THE MAKING A and/or B
Credits 10 or 20

**Subject Description:** This course has theory and practical components and is designed for students interested in becoming a chef or working in the Hospitality industry. The following areas will be covered – Commercial Kitchen Skills, Kitchen Organisation, Food Presentation, Catering and Function Workflow Planning and career options available in this dynamic industry will also be studied.

**Assessment Tasks:** Completion of research assignments, and practical application including a group catering task.

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CHILD STUDIES
Credits 10

**Subject Description:** This course introduces students to the developmental stages of children from 0-8 years. Students examine the importance of factors such as play, the impact of the media and the availability of support services on children’s development. Students are encouraged to critically reflect on their learning about children’s development, children’s rights and safety and the position of children in wider society. This course is suitable for students interested in children’s development or a career working with children. NB: Those considering working in childcare are encouraged to consider the Certificate 2 in Community Services/Children’s Services.

**Assessment Tasks:** Students will be continually assessed through a variety of theory and practical tasks, group activities and an investigation into contemporary issues.

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FOOD AND HOSPITALITY A and/or B
Credits 10 each

**Subject Description:** This course examines the dynamic nature of Hospitality. Students will focus on trends in hospitality; skills and abilities related to the industry, food preparation and presentation, small group catering, interpersonal skills and customer relations. Students will identify with sectors within the hospitality industry and design industry standard hospitality products.

**Assessment Tasks:** Completion of research assignments, and practical application including a group catering task.

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CERTIFICATE II HOSPITALITY (KITCHEN OPERATIONS)
60 Stage 1 Credits
See page 48

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CERTIFICATE 1 HOSPITALITY (SERVICE)
20 Stage 1 Credits
See page 48
HEALTH EDUCATION
Credits 10
Subject Description: Health education provides students with opportunities to examine and explore their own attitudes and values towards contemporary health issues. Students study various topics that empower them to make responsible decisions regarding positive health and well being. Some of the negotiated topics include current trends in the health status of Australians, lifestyle diseases, communication skills, goal setting, drugs in our society, responsible choices in sexual behaviour, environmental health and investigating opportunities for careers in health education.
Assessment Tasks: Issue analysis, dilemma solving problems, group communication assignment and Practical Lifestyle Assignment.

OUTDOOR EDUCATION
Credits 10 for one semester. 20 for the full year.
Subject Description: Outdoor Education offers students enjoyable challenges in outdoor activities and journeys. Students will develop the practical skills needed for safe, enjoyable and adventurous outdoor travel, at the same time developing an understanding and appreciation of the natural environment and impacts caused by outdoor activities.
The following 4 topics are covered in both 1 and 2 unit courses:
- Environment and Conservation – appreciation of the value of natural environments
- Planning and Management – skills of planning and implementing outdoor activities and journeys.
- Outdoor Activities – skills needed to participate effectively in outdoor activities and journeys.
- Outdoor Journey – 3 day human powered outdoor journey or a journey that uses natural forces.

Outdoor Activities and Outdoor Journey topics are chosen from:
- Bushwalking
- Canoeing
- Cycle touring
- Orienteering
- Rock climbing
- Snorkelling
- Sailing

All students undertake 2 practical outdoor activities one of which is combined with a 3 day human powered outdoor journey or a journey that uses natural forces.

Assessment Tasks: 4 to 6 summative assessment tasks per semester.
Special Subject Costs apply to this course. Exact costs are finalised once class numbers, current prices and student choice of outdoor activity and outdoor journey are known.

PHYSICAL EDUCATION A
Credits 10
Prerequisites: By negotiation with Health & PE Coordinator.
Subject Description: The course consists of 60% practical and 40% theory. Practical components will consist of three sporting activities. The theory components will consist of 20% examination covering anatomy and physiology and 20% Issue Analysis essay. Recommended for those wishing to do Stage 2 PE.
Assessment Tasks: Practical is assessed through SACE performance checklists. Theory assessed through examination and Issue Analysis essay.

PHYSICAL EDUCATION B
Credits 10
Prerequisites: By negotiation with Coordinator.
Subject Description: The course consists of 60% practical and 40% theory. Practical components will consist of three sporting activities. The theory components will consist of 20% examination covering skill acquisition and biomechanics and 20% Issue Analysis essay.
Assessment Tasks: Practical is assessed through SACE performance checklists. Theory assessed through examination and Issue Analysis essay.

PHYSICAL EDUCATION SPORTS STUDIES A
Credits 10
Prerequisites: Students selected in agreement with PE Faculty.
Subject Description: The course will focus on three sports with one being a fitness component. It is designed to develop skill levels and knowledge in the particular sports. Students will be encouraged to undertake coaching and umpiring qualifications. They will collaborate with their peers to team teach younger students in a block of lessons. There will be theoretical assignments based on the sports topics covered.
Assessment Tasks: Evidence folio and discussion based on the folio. The practical and group tasks are assessed via SACE performance checklists.
PHYSICAL EDUCATION SPORTS STUDIES B

**Credits**: 10

**Prerequisites**: Students selected in agreement with PE Faculty.

**Subject Description**: The course will focus on two separate sports and a fitness component. The fitness component will involve pre program and post program testing. The fitness will be delivered by an outside provider and will involve walking to Old Reynella once a week. There will be a cost of $5.00 per week. The fitness will involve Muay Thai kick boxing training methods.

There will be an assignment where students will need to plan and prepare lessons and then team teach their peers and younger students.

**Assessment Tasks**: An evidence folio of all work and sports undertaken; team teaching assignment; presentation of their folio; practical; teacher assessments of the practical lessons covered.

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HUMANITIES & SOCIAL SCIENCES

ANCIENT STUDIES

**Credits**: 10

**Subject Description**: This course gives a general introduction to the ancient world and provides a background to stage two classical studies. Main topics studied are:

- **Archaeology**. The contribution of archaeology to our knowledge of the ancient world with a study of significant sites including Pompeii and the Valley of the Kings in Egypt.
- **Ancient Greece**. The Heroic age with emphasis on the civilizations of Crete Mycenae and Troy in myth and historical fact. The classical age of Greece from The Persian wars to Alexander the Great with emphasis on the contribution of the Greeks to western culture.
- **Rome and Egypt**. A general introduction on each of these ancient cultures leading to an individual study on a topic of interest.

**Assessment**: Assessment of student achievement will be through a range of tasks in course work including document studies, essays and reports as well as the individual negotiated study to meet SACE requirements.

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GEOGRAPHY

**Credits**: 10

**Subject Description**: Geography is a dynamic, part hands-on investigation of how the natural environment is put at risk by human populations at a local, national and global level. Students explore, analyse and evaluate geographical issues that reflect their needs and interests, eg. water, ecological footprint, biodiversity, arid lands, human populations, effect on resources, bushland clearing, national parks, urbanisation, or climate changes to view their own, government and community participation in environmental planning and sustainable management of the environment.

Students communicate in geographical terminology and concepts, and acquire skills in collecting, analysing, presenting and evaluating field work data, diverse mapping, photographic interpretation, computer programs and databases, GIS (Geospatial Information Systems) and GPS (Global Positioning Systems).

**Assessment Tasks** are field work activities, investigation of a geographical issue, spatial inquiry, the application of geographical concepts and skills, and a final exam.

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HISTORY

**Credits**: 10

**Subject Description**: The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting the past and the present. Through the study of past events, people and historical forces, students gain an insight into human nature and the ways individuals and societies function. History also gives students the opportunity to appraise sources of information critically, a valuable skill in today’s workforce.

This subject consists of two historical studies:

1. Hitler’s rise to power and key features of Nazi Germany.
2. A study of Kennedy, Castro and the Cuban Missile Crisis within the framework of the Cold War.

Students need to have competent literacy skills.

**Assessment Tasks**:

- Folio – 2 tasks (course work) 40%
- Sources Analysis – 2 tasks 40%
- Research Investigation 20%
STAGE 1

LEGAL STUDIES

Credits 10

Subject Description: Working with a variety of topics students explore our legal heritage, law-making and how disputes are resolved. Investigation of legal issues and the strengths and weaknesses of our legal system are taken up by students through this period. Consideration of how the justice system works in relation to criminal and civil law is central to the course. Students observe the law in action in the courts and follow discussions in the media on a variety of legal issues.

Assessment Tasks:
- Folio (includes a variety of tasks; eg. media reports, case studies, etc)
- Issues Study
- Presentation

MEDIA STUDIES A

Credits 10

Media studies is designed to allow students to pursue skills that could lead to career options within the media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media products.

Subject Description: In stage 1 the following topics will be offered:
- Images of Youth
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia texts
- Media Audience
- Media and Leisure
- Media and Global community

* 2 topics will be selected from list.

Assessment Tasks: Practical and theory assignments are set for each topic eg. group production tasks with video/radio/print. Other forms of assessment include: essays, oral presentations, surveys, video reviews, designing artwork, interviewing, school magazine work, radio station work, making videos, recording sound effects, etc. Five tasks in total will be assessed in the categories ‘Folio, Interaction Study and Product’.

Special Subject Costs: Students require a blank CDR and DVD-R.
- A memory stick would be advantageous.

MEDIA STUDIES B

Credits 10

Media Studies is designed to allow students to pursue skills that could lead to career options within the media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media products.

Subject Description: This is the same as Media Studies A but the topics differ from the first semester even though they are selected from the same list. During the first week of the course the students are consulted on the selection of topics: Topics completed in Media A cannot be chosen in second semester. Two topics will be selected.

Assessment Tasks: Completion of all summative tasks (individual). Completion of required production work (group or individual) in accordance with the course objectives. Five tasks in total will be assessed in the categories of ‘Folio, Interaction Study and Product’.

Special Subject Costs: Students require a blank CDR and DVD-R.
- A memory stick would be advantageous.

SOCIETY AND CULTURE A & B

Credits can be either undertaken as a semester course (10 credits) or as a full year course (20 credits).

Subject Description: Students develop social inquiry skills, processes and learning by studying concepts of society and culture. Students investigate and analyse contemporary Australian and global social issues selected from several recommended topics, eg. popular culture, culture and media, peace and conflict, and world shaping phenomena. Students will use a range of primary and secondary resources to develop their skills of communication, citizenship, personal development, work and learning and literacy and numeracy. Students will demonstrate their learning in a range of print, oral and multimodal presentations.

Assessment: Students will be assessed in the four criteria of knowledge and understanding, investigation and analysis, collaboration and communication. They will complete four summative tasks of each of the following: Source analysis, a Group Activity and an Investigation. All tasks will be graded against the SACE Board’s performance standards.
TOURISM

Credits 10

Subject Description: This is an introductory course designed to enable students to use communication and practical skills relevant to the study of tourism and the tourism industry. This will be achieved through a variety of topics focusing on themes including sustainable tourism, evaluating the nature of work in the industry, industry operations and structure, and tourism as a part of the tourism and hospitality sector. Students will study the major components of Tourism, incorporating fieldwork and interacting with local tourism operators and employers. This course can facilitate entrance to Stage 2 Tourism, TAFE or a traineeship in the Tourism or Hospitality industries.

Assessment Tasks: The three assessment components for this subject are as follows:
- Investigative Task
- Communication Exercise
- Practical Activity.

There will be a final examination for this subject. The assessment plan incorporates VET units for students to commence accreditation for Certificate 2.

BEGINNER FRENCH A & B

Credits:
Year 11 Stage 1: Half year–10 credits, Full year–20 credits
Prerequisites: No French study since year 8 if starting Stage 1 in Year 11.
Year 11 Stage 2: Full year – 20 credits (see Stage 2 section for subject details)
Prerequisites: Successful completion of Stage 1 in Year 10.

See relevant teachers for further information regarding this course and alternative entry points.

Subject Description: The prescribed themes and topics should be studied from two interdependent perspectives:
- The Personal World
- The French-speaking Communities.

Through the perspective ‘The Personal World’, students use French 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 French-speaking Communities’, students enquire about and express ideas in French. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where French is spoken.

Assessment Tasks:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Students undertake:
- one interacting in spoken French and one presenting in spoken French for the interaction
- one text production
- one text analysis assessment.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Students undertake:
- one interacting in spoken French and one presenting in spoken French for the interaction
- one writing texts in French and one responding to written texts in French for the text production
- two text analysis assessments.
CONTINUERS GERMAN A & B

Credits: Half year – 10, Full year – 20

Prerequisites: Successful completion of German Language study in year 9 and 10.

Subject Description: This course will enable students to develop an ability to communicate effectively, demonstrate an understanding of the interdependence of language, culture and identity, develop an ability to reflect on, make contrasts and comparisons between languages and cultures within the three prescribed themes of The Individual, The Changing World and German speaking Communities.

Assessment Tasks: Through a range of mediums such as film, literature, music, cuisine, art and/or sport, students will be required to demonstrate orally and in written format their understanding and application of German structures.

Written Task – Text Production, newsletter article, Journal writing, Brochure, Email, itinerary, Report, Letter writing and Diary entry.

Oral – Interaction, presentation, conversation and interview style tasks will occur.

Investigation – Research and personal reflection on a cultural aspect.
- an oral or written part in German
- a written part in English (350 words).

Text Analysis of written or aural texts that are in German and responding in German or English.

BEGINNER GERMAN A & B

Credits Year 11 Stage 1: Half year–10 credits, Full year–20 credits

Prerequisites: No German study since year 8 if starting Stage 1 in Year 11.

Year 11 Stage 2: Full year – 20 credits (see Stage 2 section for subject details)

Prerequisites: Successful completion of Stage 1 in Year 10.

Subject Description: 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.

Assessment Tasks
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Students undertake:
- one interacting in spoken German and one presenting in spoken German for the interaction
- one text production
- one text analysis assessment.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Students undertake:
- one interacting in spoken German and one presenting in spoken German for the interaction
- one writing texts in German and one responding to written texts in German for the text production
- two text analysis assessments.

CONTINUERS JAPANESE A & B

Credits: Half year – 10, Full year – 20

Prerequisites: Successful completion of Japanese Language study in year 9 and 10.

Subject Description: This course will enable students to develop an ability to communicate effectively; demonstrate understanding of the interdependence of language, culture, and identity; develop an ability to reflect on, make comparisons and move between languages and cultures.

Assessment Topics: Living in Japan, Personal Identity, Current Youth Issues, Working Life and Visiting Japan. (Formative and Summative tasks will be assessed).

Text Production Newsletter article, Journal writing, Brochure, Email, itinerary, Report, Message/note, Letter writing and Diary entry.

Interaction Presentation, Conversation and Interview style tasks will occur.

Text Analysis Analysis of written or aural texts that are in Japanese and responding in Japanese or English.

Investigation Research and personal reflection on a cultural aspect.
- An oral or written part in Japanese
- Reflection in English (400 words).

BEGINNER JAPANESE A & B

Credits Year 11 Stage 1: Half year–10 credits, Full year–20 credits

Prerequisites: No Japanese study since year 8 if starting Stage 1 in Year 11.

Year 11 Stage 2: Full year – 20 credits (see Stage 2 section for subject details)
STAGE 1

Prerequisites: Successful completion of Stage 1 in Year 10.

Subject Description: A Japanese Language program designed for students wishing to begin language studies at senior secondary level. If undertaken as a 2-year program, students will establish significant fluency in communicating in Japanese. Students considering a career in Tourism & Hospitality are particularly encouraged to apply, although this course will benefit any student wishing to develop skills necessary to manipulate Systems of Information. These skills are in high demand across all fields of employment, including many careers where there is no expectation for employees to communicate in Japanese. Students willing to commit to language study will gain maximum benefit, achieving significant listening, speaking, reading, and writing skills, including the ability to type in Japanese.

Assessment Tasks:
• Assessment Type 1: Interaction
• Assessment Type 2: Text Production
• Assessment Type 3: Text Analysis.

For a 10-credit subject, students should provide evidence of their learning through four or five assessments. Students undertake:
• one interacting in spoken Japanese and one presenting in spoken Japanese for the interaction
• one text production
• one text analysis assessment.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Students undertake:
• one interacting in spoken Japanese and one presenting in spoken Japanese for the interaction
• one writing texts in Japanese and one responding to written texts in Japanese for the text production
• two text analysis assessments.

MATHEMATICS

MATHEMATICS APPLICATIONS A
Credits 20 – A full year course
Prerequisites: Year 10 mathematics studies or Year 10 mathematics applications.

Subject Description: The course is designed for students seeking a general Mathematics Course suitable for most jobs. It aims to develop investigative, application and problem solving skills. These skills are acquired by the application of maths to the solution of everyday problems. Topics may include: Mensuration, Earning and Spending Money, Geometry, Models of Growth and Data in Context.

Assessment Tasks: Tests, Projects, Directed Investigations and two end of semester Exams.

Special Subject Requirements: A scientific calculator is required.

MATHEMATICS APPLICATIONS B
Credits 10 – A one semester course
Prerequisites: Year 10 mathematics studies or Year 10 mathematics applications.

Subject Description: The course is designed for students seeking a general Mathematics Course suitable for most jobs. It aims to develop investigative, application and problem solving skills. These skills are acquired by the application of maths to the solution of everyday problems. Topics may include: Mensuration, Earning and Spending Money.

Assessment Tasks: Tests, Projects, Directed Investigations and an end of semester Exam.

Special Subject Requirements: A scientific calculator is required.

MATHEMATICS PATHWAYS
(TRADES FOCUS)
Credits 10- A full year course
Prerequisites: Year 10 mathematics studies or Year 10 mathematics applications.

Subject Description: The course is designed for students who are doing VET type courses and seeking a Mathematics Course that will give experience and practice for the mathematical skills required in the trades. It aims to develop numerical, investigative, application and problem solving skills as related to the trades. Topics may include: Numbers and Operations, Fractions, Decimals, Percentages, Ratios and Proportions, Measurement, Earning and Spending, Saving and Borrowing, Trigonometry, Pythagoras Theorem, Coordinate Geometry, and Algebra.

Assessment Tasks: Tests, Projects, Directed Investigations and two end of semester Exams.

Special Subject Requirements: A scientific calculator is required.

Note: This course DOES NOT prepare students for any maths in year 12.
STAGE 1

MATHEMATICS STUDIES A, B, C and D
(to be taken in conjunction with each other*)

Credits 40 – 4 Semester subject courses.

Prerequisites: (Year 10 mathematics studies - minimum B grade or by teacher recommendation).

Subject Description: This is a demanding academic course with a theoretical base, together with significant investigative and project work. Its content is to provide a background for further academic study, Mathematical Studies and Specialist Mathematics at Stage 2. Topics include Trigonometry, Surds and Indices, Exponential and Quadratic Functions, Logarithms, Circle Geometry, Coordinate Geometry and Statistics.

Assessment Tasks: Tests, Projects and Directed Investigations and an exam.

Special Subject Requirements: A scientific calculator is required and it is recommended a Texas Instruments 84+ graphic calculator be bought.

* A, B and C required for Mathematical Studies at year 12 level.
In addition, students wishing to study Year 12 Specialist Mathematics must also complete D.

MATHEMATICS NUMERACY FOR WORK AND COMMUNITY LIFE

Credits 10 – a one semester course

Prerequisites: Teacher recommendation.

Subject Description: Mathematics Numeracy for Work and Community Life A enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Students may study Mathematics Numeracy for Work and Community Life B.

Assessment: The assessment will comprise Skills and Applications Tasks, a Folio and Exam.

SCIENCES

BIOLOGY - ANIMAL BEHAVIOUR AND MARINE STUDIES

Credits 10

Prerequisites: Year 10 Science – minimum result of C or more with teacher/ coordinator recommendation.

Subject Description: In this Biology unit students learn about the structures, adaptations and functions of a range of organisms including a focus on innate and learnt behaviours of animals, and the study of the characteristics of marine environments and the adaptations of organisms living there. The focus capabilities for this subject are communication and learning.

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

- Investigation Folio
- Skills & Applications Tasks.

The criteria for these assessment types include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review

Special Subject Requirements: Field trip costs.

BIOLOGY - BIOTECHNOLOGY

Credits 10

Prerequisites: Year 10 Science – minimum result of C or more with teacher/ coordinator recommendation.

Subject Description: In this Biology unit students learn about the exciting new scientific discoveries and applications providing students with knowledge and skills in traditional and new areas of biotechnology including cell structure and function, DNA, genetic technologies and ethics, GM foods, diseases and their prevention. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. The focus capabilities for this subject are communication and learning.

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

- Investigation Folio
- Skills & Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
STAGE 1

- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review.

Special Subject Requirements: Field trip costs.

CHEMISTRY A & B

Credits 10 or 20
Prerequisites: Year 10 Science, including the option “Introduction to Physics and Chemistry” – minimum result of B or more with teacher/coordinator recommendation.

Subject Description: In this Chemistry unit students develop an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills & Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review.

Special Subject Requirements: Field trip costs.

PHYSICS A & B

Credits 10 or 20
Prerequisites: Year 10 Science, including the option, “Introduction to Physics and Chemistry - minimum result of B or more with teacher/coordinator recommendation.

Subject Description: The study of Physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations

NUTRITION

Credits 10

Prerequisites Year 10 Science, minimum result of C or more with teacher/coordinator recommendation.

Subject Description: Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review.

Special Subject Requirements: Field trip costs.
PSYCHOLOGY

Credits 10
Prerequisites: Year 10 science – minimum result of C or more with teacher/coordinator recommendation.

Subject Description: The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. 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.

Topics may include:
- Introduction to Psychology – Compulsory
- Social Behaviour
- Intelligence
- Cognition
- Brain & Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Summative review tests
- End of Semester Review

Special Subject Requirements:
- Field trip costs.

SCIENTIFIC STUDIES A & B

Credits 10
Prerequisites: Year 10 Science and/or Year 10 Geography - minimum result of C or more with teacher/coordinator recommendation.

Subject Description: Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Topics may include:
- Physical Sciences – energy production
- Chemical Sciences – organic chemistry
- Biological Sciences – DNA
  - Cancer
  - Microbiology
- Nanotechnology.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigation Folio
- Skills and Applications Tasks.

The criteria for these assessment types may include:
- Practical work
- Research investigations
- Worksheets and assignments
- Oral presentations
- Homework activities
- Both Formative & Summative review tests
- End of Semester Review.

Special Subject Requirements: Field trip costs.
THE SACE AND STAGE 2

WHAT IS STAGE 2?

Stage 2 usually refers to the subjects studied in Year 12.

The SACE board is responsible for the assessment of all Stage 2 subjects offered in South Australia and issues the South Australian Certificate of Achievement which is each student’s certified record of their Stage 1 and 2 achievement.

REQUIREMENTS OF STAGE 2

To satisfy the minimum SACE requirements of Stage 2 the following are compulsory:

- The Research Project: The Research Project is a compulsory SACE subject, worth 10 credits. Students will need to gain a C- grade or better in the Research Project to achieve the SACE. (This subject is completed in Year 11 at REC).

- At least 60 credits from Stage 2 subjects- i.e. students must achieve a C grade or better from 3, Year 12 full year subjects. At REC, Year 12 students will be expected to commence the year with 5 full year subjects. This provides “back-up” if a student is unsuccessful in one of their subjects and also satisfies University entrance requirements for those wishing to take that pathway.

When selecting subjects, students must take into consideration their strengths and interests, their possible career pathways and any University/TAFE entrance requirements and prerequisites.

TERMINOLOGY

What is a Tertiary Admissions Subject (TAS)?

A Tertiary Admission Subject (TAS) is a SACE Stage 2 subject which is recognised by the universities and TAFE SA as providing appropriate preparation for tertiary studies. Students are required to study a minimum number of credits of TAS to be eligible to receive a selection score or rank. While most subjects in the SACE are recognised as TAS, there are some that won’t be recognised by the universities for the purposes of calculating your ATAR. These non-TAS subjects include Community Studies, Year 12 Sports Studies, modified subjects (for students with significant disabilities) and the version of the Research Project subject which doesn’t include a common written assessment.

ATAR

ATAR stands for Australian Tertiary Admissions Rank and is used by Universities to select students for various courses. The ATAR is calculated from the 90 credits students must satisfy for university entrance.

Stage 2 Assessment

At Stage 2, assessment will be 70% school-based, with the remaining 30% assessed externally. Central moderation will confirm that school-based assessment levels are consistent with each subject’s performance standards.
**University entry**
In brief, students applying for university entry in 2016 and beyond must:

- complete the SACE
- complete at least 90 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS). For details of the remaining credits, see the SATAC tertiary entrance booklet
- complete any prerequisite subject requirements for their chosen university course
- comply with the rules regarding precluded combinations and counting restrictions
- obtain an Australian Tertiary Admissions Rank (ATAR).

**TAFE entry**
Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection processes. Minimum Entry Requirements differ according to the level of the TAFE course. For full details go to www.tafe.sa.edu.au/selectionguide.

**CREDIT TRANSFER OPPORTUNITIES**
Students undertaking SACE 2 subjects which list “credit transfer opportunities” will be granted advanced standing for the modules listed upon admission to a TAFE VET course. Students will need to provide a SACE record of achievement to TAFE which documents the minimum subject achievement score required for advanced standing to be granted.
# STAGE 2 SUBJECTS OFFERED BY REYNELLA EAST COLLEGE

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THE ARTS

CREATIVE ARTS – DANCE

Credits 20
Prerequisites: Dance A and B Stage 1 AND interview with teacher. Must have a high level of dance and literacy skills.

Subject Description: Through the study of Creative Arts - Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, present a performance, and are engaged in critical analysis.

The following areas of study are covered:
- Creative Arts – Dance Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts – Dance in Practice

Assessment Tasks: The following assessment types enable students to demonstrate their learning in Stage 2 Creative Arts – Dance:
- School Assessment (70%)
- Assessment Type 1: Product (50%)
- Assessment Type 2: Investigation (20%)
- External Assessment (30%)
- Assessment Type 3: Practical Skills (30%).

Special Subject Costs: Students will require correct attire for dance and the style selected. Some costs will be involved in viewing live performances and attending workshops as necessary.

DRAMA

Credits 20
Prerequisites: Stage 1 Drama – minimum B grade.

Subject Description: In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

Assessment Tasks:
- review writing of live performance and film,
- study a performance text,
- present an individual or group performance
- groups to analyse a play-script or the work of a dramatic innovator.

Internal assessment 70%, External assessment 30%.

Special Costs: Students will be required to view live theatre events for review writing.

MUSIC

Credits 10 or 20
Prerequisites: Stage 1 Music – minimum C grade or by interview/audition with a music teacher.

Subject Description: A combination of 2 units must be selected from Solo Performance, Ensemble Performance, Performance Special Study, Individual Study, Composing and Arranging and Musicianship.

 Solo Performance - This unit is offered to students who have a high level of skill on their chosen instrument. Regular attendance at instrumental lessons (privately or at school) is essential.

 Ensemble Performance - This unit is offered to students who have a good level of skill on their chosen instrument. Regular attendance at instrumental lessons (privately or at school) is essential. A relevant ensemble must be available to participate in this unit.

 Performance Special Study – Students who choose this unit will be required to perform on their chosen instrument at a high level of competence. Students will need to seek approval to study a particular work/s. In addition, students will write a 1000 word commentary on the approved musical work. Regular attendance at instrumental lessons (privately or at school) is essential.

 Individual Study - This unit requires a high level of self-motivation, self-discipline and time management. Students choose an area of study such as cross age tutoring or making an instrument and prepare an extensive project on it.

 Composing and Arranging – In this unit the students’ musical imagination and creativity are developed by composing and/or arranging musical works. A range of techniques and styles are explored, and students analyse the music of others in order to create their own original compositions or arrangements. This unit will make use of computer software for publishing purposes.

 Musicianship – This unit is offered to students who have a high level of understanding of theoretical and aural skills. An arrangement is written in a style of a students’ choice.

Assessment Tasks:
- Solo Performance - 3 Assessment types: First Performance (30%), Second Performance (40%), External Assessment (30%), Total repertoire 18 minutes.
- Ensemble Performance – 3 Assessment types: Assessment types: First Performance (30%), Second Performance (40%), External Assessment (30%), Total repertoire 20 minutes.
- Performance Special Study – 4 Assessment types: First performance (20%), Second performance (30%), Commentary (20%), External Assessment (30%). Total repertoire 15-18 minutes.
**Individual Study** – 3 Assessment types: Folio (30%), Product (40%), Report (30%).

**Composing and Arranging** – 3 Assessment types: Folio of Minor works, (50%), Commentary (20%), Major Work (30%).

**Musicianship** – 3 Assessment types: Skills Development (30%), Arrangement (40%) Exam (30%).

**Special Subject Costs:** Students who require a hire instrument will incur hire fees. Students who choose to learn a musical instrument at school will pay a $40/year administration fee. Fees apply for Violin Keyboard/Piano lessons. Individual study may incur some material costs.

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**VISUAL ARTS – ART OR DESIGN**

**Credits 20**

**Subject Description:** 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. The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. The focus capabilities for this subject are communication and personal development. For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context.

**Assessment Tasks:** Students demonstrate evidence of their learning through the following assessment types:
- School-based Assessment
  - Folio 30%
  - Practical 40%
- External Assessment
  - Visual Study 30%.

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**BUSINESS ENTERPRISE & TECHNOLOGY**

**ELECTRONICS**

**Credits 20**

**Prerequisites:** This stage 2 course is only open to those that have successfully completed Stage 1 Electronics.

**Subject Description:** This course looks at both design and production stages used within the development of electronic circuits. For their main project students will design their own circuits (using Circuit Wizard software) that will later be manufactured using robotic milling techniques. This course has a focus on electronic engineering.

**Assessment Tasks:**
- Theory assignments to assess students’ understanding of the operation of selected circuits.
- Project Analysis to investigate pre existing products.
- Design Challenges to produce new and unique circuit designs that solve particular human needs.

Internal assessment tasks 70%
Externally moderated assessment 30%.

**Special Subject Costs:** Students will be required to purchase a small electronics kit for one of the practical tasks ($40 – $80). Additional materials costs will vary depending on design requirements of their circuits.

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**METALWORK**

**Credits 20**

**Prerequisites:** Successful competition of Stage 1 Metalwork or by negotiation with the Technology Coordinator.

**Subject Description:** This is predominantly a practical based course where students will be given the opportunity to further develop their knowledge and skills used in metal machining, welding and fabricating. There will be a number of written assignments to complete as well as some small skill based exercises. Additionally, there will be both a minor and major project, both of which must be costed and paid for. The major project must follow the design process of investigate, design, plan, cost, create and evaluate to manufacture an artefact of their negotiated choice.

**Assessment**
- Internal Assessment Tasks 70%
- Externally moderated assessment 30%.

**Special Subject Costs:** Students will be required to pay $25 for materials that are used in the course plus full cost of the independent project. This project should be negotiated with parents considering affordability.
STAGE 2

FURNITURE CONSTRUCTION
Credits: 20
Prerequisites: Successful completion of a Stage 1 Woodwork subject - minimum C grade.

Subject Description: A practical woodworking course in which students will be required to design and construct articles of furniture from solid and/or manufactured boards. Students are required to use either traditional woodworking joints or contemporary construction methods to manufacture the items. They will also be required to produce manual and computer generated drawings, written assignments and a design brief which will include spreadsheets of costing and a fully dimensioned CAD drawing.

Assessment Tasks: Practical exercises (major skills task and free choice article), written assignments, design briefs, spreadsheets and drawings both manual and computer generated.
- Internal assessment 70%
- Externally moderated assessment 30%

Subject Costs: Students will be required to pay $25 for materials that are used in the course plus full cost of the independent project. This project should be negotiated with parents considering affordability.

INFORMATION PROCESSING AND PUBLISHING
Credits 20

Subject Description: This course consists of tasks involving both Electronic Publishing and Desktop Publishing.

Extensive use is made of Photoshop, Dreamweaver and CSS in website and document production. Both units offer students opportunities to use computer technology to design and implement processing and publishing solutions. Students who are interested in using a variety of hardware and software to develop and apply practical skills in information processing will benefit from this subject. The knowledge and skills gained can be applied to all learning.

Information processing and publishing emphasises the acquisition and development of practical skills in identifying, choosing and using the appropriate computer hardware and software for the communication. It focuses on the application of practical skills to provide creative solutions to communication tasks.

ELECTRONIC PUBLISHING: Focuses on the creation of documents for electronic viewing or distribution. Students will also produce a report relating to issues and understandings.

DESKTOP PUBLISHING: Focuses on the use of a computer and page layout software to assemble text and graphics electronically for publishing on paper. The focus is on publishing from the desktop. The units consist of practical skills, theoretical issues and understandings.

Assessment Tasks: The course consists of both theoretical and practical tasks marked and moderated internally. A 30% design task is marked and moderated externally.
- Practical tasks 40%
- A design process task 30%
- Issues – Report 15%
- Technical and Operational understandings test 15%

Internal assessment 70%
Externally moderated assessment 30%.

INFORMATION TECHNOLOGY APPLICATIONS
Credits 20

Subject Description: This course meets the needs of a wide variety of students. Students planning for further study in Information Technology or students planning studies in other areas and seeking an improved IT background. Students simply seeking exposure to an interesting and relevant technology based course.

The course provides the opportunity for students to gain 2 Unit accreditation towards their Stage 2 studies and additional accreditation toward VET, through recognition of prior learning and credit transfer, if students wish to pursue this pathway. The structure of the course will be determined in consultation with the students to best meet their current and future interests, career goals and aspirations.

Topics covered in the course will involve the use of industry standard software and could include Microsoft Office, Dream Weaver, Flash and Photoshop to create advanced software applications to address needs and issues faced by business or community groups.

This course is recommended for students seeking to consolidate their current computing skills, those looking to the Computing Industry as a source of Career and Future employment and those looking for an interesting IT experience.

Assessment Tasks:
A range of assessment methods including:-
- Practical and written tests
- Skill based tests
- Structured or guided tasks
- Design projects
- Technical reviews, critiques or reports
- Case studies

Internal assessment 70%
Externally moderated assessment 30%.
MULTIMEDIA – GRAPHICS, GAME DESIGN AND WEB DESIGN
(Design and Technology: Communication Products A)

Credits 20
Prerequisites: Year 11 Information Processing, or Multimedia. Students who have not completed Stage 1 Multimedia or IPP will not be permitted to enrol in this course.

Subject Description: This course is designed for students wishing to enter the multimedia industry as a professional career. The course also provides a TAFE certificate in Multimedia. Students will develop advanced photoshop skills, understandings in project management, web design and game development.

Students can qualify for competencies towards the Film, TV, Radio and Multimedia Training Package (VET).

The course will cover
- project management
- web design
- game development
- photoshop
- dreamweaver.

Assessment Tasks: Specialised Skills tasks, Design and Communication, Product realisation and evaluation, and Critiquing Task
- Internal assessment 70%
- External moderated assessment 30%.

WORKPLACE PRACTICES
Credits 20
Prerequisites: Nil

Subject Description: Stage 2 Workplace Practices has three areas of study:

1. Industry and Work Knowledge
   This section enables students to develop knowledge and understanding of the nature, type, and structure of the workplace, including local, national, and global workplaces. It consists of the following five topics:
   - Work in Australian Society
   - The Changing Nature of Work
   - Industrial Relations
   - Finding Employment
   - Negotiated Topics.

2. Vocational Learning
   Vocational learning includes any formal learning in a work-related context outside AQF qualifications and incorporates elements such as generic work skills, enterprise education, career education, and community-based and work-based learning.

3. VET
   VET units of competency selected for teaching and learning programs may be gained at school or off site via a course and all are subject to AQTF standards and should enable students to achieve, or work towards achieving, VET qualifications. As determined by the AQF, RTOs are responsible for training, delivery, assessment, quality assurance, and record management procedures, and the issue of student records and VET qualifications.

As a 20-credit subject, the learning program must include 2 study units including:
- Industry and Work Knowledge
- Vocational Learning and/or VET.

Subject Costs: There will be a cost incurred of a varying nature depending on the course chosen.

CROSS-DISCIPLINARY STUDIES

COMMUNITY STUDIES (Not A TAS)
Credits 10 or 20

This subject satisfies the requirement for the SACE pattern but is not a Tertiary Admission subject.

Subject Description: Students negotiate a contract of work with the teacher on an individual basis, thus allowing students to focus on a topic of their interest using the community to access the information they need to investigate the topic. Areas of investigation may be in one of the following: The Arts, Business, Communication, Design and Construction, the Environment, Food Health and Recreation, Lifestyle, Mathematics, Science, and Technology.

Students require a high level of organisational and time management skills and must be prepared to organise meetings with community members to investigate their topic.

Five of the twenty weeks involve class related work developing an individual contract of learning and the rest of the time is spent investigating and producing evidence fulfilling the requirements of the community activity. Feedback is sought from the community on the quality of work completed and a presentation is required to be made to community representatives considered knowledgeable in the area chosen for investigation.

Assessment Tasks: Vary according to negotiated contract: All students required to provide evidence of their learning and an evaluation of their success. All aspects of the contract must be completed and an oral/visual presentation to an audience is a compulsory part of this course.

Special Subject Costs: Dependent upon contract of learning negotiated with the teacher.
## STAGE 2

### ENGLISH

#### ENGLISH COMMUNICATIONS

**Credits** 20  
**Prerequisites:** Stage 1 English – minimum C grade.

**Subject Description:** English Communications focuses on the development of English skills and in particular the communication process. Students learn to recognise the conventions of different text types for different purposes, audiences and contexts. They use this learning in composing their own texts and in commenting on the texts they read. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

**Assessment Tasks:** School-based Assessment: written, oral and multimodal responses to a range of different text types; production of written texts for various purposes, with one task being written under supervision; comparison of two examples of communication, and production of one application of the form from a list of options (with reflection on their production process). Text Analysis 20%; Text Production 20%; Communication Study 30%.  
**External Assessment:** students complete a folio of work containing a response to an example of communication and a text production with writer’s statement. The total length of the writing in the folio is up to a maximum of 2000 words (30%).

#### ENGLISH STUDIES

**Credits** 20  
**Prerequisites:** Stage 1 English - minimum C grade.

**Subject Description:** In English Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments. Students are also involved in presenting imaginative writing and speaking for a range of audiences and purposes.

**Assessment Tasks:** Writing essays, reports, oral presentations, critical reading tasks, contributing in discussions, writing a supporting study, independent reading and a critical review. Internal Assessment 70%, External Assessment 30%.

#### ENGLISH AS A SECOND LANGUAGE

**Credits** 20  
**Prerequisites:** Students whose first language or primary language of communication in the home is other than English and who have attained at least a C grade in Stage 1 English or English as a Second Language are eligible for this course.

**Subject Description:** This course helps students build on their existing linguistic skills and develop English language competence in a range of contexts, developing their skills as critical viewers, listeners, readers, writers and speakers.

**Assessment Tasks:** Students are assessed on four assessment types: Communication, Language Application, Text Production and Investigation. In these assessment types students will produce various spoken and written texts, including letters, reports, evaluations and oral presentations. External assessment of 30% consists of conducting an investigation and presenting a report and discussion of the findings.

#### ENGLISH PATHWAYS

**Credits** 20  
**Prerequisites:** Minimum Stage 1 English - C grade or Stage 1 English Pathways- B grade.

**Subject Description:** Students will learn to produce a range of written, oral and multimedia texts through critical engagement with a wide range of communication modes and texts in readiness for vocational pathways. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively with other people, and to solve problems. Students are expected to compile and maintain a personal folder of all their work.

**Assessment Tasks:** Writing and responding to different forms of communication, an intensive study, oral presentation and compilation of a personal folder. Internal Assessment 70%, External Assessment 30%.
HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES
Credits 20

Subject Description: This course concentrates on the developmental stages of children 0-8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This course enables students to develop a variety of research, management and practical skills.

Assessment Tasks: Students will be continually assessed on tasks, including theory and practicals with an investigation worth 30%.

FOOD & HOSPITALITY
Credits 20

Subject Description: 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 customers and/or industry workers.

Assessment Tasks: Students will be continually assessed on a range of tasks including both theory and practical. An investigation on a contemporary issue in Hospitality is a major component (30%).

HEALTH
Credits 20

Completion of Year 11 Health recommended.

Health Education provides opportunities for students to respond to challenges that impact on the health of individuals, families, groups and communities in a changing world.

Subject Description: Health Education recognises many factors that shape individual and group behaviour. Students examine and evaluate risk taking behaviour of youth in our society, investigate and critically analyse current health issues and trends and must participate in group work tasks. Key areas of study include Determinants of Health and Lifestyle; Health Priorities in Australia; Challenge, Risk and Safety behaviours; Decision making in terms of Sexuality and Relationships.

Assessment Tasks: Issues Analysis, Group Communication Assignment, Dilemma Solving Reports, Analytical Reports and Investigation (30% external assessment).

HEALTH PATHWAY
INDUSTRY PATHWAY PROGRAM (IPP) CERTIFICATE III HEALTH SERVICES ASSISTANCE (2 year course)

Credits 60 for full course
Prerequisites: Course starts at Stage 1.
See page 49

OUTDOOR EDUCATION
Credits 20

Subject Description: Outdoor Education offers students enjoyable challenges in outdoor activities and journeys. Students will develop practical skills and knowledge needed for safe and adventurous outdoor travel. By participating in outdoor journeys, students will develop knowledge and skills, reflect on personal, group and social development and develop an awareness of environmental issues through observation and evaluation.

This course includes an investigative report (based on a selected journey or self reliant expedition). The report will focus on an environmental issue related to a selected journey or expedition. The format of the report is a piece of extended writing that also incorporates maps, tables and other visual materials.

Topics:
- Environmental studies
- Planning and Management practices
- Sustainable environment practices
- Leadership and planning
- Outdoor journeys – 2 journeys (Snorkelling & Bushwalking), each with a minimum duration of 3 days
- Self reliant expedition – 1 journey (Bushwalking), with a minimum duration of 3 days
- Investigation – Investigative report (externally marked by SACE)

Assessment Tasks: 8 for full year.

PHYSICAL EDUCATION
Credits 20

Prerequisites: Stage 1 Physical Education - minimum C and by negotiation with coordinator.

Subject Description: This is a challenging and demanding course with an emphasis on physical skill refinement and theoretical knowledge. Three practical activities will be chosen from Lawn Bowls, Sailing, Table Tennis, Badminton and Volley Ball. The three theory topics include Exercise Physiology, Skill Learning/Biomechanics and Issues analysis.
Assessment Tasks: Practical (40%) - checklists on performance/skill level. Theory (60%) - all topics assessed through formative and summative examinations, assignment and external exam.
- Internal assessment 70%
- External assessment 30%

PHYSICAL EDUCATION: SPORTS STUDIES
Credits 20
This subject satisfies the requirement for the SACE pattern but is not a Tertiary Admission subject.
Prerequisites: Students selected in agreement with PE Coordinator.

Subject Description: The course will focus on three sports with one being a fitness component. It is designed to develop skill levels and knowledge in the particular sports. Students will be encouraged to undertake coaching and umpiring qualifications. They will collaborate with their peers to team teach younger students in a block of lessons. There will be theoretical assignments based on the sports topics covered. There is also a stand-alone fitness project that couples theory and practice that is worth 20% of the overall grade.

Assessment Tasks: Evidence folio and discussion based on the folio (20%). The practical (40%) and group tasks (20%) are assessed via SACE performance checklists.
Fitness project (20%).

PHYSICAL EDUCATION: COMMUNITY STUDIES
Credits 20
This subject satisfies the requirement for the SACE pattern but is not a Tertiary Admission subject.
Prerequisites
A relatively high skill level and a genuine enthusiasm for participation in all sports. Entry into the course needs to be negotiated with the PE faculty.

Subject Description: Students study fitness principles and energy systems. They develop their skills in three negotiated sports.

As the course progresses students have to develop a community project that must be carried out in the wider community. The community project comprises of an event that each student develops independently and delivers within the wider community in some way. eg. a sports tournament, a fitness booklet, a computer presentation, etc.

Students have to develop their own contract of work that outlines what the community project will entail thus allowing the students to focus on a topic that interests them.
They will need to contact people from the community for information and advice about their chosen topic.
Students need a high level of organisational and time management skills and they must be prepared to contact and meet experts from the community when developing their projects.

Assessment Tasks
Practical; via the PE rubrics
Theory; via the contract of work, portfolio and feedback from the community.

HUMANITIES & SOCIAL SCIENCES
CLASSICAL STUDIES
Credits 20
Prerequisites: There are no official prerequisites but students should only consider doing the course if they have sound reading comprehension and essay writing skills. Satisfactory completion of SACE Stage 1 English (not Pathways), Ancient Studies or Modern History would be an advantage.

Subject Description: The course involves a study of three main topics: Greek Epic centred on Homer’s Odyssey, Ancient Greek religion, and Greek History 500-479 BC with particular reference to the Persian wars.

Assessment Tasks: Assessment will involve course work throughout the year (70%). Each topic has two required tasks which make up a folio worth 40% and a test essay which is worth 30%. An individual study will be externally marked to make up the remaining 30%. There is no external exam.

GEOGRAPHY
Credits 20

Subject Description: Geography is a dynamic, part hands-on, exploration and investigation of human interaction with the natural environment that involves student needs, interests, talents and abilities.

Students study the compulsory Core Topic ‘Population, Resources and Development’ which investigates how population and consumption impact on resources and the natural environment, with a focus on water. Students explore and investigate issues related to two Option Topics, eg. Coasts, Biodiversity, Climate Changes, Hazards, or a Negotiated Topic. Assessment of the Option Topics is through fieldwork skills, activities and inquiries, analysing issues locally, nationally and globally, while incorporating the needs and interests of students and using available resources.
STAGE 2

Skills development includes applying, interpreting and evaluating fieldwork skills, diverse mapping and photographs, satellite images, statistical and GIS data, applying spatial inquiry skills of identification, extrapolation, integration, synthesising, problem-solving, evaluation and making recommendations for sustainable management.

Assessment Tasks:
- School Based:
  - Fieldwork 25%
  - Inquiry 20%
  - Folio 25%
- External
  - Examination 30%.

LEGAL STUDIES

Credits 20
Prerequisites: A 10 credit Year 11 Legal Studies course is recommended but not a prerequisite. Students need to have a high level of commitment to academic study as the subject requires the understanding and retention of factual detail for the examination.

Subject Description: Exploration of the Australian legal system both locally and its global connections. Looking at the legal system’s strengths and weaknesses and the role and influence of the individual on it. Concepts such as parliamentary democracy and constitutional government will be examined. Students will source information from the media, government bodies, and legal bodies and participate with, and visit relevant locations and organisations.

Students are to study:
- The Australian Legal System
- Constitutional Government
- Law-making
- Justice Systems.

Assessment Tasks:
- School Based (50%): research tasks, essay, media analysis exercises, short answer questions
- Inquiry (20%)
- External Examination (30%).

MEDIA STUDIES

Credits 20
Media studies is designed to allow students to pursue skills that could lead to career options within the media industry and develop personal skills that will improve their ability to analyse thoughtfully, communicate clearly, plan effectively and produce creatively a range of media products.

Subject Description: The current stage 2 course has 14 topics to choose from:
- Photo journalism
- Documentaries
- Cult TV/Film
- Music and the media
- The internet
- Reality TV
- Community radio stations
- Short films
- Advertising and Audiences
- Global media issues
- Youth and the media
- Children and the media
- Stereotyping in and through the media
- Cultural diversity in the media.
- 3 will be studied

Assessment Tasks: Include surveys, interviewing, essays, practical equipment use, oral presentations, journals, comparisons, reviews of videos, research in the form of summative tasks (5 in total).

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>30%</td>
</tr>
<tr>
<td>Product</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

Special Subject Costs A blank CDR or 2 DVD-R’s are required.
* A memory stick would be advantageous.

MODERN HISTORY

Credits 20
Prerequisites: At least a C grade in Stage 1 English or Stage 1 History.

Subject Description: 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, people and historical forces, students gain an insight into human nature and the ways in which individuals and societies function.

This subject consists of two major studies, the Depth Study (Great Depression, Hitler and the Second
World War) and the Thematic Study (Russian Revolution).
Students need to have competent literacy skills.

Assessment Tasks:
- Folio (course work) 50%
- Research Essay 20%
- Examination 30%

SOCIETY AND CULTURE

Credits 10 or 20

Subject Description: Stage 2 Society and Culture can be undertaken as a 10 credit or 20 credit subject. Through the study of topics in the subject, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them. Teachers and students are encouraged to explore issues within topics, presented in the form of problems, rather than as information to be digested.

Topic groups are: Culture, Contemporary Challenges, and Global Issues.
- 10 credit subject – students study one to two topics (each from a different group of topics).
- 20 credit subject – students study three topics (each from a different group of topics).

Assessment Tasks:
School-based Assessment 70%
- 10 credit subject – three to four assessments – at least two folio tasks (including one oral task), and one interaction task (a group activity).
- 20 credit subject – seven to nine assessments – at least three folio tasks, and two interaction tasks (one group and one oral activity).

External Assessment 30%
- 10 credit subject – written report of 1000 words on a negotiated contemporary social or cultural issue.
- 20 credit subject – written report of 2000 words on a negotiated contemporary social or cultural issue.

TOURISM

Credits 20
Prerequisites: Successful completion of Stage 1 Tourism is highly desirable.

Subject Description: Students will develop an understanding of the social, cultural, economic and environmental impacts of tourism, as well as the responsibilities of tourists and host communities. This will be achieved through a variety of topics focussing on themes including sustainable tourism, visitor and host profiles, industry operations and structure and tourism as a part of the tourism and hospitality sector. Students will study the major components of Tourism, incorporating fieldwork and interacting with local tourism operators and employers.

This course can facilitate entrance to a degree course in Tourism, TAFE or a traineeship in the Tourism or Hospitality industries.

Assessment Tasks: The four assessment components for this subject are as follows:
- School Based Assessment (70%)
  - Folio (20%)
  - Practical Activity (25%)
  - Investigation (25%)
- External Assessment (30%)
  - Examination (30%).

LANGUAGES

FRENCH (CONTINUERS)

Credits 20
Prerequisites: Stage 1 Continuers French (20 credits) – minimum C grade

Subject Description: In French, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Students will investigate, examine and communicate topics within the three prescribed themes of The Individual, French-speaking Communities and The Changing World through a range of different mediums, such as: film, literature, music, cuisine, art and/or sport.

Students will be required to demonstrate their understanding and application of French in written and oral exercises such as: letter writing, discussion, conversation, summary, etc. Students will also undertake an in-depth study which will form the basis of their final oral examination.

Assessment Tasks:
School-based Assessment (70%)
- Folio (50%) – 5 tasks in total
  - oral interaction
  - text production
  - text analysis
  - 2 tasks from the above areas.
- In-depth Study (20%)
  - oral presentation in French
  - written response in French (500 words)
  - written (600 words) in English or an oral response (5-7 minuets)

External Assessment (30%)
STAGE 2

- Exam
  - oral exam
    - conversation in French
    - discussion
  - written exam
    - listening and responding
    - reading and responding
    - writing in French.

FRENCH (BEGINNERS)

Credits Full year - 20
Prerequisites: Successful completion of Stage 1 Beginner French
Subject Description: Consult the SACE Stage 2 descriptor for Languages
Assessment Tasks:
School Assessment (70%)
Students undertake to complete 8-10 tasks of the following assessment types:
- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
External Assessment (30%)
- Assessment Type 4: Examination (30%).
  - one oral examination
  - one written examination.

GERMAN (CONTINUERS)

Credits 20
Prerequisites: Stage 1 Continuers German (20 credits) - minimum C grade.
Subject Description: In German, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.
Students will investigate, examine and communicate topics within the three prescribed themes of The Individual, German-speaking Communities and The Changing World through a range of different mediums, such as: film, literature, music, cooking, art and/or sport.
Students will be required to demonstrate their understanding and application of German in written and oral exercises such as: letter writing, discussion, conversation, summary, etc. Students will also undertake an in-depth study which will form the basis of their final oral examination.
Assessment Tasks:
School-based Assessment (70%)
- Folio (50%) – 5 tasks in total
  - oral interaction
  - text production
  - text analysis
  - 2 tasks from the above areas.
- In-depth Study (20%)
  - oral presentation in German
  - written response in German
  - written response in English.
External Assessment (30%)
- Exam
  - oral exam
    - conversation in German
    - discussion
  - written exam
    - listening and responding
    - reading and responding
    - writing in German.
Assessment Tasks:
School-based Assessment (70%)
- Folio (50%)
  - Interaction
  - Text Production
  - Text Analysis
- In-depth Study (20%)
  - oral presentation
  - written response
  - reflective response.
External Assessment (30%)
- Exam
  - oral exam
  - conversation
  - discussion
  - written exam
  - listening and responding
  - reading and responding
  - writing.

JAPANESE (BEGINNERS)
Credits Full year - 20
Prerequisites: Successful completion of Stage 1 Beginner Japanese
Subject Description: Consult the SACE Stage 2 descriptor for Languages
Assessment Tasks:
School Assessment (70%) Students undertake to complete 8-10 tasks of the following assessment types:
- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
External Assessment (30%)
- Assessment Type 4: Examination (30%).
  - one oral examination
  - one written examination.

MATHEMATICS
MATHEMATICS APPLICATIONS
Credits 20
Prerequisites: Stage 1 Mathematics Applications (whole year) with a minimum B grade or Maths Studies with a minimum C grade.
Subject Description: Stage 2 Mathematical Applications enables students to appreciate experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts. Topics may include: Applied Geometry, Investment and Loans, Mathematics and Small Business, Matrices, Optimisation, Share Investments, Statistics and Working with Data.
Assessment Tasks: Assignments, Investigations, Projects and Tests. Internal Assessment 70%, External exam 30%.
Special Subject Requirements: A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

MATHEMATICS SPECIALIST
Credits 20
Prerequisites: Stage 1 Pure Maths A, B, C and D - minimum B grade.
This subject must be taken with Mathematics Studies.
Subject Description: Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject. Topics include: Trigonometric Preliminaries, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.
Assessment Tasks: Assignments, Investigations, Projects and Tests. Internal Assessment 70%, External exam 30%.
Special Subject Requirements: A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

MATHEMATICS STUDIES
Credits 20
Prerequisites: Stage 1 Pure Maths A, B and C – minimum C grade.
Subject Description: Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental
Stage Two Subjects

concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. Topics include: Working with Statistics, Working with Functions and Graphs using Calculus, Working with Linear Equations and Matrices.

Assessment Tasks: Assignments, Investigations, Projects and Tests. Internal Assessment 70%, External exam 30%.

Special Subject Requirements: A Revision Guide is required. A Graphic Calculator is required and can be leased from the School, although it is recommended that students have their own graphic calculator. A Texas Instruments 84+ is recommended.

SCIENCES

BIOLOGY

Credits 20

Prerequisites: Completion of any two Stage 1 Science courses, INCLUDING one Biology course and excluding Scientific Studies, with a minimum result of B Grade or more with teacher/coordinator recommendation.

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

Stage 2 Biology is organised around four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- School Based Assessment
  - Investigations Folio – 40 % weighting
  - Skills & Applications Tasks – 30 % weighting
- External Assessment
  - Examination (3 hour) – 30 % weighting.

Special Subject Requirements: It is recommended that students purchase:
- Workbook to accompany text book plus ‘Practical Workbook’ (approx $55).
- SASTA Study Guide (approx $26)
- Field trip costs.

CHEMISTRY

Credits 20

Prerequisites: Completion of Stage 1 Chemistry A & B with a minimum result of a B Grade or more with teacher/coordinator recommendation. It is highly recommended that Maths Studies is also undertaken at the Stage 2 level.

Subject Description: Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigations skills.

Topics:
- Elemental & Environmental Chemistry
- Analytical Techniques
- Using & Controlling Reactions
- Organic & Biological Chemistry
- Materials.

The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- School Based Assessment
  - Investigations Folio – 40% weighting
  - Skills & Applications Tasks – 30% weighting.
- External Assessment
  - Examination (3 hour) – 30% weighting.

Special Subject Requirements:
- SASTA Study Guide (Approx $26)
- Field trip costs

NUTRITION

Credits 20

Prerequisites: Completion of Stage 1 Nutrition and one other Stage 1 Science course, excluding Scientific Studies, with a minimum result of B Grade or more with teacher/coordinator recommendation.

Subject Description: Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases.
CORE Topics:
- The Fundamentals of Human Nutrition
- Diet, Lifestyle, and Health
- Food Selection & Dietary Evaluation
- Food, Nutrition, and the Consumer.
The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- School Based Assessment
  - Investigations Folio – 40% weighting
  - Skills & Applications Tasks – 30% weighting.
- External Assessment
  - Examination (2 hour) – 30% weighting.

Special Subject Requirements:
- Field trip costs
- SASTA Study Guide (approx. $26).

PHYSICS
Credits 20
Prerequisites: Completion of Stage 1 Physics A & B with a minimum result of a B Grade with teacher/coordinator recommendation.

Subject Description: The study of physics offers opportunities for students to understand and appreciate the natural world and requires the interpretation of physical phenomena.
Stage 2 Physics is organised into four sections. Each section is divided into four topics and each topic includes an application.
Sections:
- Motion in Two Dimensions (Projectile Motion, Uniform Circular Motion, Gravitation and Satellites, Momentum)
- Electricity & Magnetism (Electric Fields, Motion of Charged Particles in Electric and Magnetic Fields)
- Light & Matter (Electromagnetic Waves, Interference of Light, Photons, Wave Behaviour of Particles)
- Atoms & Nuclei (Structure of the Atom and Nucleus, Radioactivity, Nuclear Fission and Fusion).
The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- School Based Assessment
  - Investigations Folio – 30 % weighting
  - Skills & Applications Tasks – 40 % weighting
- External Assessment
  - Examination (2 hour) – 30 % weighting.

Special Subject Requirements:
- SASTA Study Guide (Approx $26)
- Field trip costs.

PSYCHOLOGY
Credits 20
Prerequisites: completion of Stage 1 Psychology and one other Stage 1 Science subject, excluding Scientific Studies, with a minimum result of B grade or more with teacher/coordinator recommendation.

Subject Description: The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. 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.
Topics:
- Introduction to psychology – Compulsory
- Social cognition
- Learning
- Personality
- Psychobiology of altered states of awareness
- Healthy minds.
The focus capabilities for this subject are communication and learning.

Assessment Tasks: Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- School Based Assessment
  - Investigations Folio – 30 % weighting
  - Skills & Applications Tasks – 40 % weighting
- External Assessment
  - Examination (2 hour) – 30 % weighting.

Special Subject Requirements:
- Field trip costs.

SCIENTIFIC STUDIES
Credits 20
Prerequisites: Completion of any 10-credit Stage 1 Science course with a minimum result of C Grade or more with teacher/coordinator recommendation.

Subject Description: Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.
Topics may include:
- Alternative Energies
- Environmental Sustainability
- Recycling
- Water Conservation
- Nuclear Power.

The focus capabilities for this subject are communication and learning.

**Assessment Tasks:** Assessment at Stage 2 is based on students demonstrating evidence of their learning through the following assessment types:
- **School Based Assessment**
  - Investigations Folio – 40 % weighting
  - Skills & Applications Tasks – 30 % weighting
- **External Assessment**
  - Practical Investigation (Design & Report) – 30 % weighting.

**Special Subject Requirements:** Field trip costs.