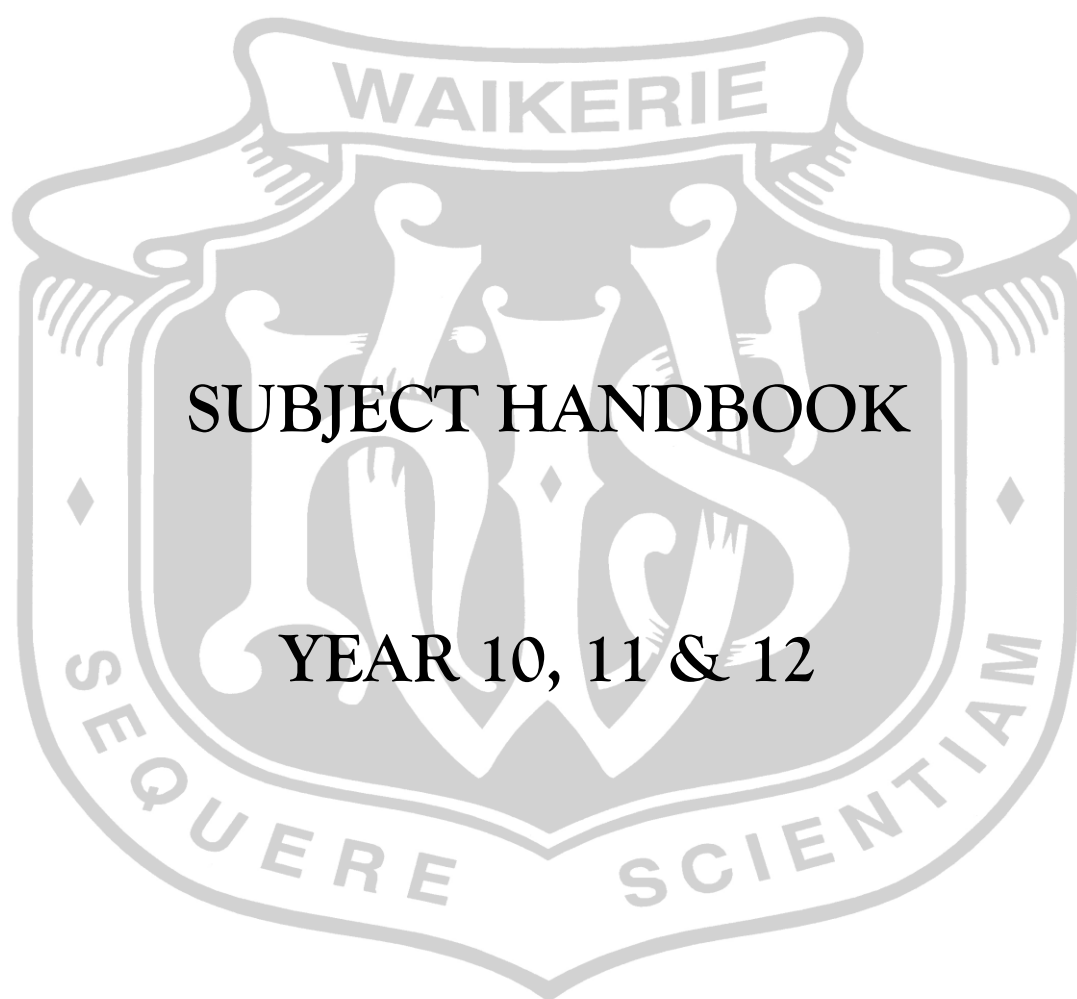


Respect ♦ Responsibility ♦ Trust ♦ Achievement ♦ Community

WAIKERIE HIGH SCHOOL

2020



SUBJECT HANDBOOK

YEAR 10, 11 & 12



**Government
of South Australia**

Department for Education

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

Introduction

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

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

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

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

When choosing a subject or course it is important that:

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

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

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

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

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

Craig Griffiths
Principal

GENERAL INFORMATION - The SACE

What is the SACE?

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

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

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

What are some of the features of SACE?

As part of their SACE students will:

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

The requirements to achieve the SACE

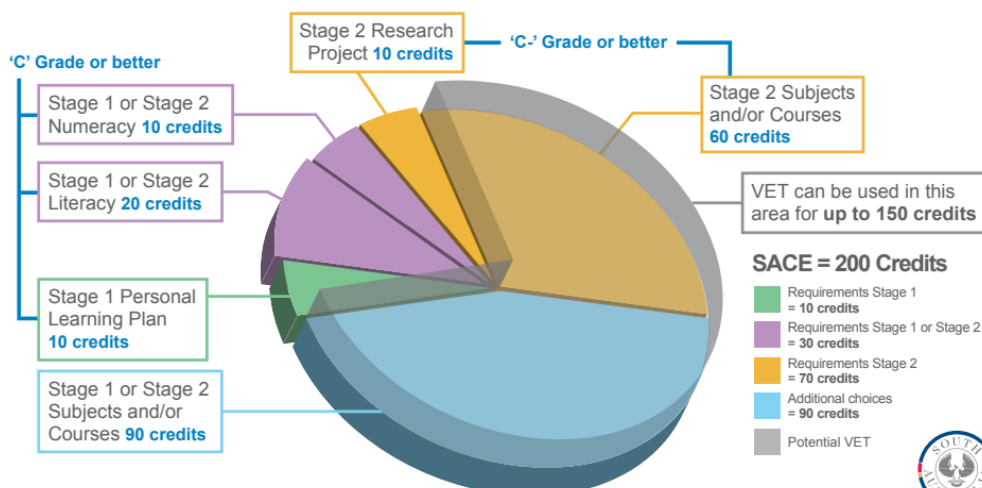
To gain the SACE certificate students must study 200 credits worth of subjects. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

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

The importance of the compulsory elements is reflected in the requirement that students must achieve C in these subjects to complete the SACE successfully.

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



SUBJECT SELECTION – YEAR 10

The following subjects are **compulsory**:

English – 2 Semesters

Mathematics – 2 Semesters

Science – 2 Semesters

Health and Physical Education

Personal Learning Plan (PLP) (Stage 1 SACE 10 Credits) HASS

Students in Year 10 will choose 5 **elective subjects** from the choices given.

SUBJECT SELECTION - Year 11 (mainly Stage 1 SACE Subjects)

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

Compulsory subjects:

- At least 2 Semesters of English (*level pre-determined by teaching staff*)
- At least 1 Semester of Mathematics (*level pre-determined by teaching staff*)
- One Semester of Research Project (Stage 2)

Other

You must also take at least another 9 semesters from the offered subjects.

See the VET section at the end of the document for Vocational and Education Training courses available.

SUBJECT SELECTION - Year 12 (mainly Stage 2 SACE Subjects)

At Year 12 you have options if the compulsory subjects have been completed.

Most students will study four 20 credit subjects at Year 12 (minimum of three 20 credits for SACE) but will vary depending on overall credits and future tertiary pathway intentions. Your subject counsellor will advise you on your requirements.

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

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

TafeSA

The entry requirements are dependent on the level of the course.

Certificate I Level

No minimum entry requirements.

Certificate II Level

Successful completion of the SACE Literacy and Numeracy requirements.

Certificate III and Higher

Satisfactorily complete 60 credits of Stage 2 subjects where at least 40 credits must be Tertiary Admissions Subjects subjects. The other 20 credits must be either TAS or Recognised Subjects. (Note that Community Studies is not a Recognised Subject).

Comply with rules regarding subject combinations.

University (in South Australia)

Complete SACE Stage 2.

Complete at least 90 credits of SACE Stage 2 subjects where at least 60 credits must be Tertiary Admission Subjects. The other 30 must be either TAS or a Recognised Subject.

Comply with rules regarding subject combinations.

Complete any prerequisite requirements for your chosen university course.

Obtain an Australian Tertiary Admission Tank (ATAR).

Interstate University

Same as a South Australian University plus Stage 2 English (English or Literary Studies).

VET COURSES – Stage 1 and Stage 2

There maybe some extra costs associated with these courses and they require a strong level of commitment.

See the VET section at the end of the document for Vocational and Education Training courses available.

CROSS DISCIPLINARY STUDIES

PERSONAL LEARNING PLAN (COMPULSORY)

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

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

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

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

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

RESEARCH PROJECT (COMPULSORY)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

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

The research project can take many forms, for example:

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

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

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

COMMUNITY STUDIES

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students develop an individual plan of work focused on an area of personal interest. Each student completes a contract of work to undertake a community activity in one of the following areas of study.

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

Students plan, organise and participate in a community activity developing targeted skills and knowledge. They reflect on their learning and present their project and learning to a community audience.

ASSESSMENT: Negotiated contract, folio of work, presentation and reflection.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

COMMUNITY STUDIES

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students develop an individual plan of work focused on an area of personal interest skills or knowledge. Students complete a contract of work to undertake their community activity in one of the following areas of study.

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

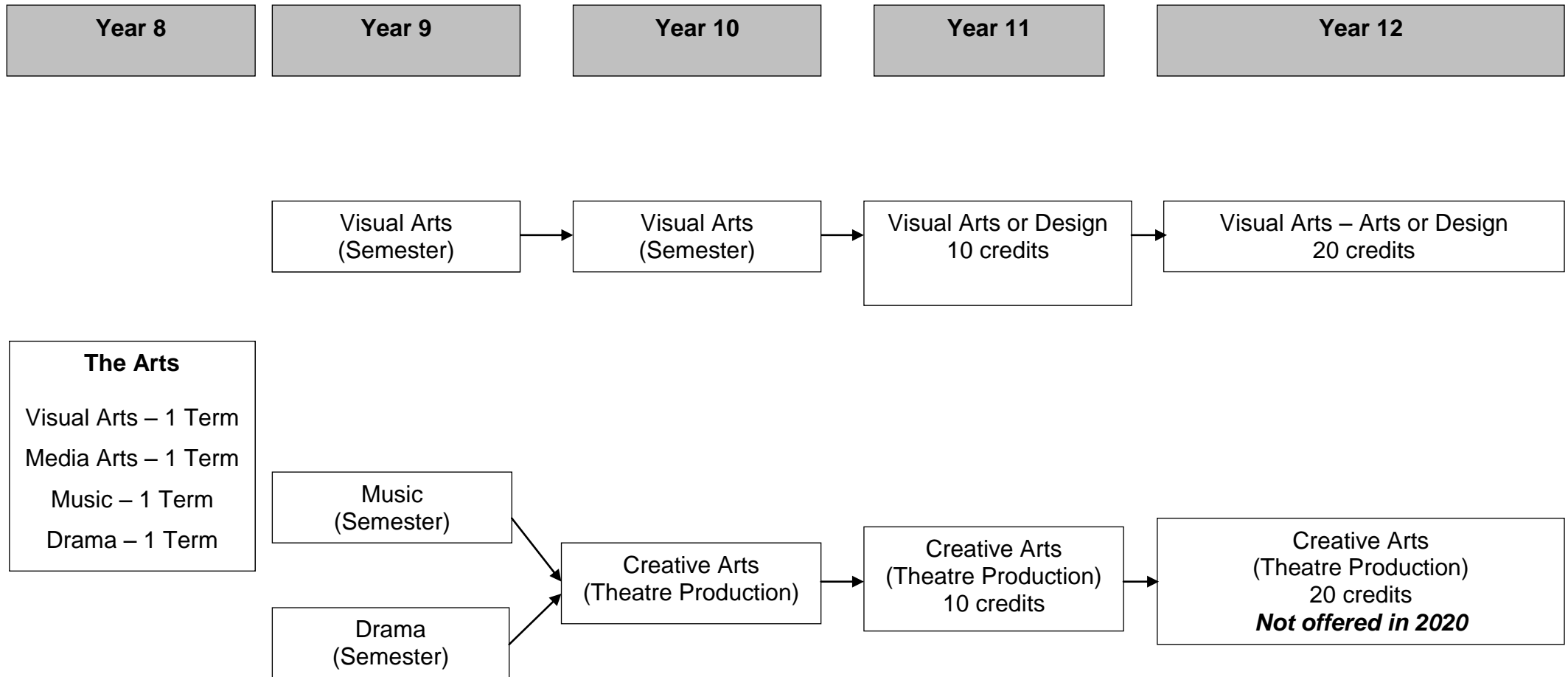
Students plan, organise and participate in a community activity developing targeted skills and knowledge. They reflect on their learning and present their project and learning to a community audience.

ASSESSMENT: Negotiated contract, folio of work, presentation and a reflection on student's project are all externally moderated.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

THE ARTS SUBJECTS

THE ARTS – For further information please contact The Arts Coordinator



THE ARTS

VISUAL ART

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Art.

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

ASSESSMENT: Folio of developmental work, resolved artwork and written learning reflection of each area studied.

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

CREATIVE ARTS (Theatre Production)

YEAR LEVEL: 10

LENGTH OF SUBJECT: 1 Semester

PREFERRED BACKGROUND: Year 9 Art

CONTENT: Students are involved in a program of work to develop and stage a community production. Students choose an area of focus such as script writing, set construction, stage management, design elements, (lighting, sound, makeup or costuming) and acting. Students plan, organise and participate in a school production developing targeted skills and capabilities.

ASSESSMENT: Practical live full scale production, research and presentation of roll and experience, reflection on skills and capabilities developed.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

VISUAL ARTS – ART or DESIGN

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Year 10 Visual Art.

CONTENT: Student will choose either Art or Design within the Visual Art subject. Student's 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/Design works in their cultural and historical contexts.

ASSESSMENT: Folio, Practical and Visual Study.

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

CREATIVE ARTS (Theatre Production)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: Students are involved in a program of work to develop and stage a community production. Students choose an area of focus such as script writing, set construction, stage management, design elements, (lighting, sound, makeup or costuming) and acting. Students plan, organise and participate in a school production developing targeted skills and capabilities.

ASSESSMENT: Practical live full scale production, research and presentation of roll and experience, reflection on skills and capabilities developed.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

VISUAL ARTS – ART or DESIGN

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: **Students will select to study Art or Design within the Visual Arts subject.** Visual Thinking – ability to view works of art and develop a personal visual aesthetic. Practical Resolution – works can be produced using product, environmental, or graphic and visual communication art. Students will learn how to produce a practitioner's statement. Visual Arts in context – students are provided with opportunities to contextualise art by placing works of art/design culturally, socially, and/or historically.

ASSESSMENT: Folio, Practical, and Visual study.

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

CREATIVE ARTS

****NOT OFFERED IN 2020**

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: No pre-requisites.

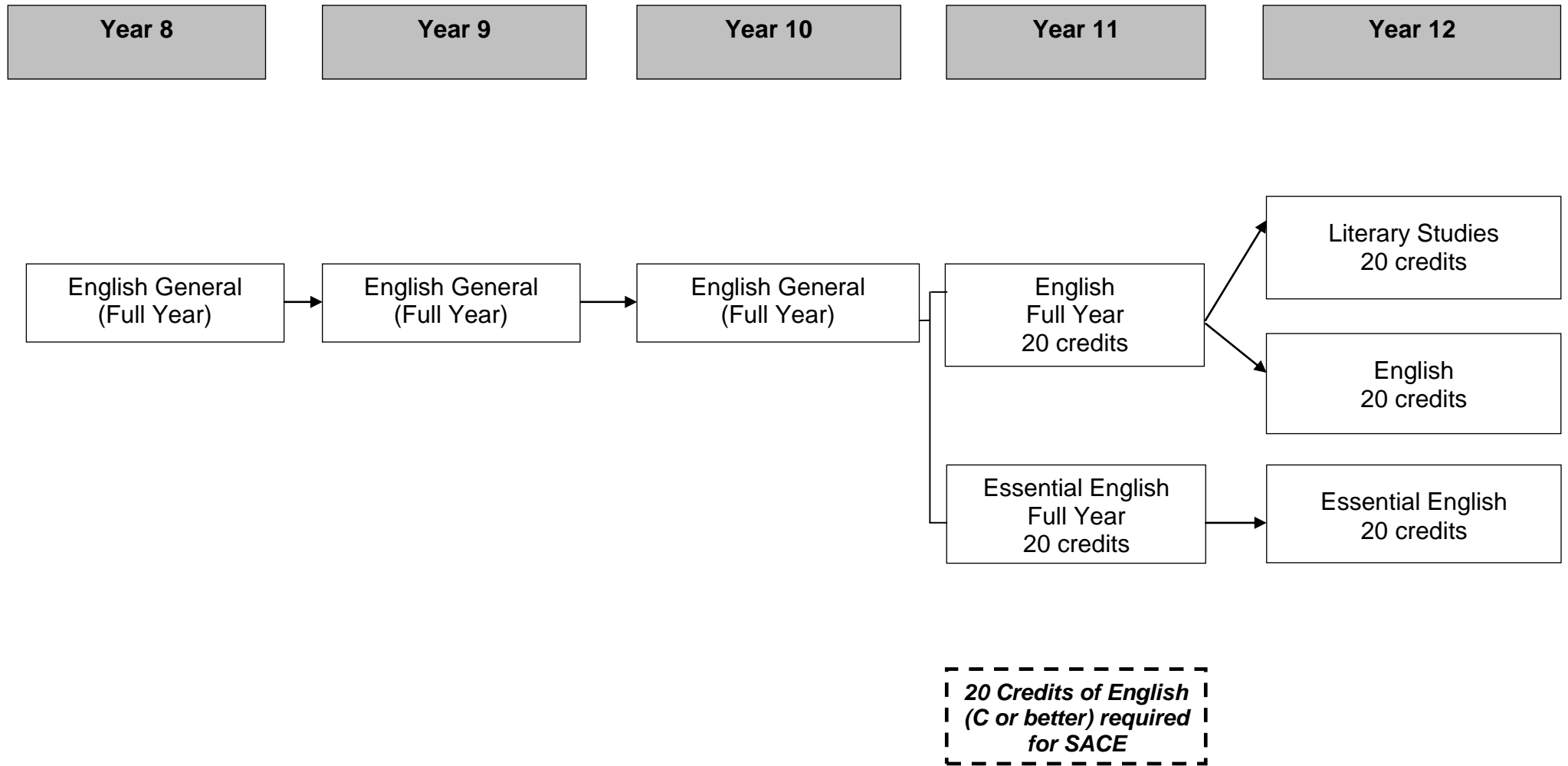
CONTENT: Students are involved in a program of work to develop and stage a community production. Students choose an area of focus such as script writing, set construction, stage management, design elements and acting. Students plan, organise and participate in a school production developing targeted skills and knowledge.

ASSESSMENT: Practical live full scale production, research and presentation of roll and experience, reflection on skills and capabilities developed.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH SUBJECTS

ENGLISH – For further information please contact the English Coordinator



ENGLISH

ENGLISH GENERAL

YEAR LEVEL: 10 **LENGTH OF SUBJECT:** Full Year

PREFERRED BACKGROUND: Successful completion of Year 9 English.

CONTENT: This is a flexible program that focuses on the skills and strategies required to interpret a range of texts. Aligned with the Australian Curriculum, it is designed to improve students' analytical and creative writing skills, in both receptive and productive modes.

ASSESSMENT: Students will be assessed across written and verbal tasks.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ENGLISH

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

PREFERRED BACKGROUND: Successful completion of Year 10 English.

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

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

ESSENTIAL ENGLISH

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

PREFERRED BACKGROUND: Successful completion of Year 10 English.

CONTENT: In this subject, students respond to and create texts in a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, and consider ways in which language choices are used to create meaning.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

ENGLISH

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 English.

CONTENT: In Stage 2, English students read and view a range of texts. In comparing texts, students analyse the relationships between language and stylistic features, text types, and contexts. Through close study of texts, students explore relationships between content and perspectives, as well as the text and its context.

ASSESSMENT: Students complete: four assessments for responding to texts, three assessments for creating texts, and one comparative analysis.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

LITERARY STUDIES

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 English.

CONTENT: Stage 2 Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts.

ASSESSMENT: Students complete: four assessments for responding to texts, two assessments for creating texts, one comparative analysis and one critical reading.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

ESSENTIAL ENGLISH

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: Successful completion of Year 11 English or Essential English.

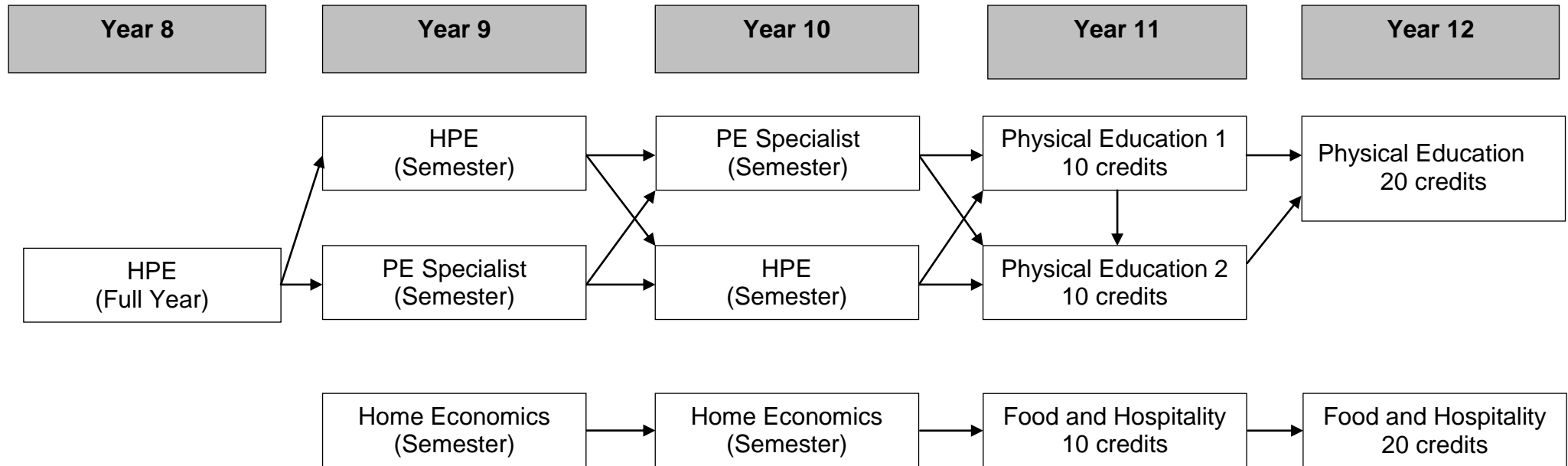
CONTENT: In this subject, students respond to and create texts for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, and consider ways in which language choices are used to create meaning.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

HEALTH AND PERSONAL DEVELOPMENT SUBJECTS

HEALTH and PERSONAL DEVELOPMENT – For further information please contact the HPE Coordinator



HEALTH AND PERSONAL DEVELOPMENT

HEALTH AND PHYSICAL EDUCATION (compulsory)

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

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

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

Practical concepts: Fundamental movement skills, games and sports, challenge and adventure activities, lifelong physical activities, and the health benefits of physical activity will be covered through the sports of Badminton, Archery, Kayaking, recreation sports (inc. orienteering) and fitness activities.

Health concepts: Relationships and sexuality, mental health and wellbeing and health promotion.

ASSESSMENT: Health promotion through recreation sports, sexual health folio, activity analysis.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

PHYSICAL EDUCATION - Specialist

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

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

CONTENT: Students develop skills in activities such as swimming, athletics, basketball, touch football, volleyball, fitness conditioning and cross country running. Emphasis is placed on skill acquisition, self and group organisation, cooperation, leadership skills and ways to improve performance. Theory topics include Biomechanics, skill acquisition and rules for each sport.

ASSESSMENT: biomechanics in athletics, activity analysis, skill acquisition task.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

HOME ECONOMICS

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Year 9 Home Economics but not essential.

CONTENT:

Textiles: Through theory and applying that theory to a practical context, students will develop knowledge and skills in the use of fabric to create a clothing related garment or home furnishings which may involve using recycled materials.

Food: This is a skills based course that focuses on food preparation and presentation skills. Through practical cooking sessions and theory surrounding food, students will understand the principles of food safety, preservation, preparation and presentation of food as well as investigate the changing nature of Australian cuisine.

ASSESSMENT: Practical and theory.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to bring some food ingredients for practical assessments. Students will need to supply their own fabric for sewing of their practical projects.

PHYSICAL EDUCATION - 1

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

CONTENT: The study of PE comprises two sections: Performance Improvement (60%) and Physical Activity Investigation (40%). Students will develop high-level skills in Touch Football, Volleyball and Badminton.

Theory covers training principles and methods, Exercise Physiology and Human Anatomy. Emphasis is placed on skill development, cooperation, initiative, leadership and organisational skills.

ASSESSMENT: Physiology and Improvement analysis, Physical activity investigation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

PHYSICAL EDUCATION – 2

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

CONTENT: The study of PE comprises two sections: Performance Improvement (60%) and Physical Activity Investigation (40%). Students will develop high-level skills in Golf, Bushwalking, Lawn Bowls, Kayaking and Recreation Sports.

Theory covers Biomechanics, Skill Acquisition and physiological/social barriers to participation.

ASSESSMENT: Biomechanics in Golf, Lawn Bowls improvement analysis, Physical activity investigation (Recreation sports)

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

FOOD AND HOSPITALITY

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Year 10 Home Economics.

CONTENT: in this practically orientated subject, students explore the diverse purposes of the hospitality industry in meeting the needs of local people and visitors and examine factors that influence people's food choices. Students participate in individual and collaborative activities with the emphasis on food knowledge, preparation and presentation skills. They develop their ability to think critically and to solve problems through practical and research tasks.

ASSESSMENT: School-based Assessment: Practical Activities, Group Activity, Investigation.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to bring some food ingredients for summative assessments – three in total for the semester.

PHYSICAL EDUCATION

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT:

Stage 2 Physical Education has three focus areas:

Focus Area 1: In movement (eg. energy systems, training, biomechanics, analysis of tactics)

Focus Area 2: Through movement (eg. psychology, barriers/enablers to physical activity)

Focus Area 3: About movement. (eg. learning processes)

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of physical activities (eg. sports, theme-based games, laboratories, and fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes.

The exact physical activities that are participated in can be negotiated as a group, and may include (but are not limited to): volleyball, badminton, kayaking and touch football and European handball.

ASSESSMENT: School Assessment: Assessment Type 1: Diagnostics - Students participate in one or more physical activities and collect and analyse data related to the physical activity, and theory concepts (e.g. exercise physiology or biomechanics). Assessment Type 2: Improvement Analysis - Students design a plan to improve in a particular area (e.g. a fitness program). They evaluate its effectiveness. External Assessment: Assessment Type 3: Group Dynamics - Students take on one or more roles in a sport competition. They plan, implement and reflect on their participation in the completion (e.g. as a fitness coach, tactical coach etc).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

FOOD AND HOSPITALITY

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

PREFERRED BACKGROUND: It is preferred that students have studied one or more semesters of Home Economics in Year 10 and 11.

CONTENT: Students study topics within the following five areas of study: Contemporary and Future Issues; Economic and Environmental Influences; Political and Legal Influences; Sociocultural Influences; Technological Influences.

Students require good skills in food preparation and presentation and the ability to communicate well. Students are expected to be able to work both independently and as part of a working group.

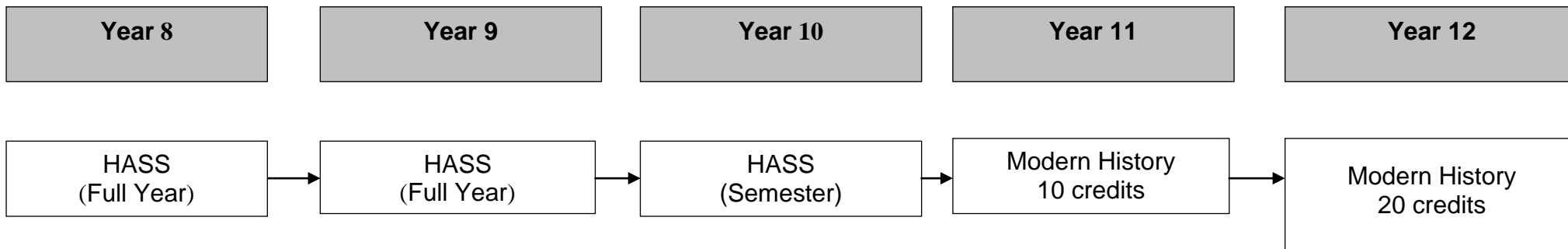
ASSESSMENT: Group activity, practical activity and investigation. Each practical activity consists of an action plan or research task, a practical application and may include an individual evaluation report. The group activity consists of group decision making, a group practical application and an individual evaluation report. The Investigation is 'student driven' and is externally moderated.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students will be required to bring some food ingredients for summative assessments – six in total for the year.

*Some out-of-hours catering/food preparation may form a part of this course.

HUMANITIES AND SOCIAL SCIENCES SUBJECTS

HUMANITIES and SOCIAL SCIENCES – For further information please contact the HASS Coordinator



HUMANITIES AND SOCIAL SCIENCES (HASS)

HASS

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

MODERN HISTORY

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: No pre-requisites.

CONTENT: In the study of Modern History at Stage 1, Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisations, and economic models to transform societies. Our topics include: Genocide, Revolutions and an Individual Investigation Assignment. The course also contains the use of films rated MA15+, to compliment students' learning.

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

SPECIAL REQUIREMENTS/COST OF COURSE: Nil.

MODERN HISTORY

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

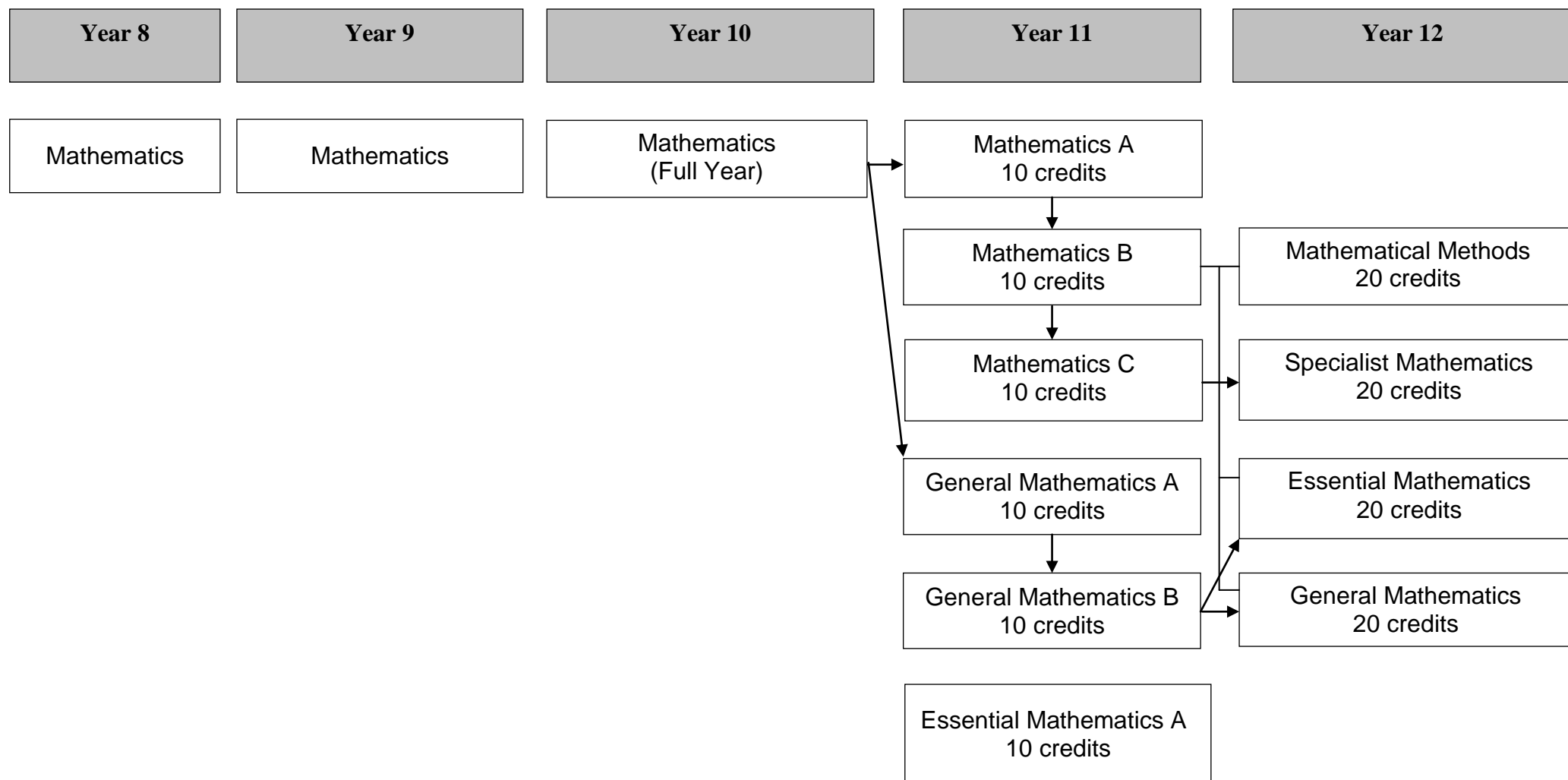
CONTENT: Students will study two topics and complete a historical study on a topic of their choice. The topics covered will be, Modern Nations: Germany 1914-1948 and the Changing World Order – the Cold War. The third component will be a Historical Study - in this study students undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions. The final component of the course will be an examination. The course will include the use of several films and documentaries, some of which are rated MA15+.

ASSESSMENT: Folio, Individual Essay and Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: A revision guide may be available at a cost of approximately \$50.

MATHEMATICS SUBJECTS

MATHEMATICS – For further information please contact the Maths Coordinator



MATHEMATICS

MATHEMATICS (Compulsory)

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

PREFERRED BACKGROUND: Successful completion of Year 9 Mathematics.

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

ASSESSMENT: Skills and Application (Tests and Exam) Folio Investigations

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

MATHEMATICS A

YEAR LEVEL: 11 **LENGTH OF SUBJECT: Semester** **10 credits**

PREFERRED BACKGROUND: Successful completion of Year 10 Pre Mathematics.

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

ASSESSMENT: Skills and Assessment Tasks, Tests and Exam; Mathematical Investigations.

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

MATHEMATICS B

YEAR LEVEL: 11 **LENGTH OF SUBJECT: Semester** **10 credits**

PREFERRED BACKGROUND: Successful completion of Mathematics A.

CONTENT: Topic1; counting and Statistics; Topic 2: Growth and Decay; Topic 3: Introduction to Differential Calculus.

ASSESSMENT: Skills and Assessment Tasks, Tests and Exam; Mathematical Investigations.

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

MATHEMATICS C (Specialist Mathematics)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

NB: This is essential for students wanting to do Specialist Mathematics at Stage 2. Please note – this is likely to be done by correspondence but the school will provide tutorial support of 1 or 2 extra lessons.

PREFERRED BACKGROUND: Highly successful completion of Mathematics A.

CONTENT: Topic 1: Arithmetic and Geometry Sequences and Series; Topic 2: Geometry; Topic 3: Vectors in Plane; Topic 4: Further Trigonometry; Topic 5: Matrices; Topic 6: Real and Complex Numbers.

ASSESSMENT: Skills and Application Tasks, Tests and Exam; Mathematical Investigations.

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

GENERAL MATHEMATICS A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

CONTENT: Topic 1: Investing and Borrowing; Topic 2: Measurement; Topic 3: Statistical Investigation.

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

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

GENERAL MATHEMATICS B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

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

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

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

ESSENTIAL MATHEMATICS A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

NB: This subject is only selectable on teacher recommendation.

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

CONTENT: Topic 1: Calculations, Time and Ratio; Topic 2: Earning and Spending; Topic 3: Geometry.

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

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

MATHEMATICAL METHODS

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: Topic 1: Further Differentiation and Applications; Topic 2: Discrete Random Variables; Topic 3: Integral Calculus; Topic 4: Logarithmic Functions; Topic 5: Continuous Random Variables and the Normal Distribution; Topic 6: Sampling and Confidence Intervals.

ASSESSMENT: Skills and Application Tasks, Mathematical Investigations, Examination – 3 hours.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator approximately \$200.

SPECIALIST MATHEMATICS

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

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

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

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

GENERAL MATHEMATICS

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: Topic 1: Share Investments; Topic 2: Modeling with Linear Relationships; Topic 3: Statistical Models; Topic 4: Financial Models; Topic 5: Discrete Models.

ASSESSMENT: Five Skills and Assessment Tasks, Two Folio Tasks, Examination – 2 hours.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator at approximately \$200 new.

ESSENTIAL MATHEMATICS

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

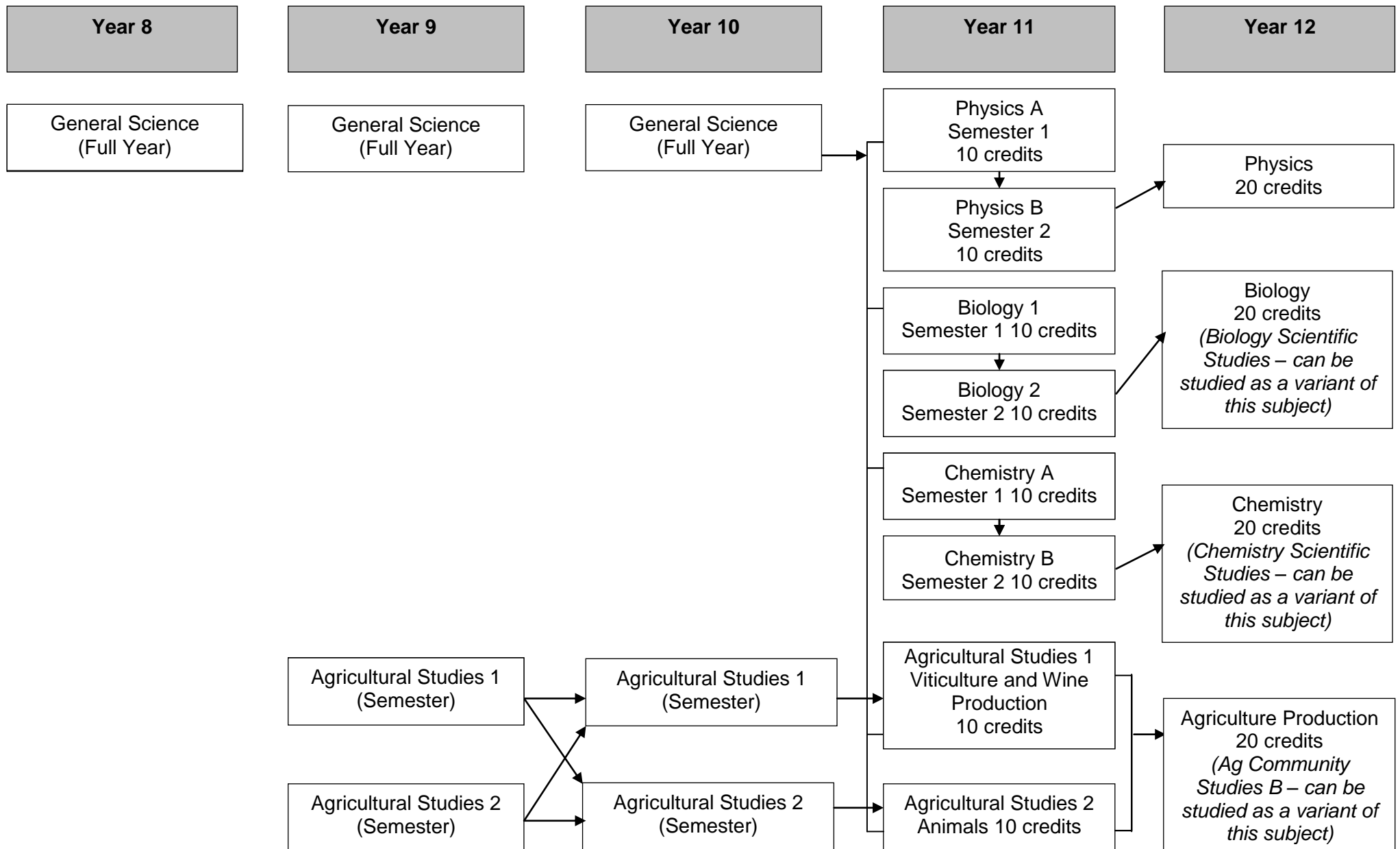
CONTENT: Topic 1: Scales, Plans and Models; Topic 2: Measurement; Topic 3: Statistics; Topic 4: Investment and Loans; Topic 5: Share Investments.

ASSESSMENT: Four Skills and Assessment Tasks, Three Folio Tasks, Examination – 2 hours.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Mathematics Revision Guide, approximately \$25 each. Students are required to have a graphics calculator at approximately \$200 new.

SCIENCE SUBJECTS

SCIENCE – For further information please contact the Science Coordinator



SCIENCE

GENERAL SCIENCE

YEAR LEVEL: 10

LENGTH OF SUBJECT: Full Year

PREFERRED BACKGROUND: No pre-requisites.

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

ASSESSMENT: Skills and Assessment Tasks, Folio, Tests and Exams.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

AGRICULTURAL STUDIES 1

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

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

CONTENT: This Agriculture subject covers the preparation of Sheep for the Adelaide Show and Horticulture.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

AGRICULTURAL STUDIES 2

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

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

CONTENT: This Agricultural subject will cover animal husbandry involving Sheep and Pigs.

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Possible excursions.

PHYSICS A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

CONTENT: Students are introduced to the language and symbols of Physics. They analyse linear motion and force in one dimension, and electric circuits. Students carry out experiments and use tables and graphs to explore these concepts of physics.

ASSESSMENT: Skills and Application Tasks (Tests and Exams), Folio (Practicals, skills and inquiry tasks and Science as a human Endeavour task.).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide.

PHYSICS B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Physics A.

CONTENT: Students apply their understanding of motion and force from Physics A to develop conceptual understanding of momentum and energy. They examine wave phenomena and apply this knowledge to sound and light, and consider the structure of the atom. Students carry out experiments and use tables and graphs to explore these concepts of physics.

ASSESSMENT: Skills and Application Tasks (Tests and Exams), Folio (Practicals, skills and inquiry tasks and Science as a human Endeavour task.).

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide.

BIOLOGY 1

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Completion of Year 10 Science.

CONTENT: There are two distinct areas of study in this course; 'cells and microorganisms' and 'biodiversity and ecosystem dynamics'.

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

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

ASSESSMENT: Folio (Deconstruction practical and Science as a Human Endeavour tasks), Skills and Applications Tasks, Ecosystems booklet/exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: \$80 for a camp to Yookamurra, \$45 for a text book to be used for the year.

BIOLOGY 2

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Completion of Stage 1 Biology 1.

CONTENT: The two topics for this course include: 'infectious disease' and 'multicellular organisms'.

Infectious disease: students examine various pathogens, spread, control and immune system response. They learn the components of the immune system and investigate ethical decisions surrounding disease control.

Multicellular organisms: students examine structure/function of multicellular organisms and investigate human/plant systems, including circulatory, respiratory, excretory and digestive.

ASSESSMENT: Investigation Folio (Practical and Science as a Human Endeavour tasks), Skills and Applications Tasks and exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil.

CHEMISTRY A

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Science.

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

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

ASSESSMENT: Skills and Application Tasks (Tests/Exams), Investigations Folio (Practical and Science as a Human Endeavour).

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator. SASTA SACE Stage 1 Chemistry Workbook \$45.

CHEMISTRY B

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Stage 1 Chemistry A.

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

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

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students must have access to a scientific and/or graphics calculator. SASTA SACE Stage 1 Chemistry Workbook (to be purchased Semester 1).

AGRICULTURAL STUDIES 1 – VITICULTURE AND WINE PRODUCTION

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

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

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

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

AGRICULTURAL STUDIES 2 – ANIMALS

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

CONTENT: A course providing background for Year 12 Agriculture and Biology. Students learn Animal Husbandry.

ASSESSMENT: Agricultural Reports, Applications.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Excursions.

PHYSICS

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: Students cover subtopics in motion and relativity, electricity and magnetism, and light and atoms. There are application tasks to reinforce the student's conceptual understanding. Students design and carry out experiments and consider Physics as a human Endeavour.

ASSESSMENT: Skills and Applications Tasks (Tests and Exams) Folio (Practicals, skills and inquiry tasks and Science as a Human Endeavour tasks) and External Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: SACE Revision Guide \$30.

BIOLOGY

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: The topics for Stage 2 Biology are: DNA and Proteins, Cells as the basis of life, Homeostasis and Evolution. The three strands of Science; science inquiry skills, science as a human Endeavour and science understanding are integrated throughout the course.

ASSESSMENT: Investigations Folio (includes two practicals and one Science as a Human Endeavour task), Skills and Applications Tasks (includes four tests) and External Exam.

SPECIAL REQUIREMENTS/COSTS OF COURSE: SASTA revisions guide approximately \$30.

Biology can be studied as a variant: **SCIENTIFIC STUDIES - BIOLOGY**

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: The topics will follow the Stage 2 Biology course and will include assessments around; Science Inquiry Skills and Science as a Human Endeavour.

ASSESSMENT: Inquiry Folio which includes 5 small tasks including a SHE task, collaborative inquiry and an external individual inquiry worth.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

CHEMISTRY

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: Topics include: Monitoring the Environmental Chemistry, Managing Chemical Processes, Organic and biological Chemistry, Managing Resources. Throughout all topics studies will cover Science inquiring Skills.

ASSESSMENT Investigations Folio (Practicals, Science as a Human Endeavour), Skills and Applications Tasks (Tests) and External Exam - 3 hours.

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

Chemistry can be studied as a variant: SCIENTIFIC STUDIES - Chemistry

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: The topics will follow the Stage 2 Chemistry course and will include assessments around; Science Inquiry Skills and Science as a Human Endeavour.

ASSESSMENT: Inquiry Folio which includes 5 small tasks including a SHE task, collaborative inquiry and an external individual inquiry worth.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Nil

AGRICULTURE PRODUCTION

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

CONTENT: School assessed work will be based on local horticultural and animal husbandry. Externally Assessed work will be an individual Production Investigation, where students will develop and run a small scale enterprise, of their choice, and evaluate their production goals.

ASSESSMENT: Agriculture Reports, Applications tasks and an External Production Investigation - a maximum of 2000 words.

SPECIAL REQUIREMENTS/COSTS OF COURSE: The External Production Investigation will require students, in a number of situations, to supply their own equipment and resources needed to run and manage their investigation. Students may need to participate in the Adelaide Show and a small cost will be required.

Agriculture can be studied as a variant: **COMMUNITY STUDIES B - AGRICULTURE**

YEAR LEVEL: 12

LENGTH OF SUBJECT: Full Year

20 credits

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

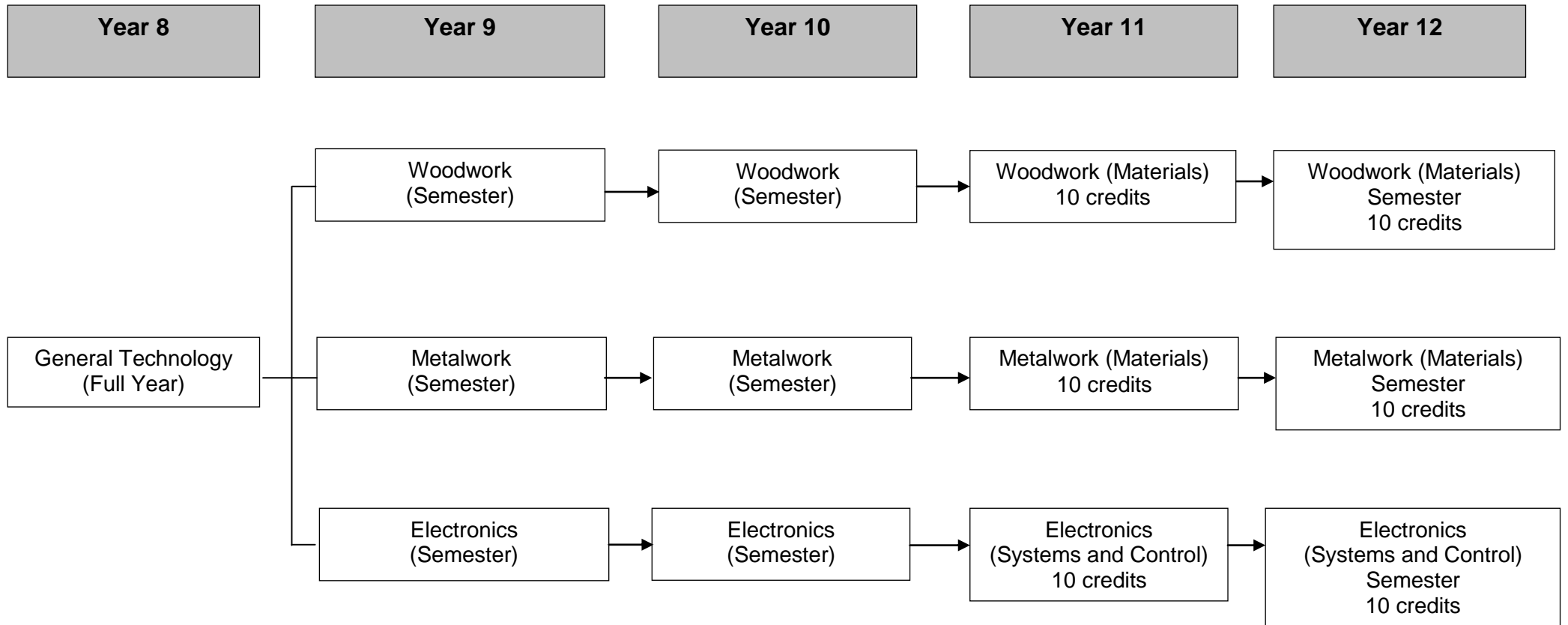
CONTENT: Students will be following the Stage 2 Agriculture course with a focus on Animal Husbandry, local horticulture and preparation for the Adelaide show

ASSESSMENT: 5 folio tasks and an external Community Application Activity.

SPECIAL REQUIREMENTS/COSTS OF COURSE: Students may need to participate in the Adelaide Show and there will be a cost involved.

TECHNOLOGY SUBJECTS

TECHNOLOGY – For further information please contact the Technology Coordinator



Year 12 must combine 2 x 10 credits for TAS to Count towards ATAR.

TECHNOLOGY

WOODWORK

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

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

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

ASSESSMENT: Students are assessed in accordance to the Australian Curriculum Standards for this curriculum area.

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

Important Information: This course is compulsory if the student intends to study any future Woodwork.

ELECTRONICS

YEAR LEVEL: 10

LENGTH OF SUBJECT: Semester

PREFERRED BACKGROUND: Successful completion of Year 9 Electronics.

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

ASSESSMENT: Students are assessed in accordance to the Australian Curriculum Standards for this curriculum area.

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

Important Information: This course is compulsory if the student intends to study any future Electronics.

METALWORK

YEAR LEVEL: 10

LENGTH OF SUBJECT: 1 Semester

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

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

ASSESSMENT: Students are assessed in accordance to the Australian Curriculum Standards for this curriculum area.

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

Important Information: This course is compulsory if the student intends to study any future Metalwork.

WOODWORK (Materials)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

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

ASSESSMENT: The SACE Board requires that students complete a series of Design and Practical summative tasks at Stage 1 level.

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

Important Information: This course is compulsory if the student intends to study any future Woodwork.

ELECTRONICS (System and Control)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 10 Electronics.

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

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

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

Important Information: This course is compulsory if the student intends to study any future Electronics.

METALWORK (Materials)

YEAR LEVEL: 11

LENGTH OF SUBJECT: Semester

10 credits

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

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

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Part of the school fee covers the basic course. This covers materials used for projects and consumable items (e.g. welding electrodes). Students will need to meet the cost of extra materials for their major projects.

Important Information: This course is compulsory if the student intends to study any future Metalwork.

WOODWORK (MATERIALS)

YEAR LEVEL: 12

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Woodwork.

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

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

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

ELECTRONICS (SYSTEMS AND CONTROL)

YEAR LEVEL: 12

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Electronics.

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

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

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

METALWORK (MATERIALS)

YEAR LEVEL: 12

LENGTH OF SUBJECT: Semester

10 credits

PREFERRED BACKGROUND: Successful completion of Year 11 Metalwork.

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

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

SPECIAL REQUIREMENTS/COSTS OF COURSE: Part of the school fee covers the basic course. This covers materials used for the Skills Task and consumable items (e.g. welding electrodes). Students will need to meet the cost of materials for their major project.

VOCATIONAL EDUCATION TRAINING

Regional Vocational Education and Training (VET) PROGRAMS

What is Vocational Education and Training (VET)?

VET refers to national vocational qualifications that are endorsed by industry. VET also includes developing specific industry-related skills through:

- off-the-job learning – at school or with another training provider and
- on-the-job learning – at one or more workplaces.

Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships), further training and skilled jobs.

What are Riverland Regional VET Programs?

The aim of our Regional VET programs is to provide Year 11 and 12 students in Riverland schools with increased pathway options through the provision of a wide range of VET choices. Regional VET programs are hosted by schools and Registered Training Organisations (RTOs) and are available for students from Riverland schools to enrol in.

A list of Regional VET Programs being offered is provided below. For more information on specific VET programs please contact the VET coordinator.

What are the benefits of choosing VET?

Some of the benefits are:

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

How will doing a VET Program contribute to my SACE?

The recognition arrangements for VET in the SACE enable students to include significant amounts of VET in their SACE studies. Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

Within these 150 VET assessed credits students must also fulfil the literacy and numeracy requirements of the SACE. The remaining 20 SACE credits are derived from the Personal Learning Plan (10 credits) and the Research Project (10 credits). Students can use a vocational context in completing these subjects (ie can be related to your VET program).

Each course offered as part of our Regional VET Programs provides SACE information relevant to that particular program (ie number of SACE credits and SACE stage). Please refer to the detailed information about each program from your VET Coordinator for more information about VET in the SACE or visit the SACE Board website:

www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training.

Will I have to pay to participate in a Regional VET Program?

The cost of each course varies. While the school subsidizes the courses, there may still remain a significant cost to the parent/caregiver. Only the first course chosen by the student is subsidized; cost for subsequent courses are the responsibility of the students and parent/caregiver. The school will contribute to the cost of the training up to a maximum of \$500. Parents will need to pay for the residue of the training costs plus any extra cost associated with the course (e.g. safety equipment, ID card, materials). If you have any queries regarding financial assistance then please contact Felicity Ziegler.

If a student fails to complete a course to a passing standard (for example: because of poor attendance or lack of commitment) the parent/caregiver will be asked to refund the schools contribution.

The Training Guarantee for SACE Students (TGSS) scheme can help put students on a rewarding vocational career and jobs pathway. The scheme enables SACE students to undertake VET

training at an approved Registered Training Organisation (RTO) in qualifications that are prescribed by the Department of Further Education, Employment, Science and Technology (DFEEST), and guarantee them a training place after completing SACE to finish the qualification they have started. Training at Certificate II level is fee-free. There are some fees for Certificate III and higher qualifications. You will have to pay for personal items such as tools, clothing and materials for your training.

To be eligible for the Training Guarantee, students must:

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

For more information on TGSS, see the VET Coordinator.

How will I travel to my VET program?

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

Will doing a VET program affect my other subjects?

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

What other SACE subjects could I study that are relevant to my VET program?

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

Will I need to do some workplace learning as part of my VET program?

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

The Department for Education provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:

- Occupational Health and Safety (OHS) in the workplace
- insurance arrangements and implications
- equal opportunity and harassment in the workplace
- child protection
- Specific requirements of the workplace provider.

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

What Regional VET Programs can I enrol in for 2020?

Below is a current list of the programs offered for 2020.

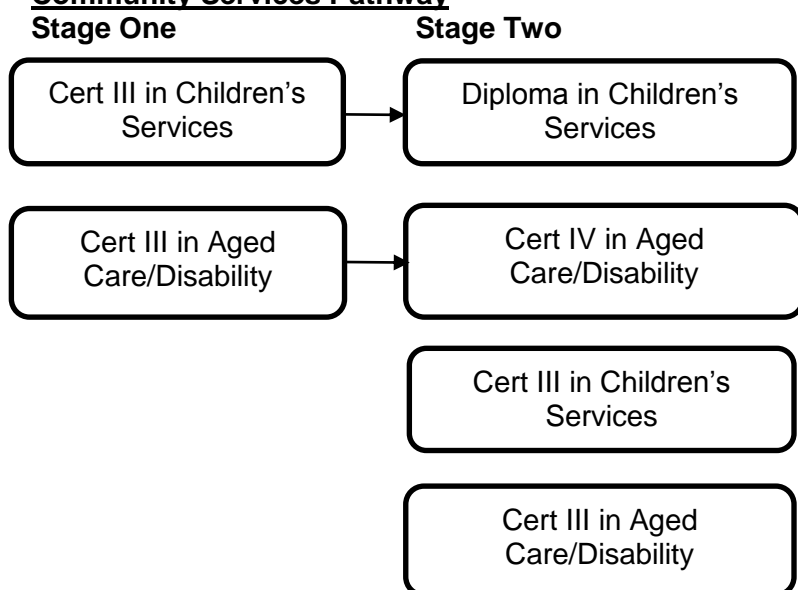
The program information following was correct at the time of printing. There is also a possibility that new programs will be added. It is not guaranteed that all programs will run, as formation of classes is based on viable numbers of students selecting programs.

VET Programs

Please note the following courses are subject to change and are dependent on enrolment numbers:

**** The number of SACE credits are a guide and may change based on modules completed.**

Community Services Pathway



Children's Services

Certificate III in Children's Services

Course Length: 1 Year Approx.

SACE Credits: 70 (Stage One or Two)

Students study Cert III in Children's Services, which can lead to employment in pre-school and childcare centres. Diploma will be offered the following year. The career options are endless: Nanny, Child Care assistant, Family Day Care Worker. Students are also required to undertake 140 hours of work placement.

Diploma of Children's Services

Course Length: 1 Year Approx.

SACE Credits: -

(Stage Two – must complete Certificate III)

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard. This course can lead to a direct entry to Early Childhood Education at some Universities. Students are also required to undertake 140 hours of work placement.

Nursing (Aged and Disability Care)

Certificate III in Aged Care & Disability

Course Length: 1 Year Approx.

SACE Credits: 70 (Stage One or Two)

Students study a Cert III in Aged Care. This allows students to gain employment in the aged care industry and can be used as a prerequisite for study as an Enrolled Nurse. There is also opportunity to undertake a Cert IV the following year. Students are also required to undertake 140 hours of work placement.

Certificate IV in Aged Care

Course Length: 1 Year Approx.

SACE Credits: -

(Stage Two – must complete Certificate III)

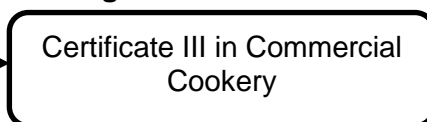
Students in these occupational groups work in residential facilities and carry out activities related to the maintenance of an individual's wellbeing through personal care and/or other activities of living. These workers may provide services to individuals with complex needs, and/or work with groups of older people. Work may include training and support to promote independence and community participation. The course can lead to direct entry to Registered Nursing at some Universities. Students are also required to undertake 140 hours of work placement.

Hospitality Pathway

Stage One



Stage Two



Kitchen Operations

Course Length: 1 Year Approx.

SACE Credits: 55

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

Commercial Cookery (Certificate III)

Course Length: 1 Year Approx.

SACE Credits: 70

This qualification reflects the role of commercial cooks who use a wide range of cookery skills. They use discretion and judgement and have a sound knowledge of kitchen operations. They work with some independence and under limited supervision and may provide operational advice and support to team members

Hospitality (Certificate III)

Course Length: 1 Year Approx.

SACE Credits: 50

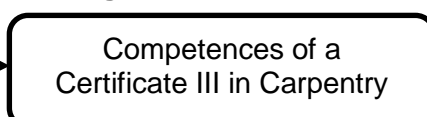
This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs cafes and coffee shops. It provides options for specialisation in areas such as food and beverage attendant, espresso coffee machine operator, restaurant host, bartender & waiter

Construction Pathway

Stage One



Stage Two



Certificate II Doorways to Construction

Course Length: 1 Year Approx.

SACE Credits: 50

This covers a wide range of skills ranging from paving, brick and cement work and many other construction forms. It leads to a Year 12 course called Construction Certificate, which includes Cert III Competencies.

Certificate III in Carpentry

Course Length: 1 Year Approx.

SACE Credits: 40

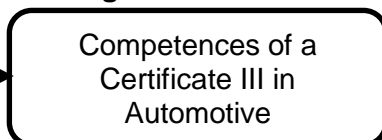
Competencies for Certificate III in Carpentry: This qualification puts student on a strong pathway toward a trade outcome in carpentry, covering work in residential and commercial applications.

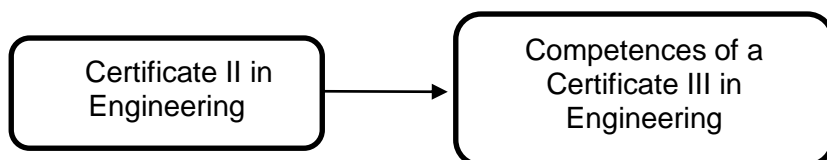
Engineering/Automotive Pathways

Stage One



Stage Two





Multi-Trades (Automotive/Engineering)

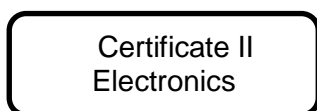
Course Length 1 or 2 Years Approx.

SACE Credits: 70/year

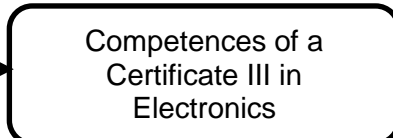
Students undertake units from Cert II or III in the following Trade areas: Mechanical (Workshop machinery and power tools), Fabrication (Welding) Automotive (Servicing of batteries, engines, operations). This program takes place at the Berri TAFE and can be continued in Year 12.

Electrical Pathway

Stage One



Stage Two



Electronics (Certificate II)

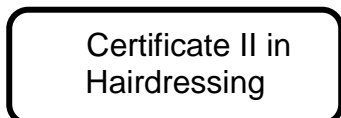
Course Length: 1 year

SACE Credits: 60

The course takes place at Berri TAFE. This course is a good foundation for both electrical and electronics.

Hair/Beauty Pathway

Stage One



Stage Two



Cert II in Hairdressing

Course Length: 1 Year Approx.

SACE Credits: 50

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

Pathways to Certificate III in Hairdressing

Course Length: 1 Semester Approx.

SACE Credits: 25

This will take you another step closer to your hairdressing apprenticeship. Certificate III in Hairdressing is a very expansive qualification with 32 subjects. With this course and the units that transfer from your Certificate II in Hairdressing you will be almost half way through your qualification. This is a bonus to employers as you will have already almost completed half of your

off-the-job training once completing this course. During 'pathways' you will develop the skills to be able to provide service and advise to clients with all the fundamentals of styling, including long hair styling, thermal and creative styling. You will also develop your skills and knowledge in hairdressing science and treating hair and scalp conditions

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

Course Length 1 Year Approx.

SACE Credits: 35

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

Production Pathway

Stage One

Certificate II in
Horticulture

Stage Two

Rural Operations
(Certificate III)

Horticulture
SACE Credits: 40

Course Length: 1 Year Approx.

Rural Operations
SACE Credits: 40

Course Length: 1 Year Approx.

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

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

Advanced Engineering CAD/CAM
SACE Credits: 40

Course Length: 1 Year Approx.

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

Animal Care
SACE Credits: 60

Course Length: 1 Year Approx.

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

Business
SACE Credits: 70

Course Length: 1 Year Approx.

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

Micro Business
SACE Credits: 60

Course Length: 1 Year Approx.

This is a comprehensive course designed to give potential small business operators the skills required to measure business viability. It covers a range of operational practices necessary to research a small business environment. 5 core units plus 5 electives.

Media
SACE Credits: 60

Course Length: 1 Year Approx.

Entry level qualification for those looking to enter the creative digital media industry. This course is designed to provide an introduction to media-related industries obtaining skills in a variety of digital media software. This is a highly practical course using real-world scenarios.

Fitness
SACE Credits: 60

Course Length: 1 Year Approx.

Certificate III in Fitness, this qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities.

Information Technology
SACE Credits: 70

Course Length: 1 Year Approx.

A completed Certificate III is offered, which will provide the skills and knowledge in introductory ICT technical functions.

AUSTRALIAN SCHOOL BASED APRENTICESHIP

ASBA - SCHOOL-BASED APPRENTICESHIPS

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

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

What are the benefits of undertaking a School Based Apprenticeship or Traineeship?

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

Does an Australian School-Based Apprentice get paid?

Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian School-Based Apprenticeship take to complete?

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

How much time does a School-Based Apprentice spend away from school?

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

What are Apprenticeship Brokers?

Apprenticeship Brokers are employed by the Department for Education as part of the Trade Schools for the Future strategy. Their role is to facilitate School- Based Apprenticeships between students, parents/caregivers, employers, schools and Registered Training Organisations. This involves negotiation of work day(s) or hours at work and a review of students' individual learning plans for SACE completion. An Apprenticeship Broker can work closely with students, school staff and parents/caregivers to connect students with employers to establish School-Based Apprenticeships.

How can I meet with an Apprenticeship Broker?

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

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