



**Unley**HighSchool

Established 1910

# 2017 Curriculum Handbook

# MESSAGE FROM THE PRINCIPAL



The Curriculum Handbook is designed to help students to choose subjects that will support them to achieve success and assist them in their life after school.

When choosing, evidence suggests that students should select subjects that:

- enable them to work to their strengths
- are challenging
- they enjoy studying
- provide the qualifications or background knowledge they need for the future
- keep options open.

It takes self-awareness and honest self-evaluation to choose subjects that support success. Research however, indicates that students are more likely to choose subjects because of peer pressure or parental influence rather than knowledge of their own strengths and goals. This means it is important for students to seek advice and support widely – from their teachers, past students, from online resources and to honestly review their academic record. This will help with clearer decision making.

It is the role of friends and family to help students recognise their strengths and provide feedback that supports them to believe in themselves and their abilities. It is not to persuade or encourage students to make choices that they themselves deem to be important.

We have consulted Learning Areas to produce a booklet that provides an overview of subjects to assist in the important process of subject selection.

**Brenda Harris**  
**Principal**



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# SUBJECT SELECTION PROCESS

## SUBJECT SELECTION

In selecting their courses for next year, students should ask themselves the following questions:

- In which subjects am I experiencing success?
- Which subjects give me the most personal satisfaction and enjoyment?
- What are my plans for future employment or tertiary study? Which subjects are necessary for me to achieve my goals?
- Am I keeping my options open so that I can change my mind about what I want to do in the future?
- Which subjects will help me to develop skills in areas that interest me and to use my leisure time in a more productive way?
- Which subjects will help me understand the society I live in and my rights and responsibilities as a member of my community?
- Am I considering attending an interstate university? Should I consider English as a Stage 2 subject to meet interstate entrance requirements?

## SELECTION PROCESS FOR SENIOR SCHOOL STUDENTS YEARS 10 – 12

The subject selection process for Year 10-12 will start at the beginning of Term 3.

Students will spend two lessons with their home group teacher to begin thinking about their chosen career pathways and relevant subject selections.

They will have the opportunity to pre-select their subjects online from home with their parents/caregivers.

A member of the subject selection team will support and provide information on subject choice to Years 10 and 11 students, ideally with a parent/caregiver in attendance. The options available should be discussed with parents. If they are unable to attend, parents/caregivers will be required to sign the subject selection sheet.

Following this course counselling appointment, online access to subject selection will be locked in. A receipt of selections will be printed and a copy signed by parents.

Subject re-counselling with the Senior Subject Counsellor or Year Level Manager will be required to make any changes, under extreme circumstances, after this point.

## SUBJECT SELECTION FOR MIDDLE SCHOOL STUDENTS YEARS 8 – 10

The subject selection process for Year 8 and 9 students will begin in term 3, week 2.

Students will spend two lessons with their home group teacher making their initial choices. They will then discuss their selections at home with their parents. Their final selection is to be made in consultation with their parents/ caregivers and entered online via web preferences.

Students' final selection form must be printed and signed by their parents before it is returned to their home group teacher.

Students will only have one attempt to submit their subject choices online. Once the receipt is printed these subject choices will be locked in. Subject re-counselling with the Year Level Manager will be required to make any changes, under extreme circumstances, after this point.

Parents who require assistance to support their child to make the appropriate selections are encouraged to contact their child's home group teacher.

### Senior School / Middle School

Other staff who can provide more detailed information include:

- subject teachers
- subject Coordinators
- year Level Managers
- student Counsellors.

Students need to be aware that the subjects they choose during the subject selection process, (including reserve subjects), will form their educational program for the next year. Changes to chosen subjects will only occur if it is demonstrated that the change is needed to support a change in career direction. Subject changes will not be made because the student does not like the subject, the teacher, other students or they have just changed their mind.

## LEARNING TECHNOLOGIES

Unley High School is a technology-rich learning environment, integrating technology into all teaching and learning areas.

To fully meet students' learning needs technology should always be available. All Years 8, 9 and 10 students will have their own iPad at the commencement of the academic year. Information about mandatory software is available on the school website. Senior students are encouraged to use their own devices which can be linked to the school network. Some school computers are also available for student use.

# SUBJECT OUTLINES

## SUBJECTS OFFERED IN YEAR 8

All Year 8 students follow the Australian Curriculum.

### Compulsory Subjects

Subject	Length
Design & Technology Studies	pg 83 Term
English or	pg 31 Full Year
English as an Additional Language (EAL)	pg 36 Full Year
Languages other than English (LOTE)	pg 58 Full Year
Students <u>must</u> choose one language from either Chinese pg 59, French pg 62, Greek pg 64 or Italian pg 66	
Mathematics	pg 69 Full Year
Health and Physical Education	pg 41 Semester
Humanities & Social Sciences (HASS)	pg 50 Full Year
Science	pg 76 Full Year
Technology - Food & Textile	pg 95 Term

### Choice Subjects

**Arts: Students choose TWO of the following for a semester each**

Art	pg 15 Semester
Drama	pg 22 Semester
Music	pg 26 Semester
Rowing	pg 47 Full Year
(by application and selection)	

## SUBJECTS OFFERED IN YEAR 9

All Year 9 students follow the Australian Curriculum.

### Compulsory Subjects

Subject	Length
English or	pg 31 Full Year
English as an Additional Language (EAL)	pg 36 Full Year
Mathematics	pg 69 Full Year
Languages Other Than English (LOTE)	pg 58 Full Year
Students <u>must</u> take the same language as in Year 8 (Chinese pg 59, French pg 62, Greek pg 64 or Italian pg 66)	
Health & Physical Education (or Rowing)	pg 41 Semester
Science	pg 76 Full Year
History	pg 50 Semester

### Choice Subjects

**Students must choose the equivalent of FOUR semesters from the Choice Subjects.**

**Arts: Students must choose at least one semester**

Art	pg 15 Semester/Full Year
Design	pg 15 Semester/Full Year
Drama A & B	pg 22 Semester/Full Year
Music A & B	pg 26 Full Year
Specialist Rowing	pg 47 Full Year
(by application and selection)	

**Design & Technology: Students must choose at least ONE but no more than two semesters**

Art Metalwork	pg 84 Semester
Food & Textile Technology	pg 95 Semester
Food, Culture and Fashion	pg 95 Semester
Food, Nutrition and Fashion	pg 95 Semester
Materials Technology	pg 83 Semester
Metalwork	pg 84 Semester
Woodwork	pg 83 Semester
Fashion Design Studio	pg 84 Semester

**Additional Options: Students may choose at least ONE semester**

PE Extension	pg 41 Semester
Financial Management	pg 52 Semester
Civics and Citizenship	pg 51 Semester
Geography	pg 51 Semester

Workshop space in Woodwork and Metalwork is limited and not all preferences in these areas can be granted. In the event of too many applicants, positions are determined by ballot.

# SUBJECT OUTLINES

## SUBJECTS OFFERED IN YEAR 10

All Year 10 students follow the Australian Curriculum.

### Compulsory Subjects

Subject	Length
English or English as an Additional Language (EAL)	pg 31 Full Year
Health & Physical Education (or Rowing)	pg 36 Full Year
Mathematics	pg 42 Semester
Mathematics	pg 70 Full Year
Personal Learning Plan (PLP) SACE, Stage 1 Subject	pg 13 Semester
Science	pg 76 Full Year
History	pg 52 Semester

### Choice Subjects

Students must choose the equivalent of FIVE semesters from the Choice Subjects.

**Arts: Students must choose at least ONE semester**

Art A & B	pg 16	Semester/Full Year
Design A & B	pg 16	Semester/Full Year
Mixed Media/Craft	pg 16	Semester
Drama A & B	pg 22	Semester/Full Year
Drama Stagecraft	pg 23	Semester
Music A & B	pg 27	Full Year

**Students may study ONE language**

Chinese	pg 60	Full Year
French	pg 62	Full Year
Greek	pg 64	Full Year
Italian	pg 66	Full Year

**Design & Technology: Students must choose at least ONE semester**

Art Metalwork	pg 86	Semester
CAD Graphics	pg 87	Semester
Child Studies	pg 96	Semester
Fashion Design Studio	pg 86	Semester
Information Technology	pg 87	Semester
Food Preparation and Nutrition	pg 95	Semester
Information Processing and Publishing	pg 53	Semester
Materials Technology	pg 85	Semester
Metalwork	pg 85	Semester
Woodwork	pg 85	Semester

### Health & Physical Education

Health & Physical Education	pg 42	Semester
Outdoor Education	pg 42	Semester
Specialist Rowing A & B	pg 48	Semester

**Additional Options: Students may choose at least ONE semester**

PE Extension	pg 42	Semester
Outdoor Education	pg 42	Semester
Geography	pg 52	Semester

In the event of too many students choosing Woodwork, positions will be decided by ballot. Students who were balloted out of Woodwork in Year 9 will be given preference if they select Woodwork in Year 10.

## 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 certificate is based on two stages of achievement: Stage 1 (Year 11) and Stage 2 (Year 12).

## When will it start?

The SACE begins with the compulsory subject called the Personal Learning Plan, undertaken in Year 10. The SACE continues through Years 11 and 12.

## 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+ to 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 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 certificate, students must earn 200 credits. 10 credits are equivalent to one semester in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (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 Studies at Stage 1
- Research Project at Stage 2, (undertaken in Year 11) worth 10 credits
- 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 a C grade or better in these subjects to complete the SACE successfully.

## All SACE courses are assessed against Performance Standards.

For further information about SACE subjects, please visit the SACE website at [www.sace.edu.au](http://www.sace.edu.au)

## SACE Credits

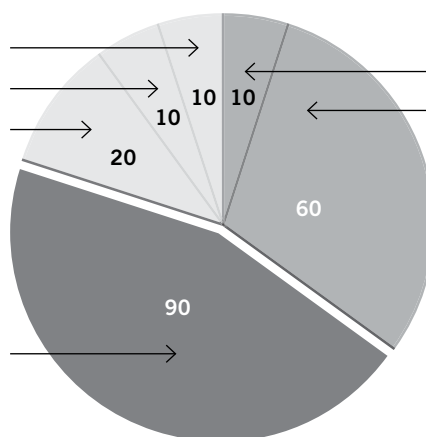
'C' Grade or better

Stage 1 or Stage 2 Numeracy 10 Credits

Stage 1 Personal Learning Plan 10 Credits

Stage 1 or Stage 2 Literacy 20 Credits

Stage 1 or Stage 2 Subjects and/or courses  
90 Credits



'C' Grade or better

Stage 2 Research Project 10 Credits

Stage 2 Subjects and/or Courses 60 Credits

### SACE = 200 Credits

Requirements Stage 1 = 10 credits

Requirements Stage 1 or Stage 2 = 30 credits

Requirements Stage 2 = 70 credits

Additional courses = 90 credits

# SUBJECT OUTLINES

## SUBJECTS OFFERED IN YEAR 11 (STAGE 1)

Year 11 is the same as Stage 1. As well as subjects offered at Unley High School there are a number of other choices available to students. Students choose a total of 110 SACE credits. Full year subjects count as 20 credits and semester subjects count as 10 credits.

**For the SACE (South Australian Certificate of Education) students must choose:**

- 20 credits from a range of English or English as a Second Language courses
- 10 credits from a range of Mathematics courses
- 10 credits – Stage 1 (completed in Year 10) Personal Learning Plan.

**For the SACE, in most cases, students will choose:**

- 10 credits – Stage 2 Research Project

**Students are required to achieve a C or better in each of these compulsory subjects.**

### **a) Vocational Education and Training**

VET courses are industry-based courses which are accredited as part of a certificate in Further Education. At Unley High School, we provide a general secondary education, integrated with entry-level VET programs, to assist senior students along broad Industrial Pathways.

### **b) Students can apply for VET courses during subject selection interviews**

### **c) School Based Traineeships and Apprenticeships**

Under the New Apprenticeship Scheme, students may undertake an apprenticeship or traineeship which combines work, school and a TAFE course.

Further information about all VET options is available from The VET Coordinator.

*Due to the ongoing development of the Australian Curriculum, SACE courses offered in this handbook were correct at the time of publication, however they may change.*

## SUBJECTS OFFERED IN YEAR 11 (STAGE 1) – CONTINUED

**Students must choose 70 CREDITS from any of the courses listed below.**

Ancient Studies	(10 SACE credits)
Biology A – Semester 1	(10 SACE credits)
Biology B – Semester 2	(10 SACE credits)
Business and Enterprise	(10 SACE credits)
Chemistry A – Semester 1	(10 SACE credits)
Chemistry B – Semester 2	(10 SACE credits)
Chinese (background speakers)	(20 SACE credits)
Chinese A & B (continuers)	(20 SACE credits)
Creative Arts – Craft/Mixed Media	(10 SACE credits)
Design and Technology – Communication Products CAD Graphics A – Semester 1	(10 SACE credits)
Design and Technology – Communication Products CAD Graphics B – Semester 2	(10 SACE credits)
Design and Technology – Material Products Furniture Construction A – Semester 1	(10 SACE credits)
Design and Technology – Material Products Furniture Construction B – Semester 2	(10 SACE credits)
Design and Technology – Material Products Metalwork/Art Metalwork	(10 SACE credits)
Design and Technology – Material Products – Fashion Design Studio	(10 SACE credits)
Drama A – Australian Drama – Semester 1	(10 SACE credits)
Drama B – 20th Century influences in Theatre	(10 SACE credits)
English A & B	(20 SACE credits)
English Literary Studies A & B	(20 SACE credits)
Essential English A & B	(20 SACE credits)
English as an Additional Language (EAL) A & B	(20 SACE credits)
Food and Hospitality (Creative Food Preparation)	(10 SACE credits)
Food and Hospitality (Food and Culture)	(10 SACE credits)
French A & B (continuers)	(20 SACE credits)
Geography	(10 SACE credits)
Health A – Peer Support – Semester 1	(10 SACE credits)
Health B – Contemporary Issues – Semester 2	(10 SACE credits)
Modern History	(10 SACE credits)
Information Processing and Publishing	(10 SACE credits)
Information Technology A – Semester 1	(10 SACE credits)
Information Technology B – Semester 2	(10 SACE credits)
Italian A & B (continuers)	(20 SACE credits)
Legal Studies	(10 SACE credits)
General Maths A – Semester 1	(10 SACE credits)
General Maths B – Semester 2	(10 SACE credits)
Mathematics Methods A – Semester 1	(10 SACE credits)
Mathematics Methods B – Semester 2	(10 SACE credits)
Essential Maths A Numeracy – Semester 1	(10 SACE credits)
Essential Maths A – Semester 1	(10 SACE credits)
Essential Maths B – Semester 2	(10 SACE credits)
Specialist Maths A – Semester 1	(10 SACE credits)
Specialist Maths B – Semester 2	(10 SACE credits)
Modern Greek A & B (continuers)	(20 SACE credits)
Music – Advanced A – Semester 1	(10 SACE credits)
Music – Advanced B – Semester 2	(10 SACE credits)
Nutrition	(10 SACE credits)
Outdoor Education	(10 SACE credits)
Physical Education A – Semester 1	(10 SACE credits)
Physical Education B – Semester 2	(10 SACE credits)
Physics A – Semester 1	(10 SACE credits)
Physics B – Semester 2	(10 SACE credits)
Certificate I General Construction – Plumbing Focus	(35 SACE credits)
Psychology	(10 SACE credits)
Society and Culture	(10 SACE credits)
Tourism	(10 SACE credits)
Visual Art – Art A (Cultural / Social Connections) – Semester 1	(10 SACE credits)
Visual Art – Art B (Thematic Approaches) – Semester 2	(10 SACE credits)
Visual Art – Design A (Graphic Design) – Semester 1	(10 SACE credits)
Visual Art – Design B (Architectural Studies) – Semester 2	(10 SACE credits)
Certificate III in Fitness	(60 Stage 2 SACE credits)

# SUBJECT OUTLINES

## SUBJECTS OFFERED IN YEAR 12 AND 13 (STAGE 2)

Students will choose a total of 80 credits.

Students wishing to go to university will choose 80 credits, equivalent to four full year subjects from the list below, achieving a grade of C- or better in 60 credits at Year 12. This cannot include Community Studies.

Students wishing to complete SACE only, must choose 60 credits from the list below and can include Community Studies. An additional 20 credits can come from:

- Another Year 12 subject
- A Year 11 subject
- VET Course.

Students who have not undertaken the Research Project in Year 11, will be automatically enrolled in the Research Project in Year 12. This will be undertaken in addition to Stage 2 subjects selected.

### Year 13 Students

Students returning as Year 13 students will work towards completing their SACE Certificate or improving their Australian Tertiary Admissions Ranking (ATAR). Year 13 students must do a minimum of three full-year subjects to continue attending Unley High School.

### Stage 2

Biology	(20 SACE credits)
Chemistry	(20 SACE credits)
Child Studies	(20 SACE credits)
Chinese (background speakers)	(20 SACE credits)
Chinese (continuers)	(20 SACE credits)
Design and Technology – Communication Products (CAD Graphics)	(20 SACE credits)
Design and Technology – Material Products – Fashion Design Studio	(20 SACE credits)
Design and Technology – Material Products (Furniture Construction)	(20 SACE credits)
Drama	(20 SACE credits)
English	(20 SACE credits)
English Literary Studies	(20 SACE credits)
English as an Additional Language (EAL)	(20 SACE credits)
Essential English (EAL)	(20 SACE credits)
Food and Hospitality Studies	(20 SACE credits)
French (continuers)	(20 SACE credits)
German	(20 SACE credits)
Health	(20 SACE credits)
Information Technology Studies	(20 SACE credits)
Italian (continuers)	(20 SACE credits)
Legal Studies	(20 SACE credits)
Mathematical Methods	(20 SACE credits)
General Mathematics	(20 SACE credits)
Essential Mathematics	(20 SACE credits)
Modern Greek (continuers)	(20 SACE credits)
Modern History	(20 SACE credits)
Music – combined electives	(20 SACE credits)
Nutrition	(20 SACE credits)
Outdoor Education	(20 SACE credits)
Physical Education	(20 SACE credits)
Physics	(20 SACE credits)
Psychology	(20 SACE credits)
Research Project (if not completed satisfactorily in Year 11)	(10 SACE credits)
Society and Culture	(20 SACE credits)
Roof Plumbing Certificate III (partial)	(30 SACE credits)
Specialist Mathematics	(20 SACE credits)
Tourism	(20 SACE credits)
Visual Arts – Art	(20 SACE credits)
Visual Arts – Design	(20 SACE credits)
Certificate III in Fitness	(60 Stage 2 SACE credits)

# INDUSTRY PATHWAYS PROGRAM (IPP)

*Providing opportunities for young people to access quality vocational education and training (VET) programs, vocational literacy and numeracy and career information that create a pathway to their future.*

## What is an Industry Pathways Program (IPP)?

An Industry Pathways Program is a secondary school vocational program that:

- focuses on industry areas where there are skills shortages and good career prospects
- provides practical vocational experiences, including, in workplaces, building skills and understanding of the industry and relevant vocational literacy and numeracy skills
- provides credit towards a recognised Vocational Education and Training qualification which can lead to shorter time spent in an apprenticeship or TAFE studies
- provides pathways into apprenticeships, traineeships, further education or training and direct employment
- provides credit towards some or all of the SACE: Stage 1 and/or Stage 2 and may provide credit towards English and Maths subjects, the Personal Learning Plan and the Research Project.

The following IPP is offered at Unley High School:

**Doorways 2 Construction – Plumbing, Doorways 2 Construction – Plumbing Plus and Certificate III Fitness.**

## Where else can I access other Industry Pathways Programs?

Talk with your VET coordinator to find out how to study an IPP at another school.

Industry Pathway Program offered	School at which program offered	Contact Person
Animal Care	Seaview High School	Richard Harrington
Aquatics	Seaview High School Mitcham Girls High School	Richard Harrington Jill Olifent
Automotive	Urrbrae Agricultural High School Seaview High School	Jane Sulicich Richard Harrington
Aviation (non IPP Stage 2 SACE Scientific Studies)	Australian Science and Mathematics School	Will Halwass
Business Services	Hamilton Secondary College	Heather Thomas
Community Services	Hamilton Secondary College	Heather Thomas
Construction	Pasadena High School Thebarton Senior College	Wendy Lowes Tina Kritikos
Creative Industries	Hamilton Secondary College	Heather Thomas
Digital Media	Hamilton Secondary College	Heather Thomas
Electrotechnology	Blackwood High School	Luke Northcote
Engineering (Fabrication)	Urrbrae Agricultural High School	Jane Sulicich
Engineering (Fabrication/Machining)	Thebarton Senior College	Tina Kritikos
Food Processing	Hamilton Secondary College	Heather Thomas
Media	Seaview High School	Richard Harrington
Primary Industries	Urrbrae Agricultural High School	Jane Sulicich
Sport and Recreation	Hamilton Secondary College	Heather Thomas
Sports Coaching	Pasadena High School	Wendy Lowes
Technical Production	Seaview High School	Richard Harrington
Technical Production (Theatre)	Brighton Secondary School	Hayley Reid
Tourism/Travel	Hamilton Secondary College	Heather Thomas
Plumbing & Fitness	Unley High School	Toby Watts

## How do I find out more about a specific Industry Pathways Program?

Details regarding the course, any fees, times and hours are available from the VET Coordinator or the Inner South VET programs booklet. Please note: whether a course runs or not is dependent upon there being sufficient numbers to make up a viable class.

## Entry to Institutes of Technical and Further Education (TAFE)

Applications are made online, similar to university entrance.

Entries to courses offered by TAFE have different entry requirements and selection criteria varies from program to program. Some degree and diploma courses require completion of SACE Stage 2 and some certificate courses require Stage 1. Details should be obtained from student counsellors, TAFE Information Centre or SATAC and the colleges you wish to attend. [www.tafesa.edu.au](http://www.tafesa.edu.au)

# UNIVERSITY ADMISSION REQUIREMENTS

Each university course in South Australia has prescribed tertiary admission subjects. A summary of the course entry requirements for the universities is detailed in the South Australian Tertiary Institutions Tertiary Entrance Booklet for students in Years 10, 11 and 12. All Year 10, 11 and 12 students are issued with a copy of this booklet for reference.

Students and parents are strongly advised to refer to this booklet and familiarise themselves with the relevant university requirements.

These booklets are also available from all of the universities, South Australian Tertiary Admissions Centre (SATAC), TAFE Information Centre, SACE Board and Centrelink Career Information Centre.

## Prerequisites and Assumed Knowledge

Each university may have some subjects listed as prerequisites and others as assumed knowledge:

- Prerequisites are those subjects which students must take in order to be eligible for a particular course. You must get a subject achievement score of a C or better.
- Assumed knowledge refers to subjects in which the university assumes students will have some prior knowledge, although it is not a requirement for entry to the course. If students wish to study in a course for which there is assumed knowledge of certain subjects, they will be greatly advantaged in their university studies if they take those subjects at Stage 2.

## How is the ATAR calculated?

The university aggregate is calculated by using the scaled points from four subjects out of 20. This aggregate total will be converted to Australian Tertiary Admissions Rank (ATAR) reported on a scale range from 0 -100.

**SATAC website:** [www.satac.edu.au/documents/teb\\_2016.pdf](http://www.satac.edu.au/documents/teb_2016.pdf)

## Changes to the calculation of the University Aggregate

The three South Australian universities and Charles Darwin University in the Northern Territory are changing the rules for calculation of the University Aggregate, and hence the Australian Tertiary Admission Rank (ATAR). This will affect SACE and NTCET Stage 2 students completing their studies in 2015 or later.

### What has changed?

- 90 credits of Tertiary Admissions Subjects (TAS) or Recognised Studies must be presented.
- The Flexible Option now contributes 30 credits to the university aggregate.
- Scaled scores in lieu of VET or higher education are now calculated from the average of the first 70 credits of TAS contributing to the aggregate.

### What has not changed?

- Students must qualify for the SACE/NTCET.
- Rules regarding precluded combinations and counting restrictions.
- The first 60 credits of the aggregate must come from 20 credit TAS (or a valid pair).
- Recognised Studies (e.g. VET, higher education, IB subjects) can only count to a maximum of 20 credits.
- Recognised Studies can only count in the Flexible Option.
- The contribution of the Flexible Option towards the aggregate will always be the best combination of scaled scores derived from the results remaining after the first 60 credits of the aggregate have been calculated.
- SACE/NTCET subjects that are not TAS cannot count in the aggregate.
- The NTCET does not require the completion of the Research Project to gain the Certificate.
- The eligibility for and rules regarding the calculation of the TAFE SA Selection Score.

## HOW YOUR UNIVERSITY AGGREGATE IS CALCULATED FOR 2017

# 60

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.

Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.

Your University Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.

# 30

Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of one or more 20 credit TAS;
- the scaled score of one or more 10 credit TAS (Research Project);
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

## STAGE 1 PERSONAL LEARNING PLAN 10 SACE CREDITS

Successful completion of this subject gains students 10 credits towards their SACE.

The course will focus on transition from school to future study and work.

The course will be defined by three learning areas.

### Introduction to work

Students will:

- prepare for Work Experience by developing application writing, resume preparation and interview skills
- investigate work and the various roles and legal implications of participating in the workforce
- investigate the skills, attitudes and competencies required for successful participation in the workforce.

### Understanding my Learning

Students will:

- develop an Individual Learning Plan which will be used to develop goals and plot a pathway to a successful future
- identify their learning styles and positive learning attributes and work towards a better understanding of their capabilities.

### Pathways to the Future

Students will:

- investigate future career and study pathways including traineeships, apprenticeships and tertiary study
- develop investigation, team work and communication skills
- access online career investigation tools (My Future, Career Works, Job Guide)
- develop portfolios and resumes.

## STAGE 2 RESEARCH PROJECT 10 SACE CREDITS

Students must complete the Research Project at Stage 1 or Stage 2, with a C- grade or better, in order to achieve their SACE.

The Research Project gives students the opportunity to study an area of personal interest in depth. The term 'research' is used broadly, and may include practical or technical investigations, issues-based research or exploratory enquiries. It can be related to other SACE subjects such as Art, Health, Nutrition or History, but students may not repeat or duplicate any studies or research tasks carried out in these subjects.

All students must develop and apply one or more capabilities, such as literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and inter-cultural understanding.

Two types of Research Project are available. Students who enrol in Project Type A cannot gain credit towards their ATAR, whereas students who enrol in Project Type B can gain credit towards their ATAR. We encourage all of our students to enrol in Project Type B (in terms of ATAR it cannot disadvantage them).

Further information is available at:

<http://www.sace.sa.edu.au/web/research-project>

### ASSESSMENT

Both project types have 70% school-based assessment. There are three main tasks.

#### 30% - FOLIO - has three main components:

- Research proposal (maximum 500 words if written, 5 minutes if oral or a mixture if multimodal)
- evidence of research development of one or more capabilities and of learning, such as concept maps, learning logs, annotated articles, notes, sketches, diagrams, surveys and results, interviews
- one (or two) formal discussions with teacher about student's progress. (These are digitally recorded and can then be written as transcripts or reports).

#### 40% - RESEARCH OUTCOME

- This shows the student's key findings, supported with evidence and examples from their research and fully referenced. It could be a written (or oral) report or an essay.
- Alternatively, the outcome could be a product such as a restored motorbike, an art work, an interactive website. In these cases, students will probably need to write (or present orally) an accompanying, fully referenced substantiation of their key research findings and the research processes used.
- If written, 2000 words maximum, if oral, maximum of 12 minutes.

#### 30% - EVALUATION - externally assessed

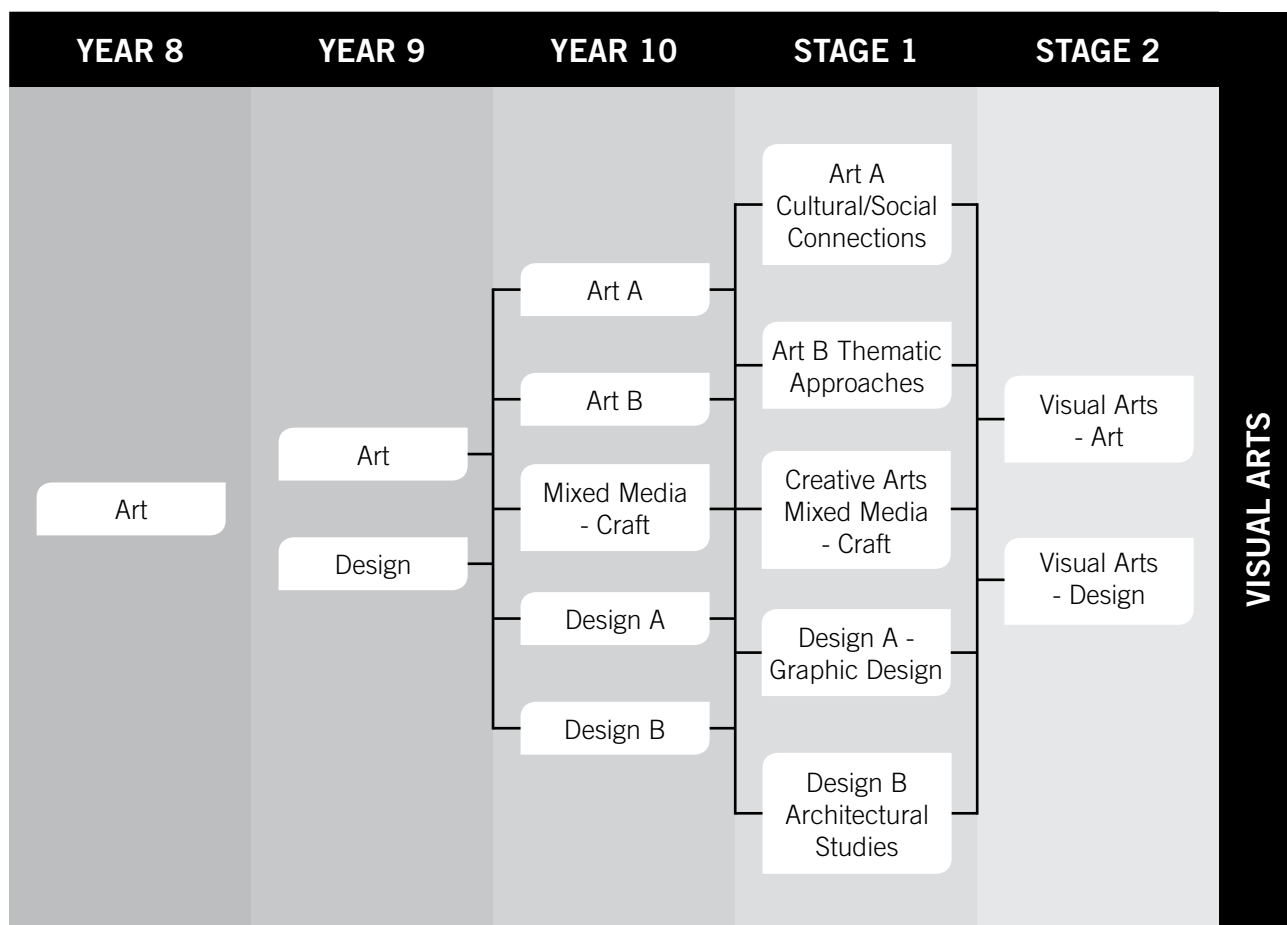
- Students reflect on and make judgements about the usefulness of their research processes and their evidence, decisions made in response to challenges and/or opportunities and the value of their research project to them (and where applicable, to others).
- For Research Project B (may count for ATAR) the Evaluation must be written, maximum 1500 words.

The 70% school-based assessment (which is moderated) and the 30% external assessment are combined for the student's final result, which is reported as a grade between A+ and E-.

# ARTS – VISUAL ARTS



COURSE COORDINATOR **TRISH COLMAN**



## YEAR 8 ART

**LEVEL: Year 8**

**LENGTH: 1 Semester**

**Recommended background: Nil**

### Content

Year 8 Art emphasises drawing as a fundamental means of expression and a tool for visual problem solving. Students study the theory of colour and examine the artwork of various cultures, to develop ideas for making art. A range of technical skills and techniques is developed which includes iPad art as part of the Middle School iPad program. Experimentation, creativity, sensitivity and self-confidence are the focus for the semester. Constructive self-criticism and self-evaluation are an important component of the course.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

### Special Requirements

Students are required to supply an A4 sketchbook.

**Subject Fee Nil**

## YEAR 9 ART

**LEVEL: Year 9**

**LENGTH: 1 Semester or a Full Year**

**Recommended background: Nil**

### Content

In Year 9 Art, the units related to drawing and painting explore various technical skills so that different effects can be achieved. Ceramics or printmaking will be studied, depending on studio availability. iPad art skills will be further developed, as part of the Middle School iPad program.

Theoretical studies are related to the practical work. Art appreciation is introduced to expose students to a range of different media, approaches and techniques.

Students will:

- learn to structure art works by organising elements of the visual arts and applying appropriate skills, techniques and processes
- research different cultures, both Western and Asian, as a source of inspiration for expressing ideas and feelings
- use appropriate language to describe and analyse art works
- constructively criticise and self-evaluate their own progress.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

### Special Requirements

Students are required to supply an A3 Display Folio.

**Subject Fee Nil**

## YEAR 9 DESIGN

**LEVEL: Year 9**

**LENGTH: 1 Semester or a Full Year**

**Recommended background: Nil**

### Content

In Year 9 Design students explore the design process and units relating to illustration and manual application skills associated with graphic design. Students create briefs related to specific themes/topics. A computer-based component is included, which focuses on the use of the Adobe Suite Creative Cloud.

Students will:

- create a folio of work relating to a design brief with the final resulting in a resolved practical piece
- research elements of the design brief
- use their iPads to explore folio development and assist in research
- create a 3D packaging product relating to one specific design brief.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

### Special Requirements

Students are required to supply an A3 Display Folio.

**Subject Fee Nil**

# ARTS – VISUAL ARTS

## YEAR 10 ART A & B

**LEVEL:** Year 10

**LENGTH:** 1 Semester or a Full Year

**Recommended background:**

Completion of Year 9 Art or Design is preferred.

**Content**

This course consists of exploring and experimenting with a wide range of media, including: drawing, painting, printmaking, mixed media, assemblages and/or sculpture work. All areas developed will contain exercises of a preparatory nature and folio development, leading to major artworks.

**Semester A:**

Theory focus will be on major art movements including the Renaissance and Impressionism, creating links and connections with both traditional and contemporary practical works.

**Semester B:**

Theory focus will be on major art movements including Surrealism and Pop Art, creating links and connections with both traditional and contemporary practical works.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

**Special Requirements**

Students are required to supply an A3 display folio.

**Subject Fee** Nil

## YEAR 10 MIXED MEDIA – CRAFT

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:** Nil

**Content**

This course focuses on Ceramics, 2D Mixed Media and 3D Construction. Final outcomes are realised from a research and development phase, exploring a variety of medias and artists, from traditional and contemporary contexts. There is a focus on refining making-skills, with evaluative problem solving processes.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

**Special Requirements**

Students are required to supply an A3 display folio.

**Subject Fee** \$20 for specialist materials.

## YEAR 10 DESIGN A & B

**LEVEL:** Year 10

**LENGTH:** 1 Semester or a Full Year

**Recommended background:**

Completion of Year 9 Art or Design is preferred.

**Content**

This course will build on the skills developed in Year 9 Design and enable students to work through the design process in an in-depth way. Students will work with Photoshop, Illustrator and InDesign to solve a variety of design problems. The Internet will be used to assist with students' research. Over the semester, they will gain experience in two of the major types of design:

**Semester A:**

- Graphic Design

**Semester B:**

- Environmental Design - Architecture and Interior Design.
- Design Theory will include some design related tasks on a specific topic and analysis related to historical or contemporary Design. Students intending to progress to Stage 1 Art or Design are advised to also study Art for a semester at Year 10.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

**Special Requirements**

Students are required to supply an A3 Display Folio.

**Subject Fee** Nil

## STAGE 1 VISUAL ARTS ART A – CULTURAL/ SOCIAL CONNECTIONS – SEMESTER 1

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Satisfactory completion of Year 10 Art or Design subject.

### Content

In Visual Art A students explore both traditional and contemporary cultural and social connections, which link to all aspects of the course. A broad range of concepts, materials and techniques should be explored.

Students research, understand and reflect upon visual art works in their cultural and historical contexts.

The course includes the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - Folio 40%

- The folio focuses on research, developmental work and recording learning and visual thinking. Students show sources of inspiration and influences, as well as exploring a variety of ideas and concepts.
- The folio should be a total of 20 A3 pages or equivalent

#### Assessment Type 2 - Practical 30%

- The final practical could be a 'body of work' in a range of media including 2D or 3D. Technical skill and application of thinking and problem solving need to be evident.

- A practitioner's statement of 250 words is required with this assessment task.

#### Assessment Type 3 - Visual Study 30%

- The Visual Study is an independent study that involves research, exploring ideas, media, style and technique based on other artists and practitioners.

Supporting material should be 750 words or equivalent.

### Special Requirements

Students are required to supply an A3 display folio. Students will be required to pay for framing for the end of year exhibition if required.

**Subject Fee Nil**

## STAGE 1 VISUAL ARTS ART B – THEMATIC APPROACHES – SEMESTER 2

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Satisfactory completion of Year 10 Art or Design.

### Content

In Visual Art B students explore a range of thematic approaches including the environment, social commentary, political, technology issues or a negotiable topic. These themes will link to all aspects of the course. A broad range of concepts, materials and techniques should be explored.

Students research, understand and reflect upon visual art works in their cultural and historical contexts.

The course includes the development of ideas, research, analysis and experimentation with media and techniques, finishing with a final resolution.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - Folio 40%

- The folio focuses on research, developmental work and recording learning and visual thinking. Students show sources of inspiration and influences, as well as exploring a variety of ideas and concepts.
- The folio should be a total of 20 A3 pages or equivalent.

#### Assessment Type 2 - Practical 30%

- The final practical could be a 'body of work' in a range of media including 2D or 3D. Technical skill and application of thinking and problem solving need to be evident.
- A practitioner's statement of 250 words is required with this assessment task.

#### Assessment Type 3 - Visual Study 30%

- The Visual Study is an independent study that involves research, exploring ideas, media, style and technique based on other artists and practitioners.

Supporting material should be 750 words or equivalent.

### Special Requirements

Students are required to supply an A3 display folio. Students will be required to pay for framing for the end of year exhibition if required.

**Subject Fee Nil**

# ARTS – VISUAL ARTS

## STAGE 1 CREATIVE ARTS MIXED MEDIA – CRAFT

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Satisfactory completion of Year 10 Art/Design or Craft.

### Content

In this course students investigate, develop and produce works through imaginative thinking, linked with problem solving skills and good craftsmanship. They research craft works and craft persons, explore creative arts concepts, media and materials and apply creative arts techniques, technologies and processes to make crafted artefacts of their own. Maintaining a record of the creative thinking, development and making process is integral to the study of Creative Arts.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Assessment Type 1 - Folio 40%**

**Part A: Investigation 20%**

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques, and processes of the work of these practitioners in the creative arts.

**Part B: Skills Assessment 10%**

In consultation with the teacher, students select a skills focus that further develops their learning in the relevant creative arts discipline(s).

**Part C: Reflection 10%**

Students reflect on aspects of the skill(s) they have developed in the relevant creative arts discipline(s).

**Assessment Type 2 - Product 60%**

**PART A: Support materials 40%**

A body of evidence which supports the student's craft work. Students research the concepts, techniques, materials, media etc which are associated with the artworks, using language relevant to those disciplines.

**PART B: Response 20%**

A product which is of presentation standard, demonstrating a direct response to the support materials by reflecting the research, exploration and experimentation.

### Special Requirements

Students are required to supply an A3 display folio. Students will be required to pay for framing for the end of year exhibition if required.

**Subject Fee** Nil

## STAGE 1 VISUAL ARTS – DESIGN A GRAPHIC DESIGN

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester 1 only**

**Recommended background:**

Satisfactory completion of Year 10 Design or Art. In addition, a sound knowledge of Adobe Photoshop Creative Cloud.

### Content

In Graphic Design, students express ideas through practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques, leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual design works in their cultural and historical contexts. The course includes the development of a brief, research, ideas (concepts) analysis and experimentation with media and techniques, finishing with a final resolution.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Assessment Type 1 - Folio 40%**

- An A3 visual folder of support material demonstrating understanding of the design process for ONE practical assignment. This includes the brief, research (from a diverse range of resources) and ideation (development of several concepts).

**Assessment Type 2 - Practical 30%**

- The practical may be submitted in a variety of formats depending on the student's skill base and design brief. This could include a CD cover, an A4 comic/fashion, corporate identity work, book cover or a large format poster.
- A practitioner's statement of 250 words is required with this assessment task at the end of the design process.

**Assessment Type 3 - Visual Study 30%**

- A research-based presentation of techniques, processes, materials and analytical themes related to historical or contemporary practice, which takes the form of 8-12 A3 pages in a traditional format and placed in a separate folio.

### Special Requirements

Students are required to supply two A3 display folders.

### Subject Fee

Optional fee - Adobe Creative Cloud licensing fee \$203.88 (or \$16.99 per month). This is highly recommended as students are able to access the software from home.

## STAGE 1 VISUAL ARTS – DESIGN B ARCHITECTURAL STUDIES

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester 2 only**

**Recommended background:**

Satisfactory completion of Year 10 Design or Art subject. In addition, a sound knowledge of Adobe Photoshop Creative Cloud.

### Content

In Architectural Design, students present ideas through practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual design works in their cultural and historical contexts. The course includes the development of a brief, research, ideas analysis and experimentation with media and techniques, finishing with a final resolution.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - Folio 40%

- An A3 visual folder of work demonstrating understanding of the design process for ONE practical assignment. This includes a brief to demonstrate understanding of aesthetic qualities in architectural design. Ideation (development of several concepts in 2D and/or 3D form) to illustrate a clear understanding of the set brief. These concepts are to be created using manual application and computer software.

#### Assessment Type 2 - Practical 30%

The final consists of two parts:

- Part A – detailed floor plan and street elevations using manual and computer software. Students will need to submit this section of work using an appropriate scale for model making.
- Part B – A 3D model demonstrating the final design. This model should reflect a diversity of material which is within the capabilities of the individual student. Photographs should be taken to record the construction stage of this model.
- A practitioner's statement of 250 words is required with this assessment task at the end of the design process.

#### Assessment Type 3 - Visual Study 30%

- A research-based presentation of techniques, processes, materials and analytical themes related to historical or contemporary practice.

### Special Requirements

Students need to supply two A3 display folders - equipment and resources will be supplied.

A camera will be required to photograph and record model making progress.

### Subject Fee

Optional fee - Adobe Creative Cloud licensing fee \$203.88 (or \$16.99 per month). This is highly recommended as students are able to access the software from home.

## STAGE 2 VISUAL ARTS – ART

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Stage 1 Visual Arts – Art or Visual Arts.

### Content

Visual Arts – Art aims to develop students' understanding and awareness of social and cultural aesthetics and creativity. It emphasises visual thinking and investigation and the ability to

develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Visual Art is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - 2 x Folios 40%

Folio focuses on development work and includes evidence of visual learning. This includes research, brainstorming, ideation and inspiration. Students are required to explore a variety of media including manual and digital applications.

#### Assessment Type 2 - 2 x Practicals 30%

The final practicals could consist of a body of work created in 2D or/and 3D Media.

Students prepare a 500 word written practitioner's statement for each practical work.

#### Assessment Type 3 - Visual Study 30%

The Visual Study requires independent research, exploring ideas, media, style and technique based on other artists and practitioners. Supporting material should be 2000 words or equivalent.

Each semester, students receive progress grades of A+ to E- as part of the school's reporting policy.

All assessment is moderated by external SACE examiners on site at the end of the year.

### Special Requirements

Students are required to supply an A3 display folio. Students will be required to pay for framing for the end of year exhibition if required.

**Subject Fee** An optional study tour will be offered to Sydney or Melbourne in term 1 or term 2.

# ARTS – VISUAL ARTS

## STAGE 2 VISUAL ARTS – DESIGN

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Stage 1 Visual Arts – Art or Visual Arts – Design.

### Content

The course consists of three assessment types – Folio, Practical and Visual Study. Students are required to show an understanding of Design in different social, cultural and/or historical contexts. They have opportunities to explore Graphic, Product and Environmental Design. Practical skills in a wide range of media and written analysis are required throughout the course.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - 2 x Folios 40%

- A process of well-planned concepts, developments and resolution of imaginative and personally relevant visual ideas, answering the student's own 'design brief'
- Students are required to explore a variety of media including manual and digital applications.

#### Assessment Type 2 - 2 x Practicals 30%

- Students will present two practical pieces. Each practical will be a resolution of each of the folios. These can be 2 or 3Dimensional pieces.
- Students prepare a written design practitioner's statement for each piece up to 500 words for each practical.

#### Assessment Type 3 - Visual Study 30%

- Students are required to study an area of Design of their choice.
- Productive and thorough use of research skills is required.
- The application of practical and technical skills and sensitive use of media, materials and technologies should be evident.
- Students critically analyse the work of other designers and create reproductions of these pieces, using similar processes.
- Visual Study is externally marked.

Students receive grades each semester, as part of the school's reporting policy with a grading of A+ to E-.

The practical is moderated by external SACE examiners at the end of the year.

The folio is externally moderated.

### Special Requirements

Students are required to supply three A3 display folios.

### Subject Fee

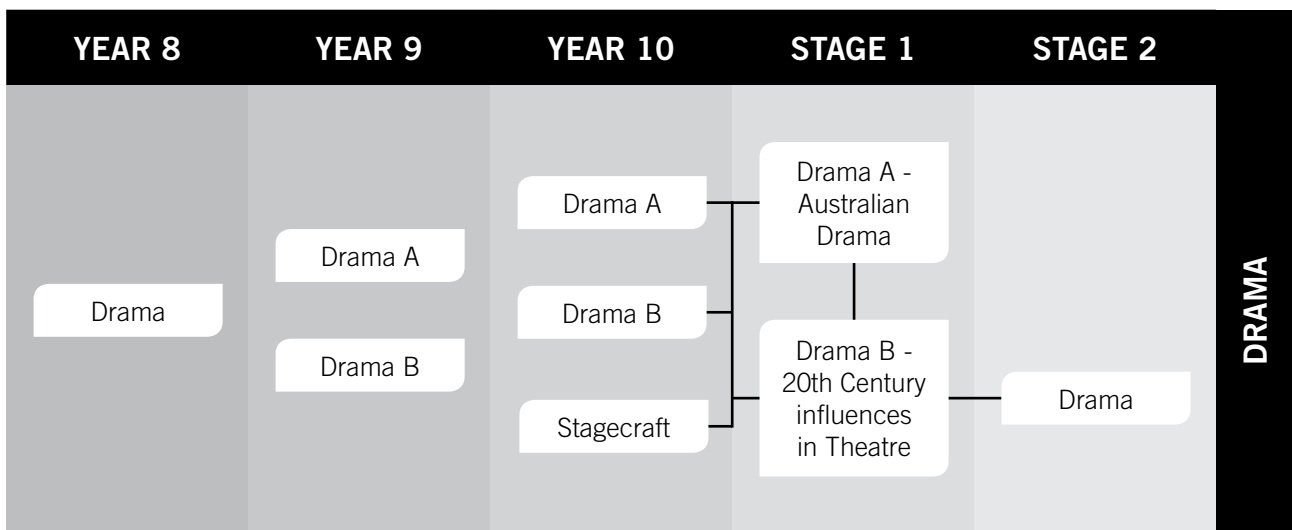
An optional study tour will be offered to Sydney or Melbourne in term 1 or term 2. Printing fee of \$50 to printer line.

Optional fee - Adobe Creative Cloud licensing fee \$203.88 (or \$16.99 per month). This is highly recommended as students are able to access the software from home.

# ARTS – PERFORMING ARTS DRAMA



COURSE COORDINATOR **TRISH COLMAN**



# ARTS – DRAMA

## YEAR 8 DRAMA

**LEVEL:** Year 8

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

This semester course provides students with an introduction to Theatre Arts and the development of group work and social skills. Students are introduced to:

- basic performance skills
- improvisation
- vocal expression
- characterisation
- mime
- movement
- script interpretation
- audience skills
- elements of theatres and the stage.

The course includes a study of Ancient Greek Theatre.

Students undertake reflective writing on class work and critical writing on the work of others using theatre terminology.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment tasks include:

- writing reviews
- reflective reports
- researching topics.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

Students may select 1 or 2 semesters of Drama in Year 9.

## YEAR 9 DRAMA A & B

**LEVEL:** Year 9

**LENGTH:** 1 Semester or a full year

**Recommended background:** Nil

### Content

Students will develop performance and stagecraft skills through the study of different theatrical styles. They will study:

- improvisation
- melodrama
- performance techniques
- excerpts from plays
- comedy
- monologue
- tech
- review writing

through reading, viewing and performing scripts to other classes.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment tasks include:

- written responses to performances
- a reflective journal
- research
- participation in performances
- the development of their performance skills.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

Students may select 1 or 2 semesters of Drama in Year 10.

## YEAR 10 DRAMA A & B

**LEVEL:** Year 10

**LENGTH:** 1 Semester or a full year

**Recommended background:**

At least 1 semester of either Year 8 or 9 Drama.

### Content

This course focuses on developing performance skills in presenting plays to other classes. A study of Stanislavsky will be undertaken within the context of scripts. Topics for exploration may include Commedia Dell Arte and Shakespeare.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment tasks include:

- review writing
- character analysis
- written context statements for plays
- participation in performances, including back-stage work
- sustained concentration
- effort in rehearsals
- demonstration of relevant acting styles
- collaboration with classmates
- reflection on their creative processes.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

## YEAR 10 STAGECRAFT

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

Students will develop knowledge and understanding of the various departments which support a production. These include:

- lighting
- sound
- design of costume, set and props.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment tasks include:

- designing a lighting scheme
- developing a soundscape
- research
- critical reflection
- producing a negotiated practical personal project.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

## STAGE 1 DRAMA A – AUSTRALIAN DRAMA

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester

**Recommended background:**

At least a C grade pass in one semester of Year 10 Drama/ Theatrecraft.

### Content

This course enables students to explore and understand Australian culture through theatre.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - Performance

- Students participate in a small group dramatic performance of excerpts from Australian plays. The development of students as actors or as off-stage practitioners is encouraged through a study of text and characterisation.

#### Assessment Type 2 - Folio

- Students prepare and present a folio containing a review and production report.

#### Assessment Type 3 - Investigation and Presentation

- Students individually investigate an area of interest within the dramatic arts. They will give a 10 minute presentation in which they demonstrate the knowledge and skills they have acquired through their investigation.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

## STAGE 1 DRAMA B – 20TH CENTURY INFLUENCES IN THEATRE

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester

**Recommended background:**

At least a C grade pass in one semester of Year 10 Drama/Theatrecraft.

### Content

This course enables students to explore and understand a variety of 20th century theatrical practitioners, focusing on Stanislavsky and Brecht.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1 - Performance

Students participate in a group dramatic performance. The development of students as actors or as off-stage practitioners is encouraged through a study of text and characterisation.

#### Assessment Type 2 - Folio

Students prepare and present a folio containing at least one assessment on dramatic and theory practice.

#### Assessment Type 3 - Investigation and Presentation

Students individually investigate an area of interest within the dramatic arts. They will give a 10 minute presentation in which they demonstrate application of the knowledge and skills they have acquired through their investigation.

**Special Requirements** Nil

**Subject Fee** Up to \$20 for theatre tickets.

# ARTS – DRAMA

## STAGE 2 DRAMA

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Satisfactory completion of at least 1 semester of Stage 1 Drama.

**Content**

Students will undertake the study of a contemporary innovator in theatre as well as a play or related plays. Their knowledge and understanding will be demonstrated through written work and practical demonstrations and oral presentations. A group production will be assessed externally.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Assessment Type 1 -  
Group Presentation 20%**

**Assessment Type 2 -  
Folio 30%**

This will include three pieces of work: a production report and two reviews. The total word count is to be 4000, or the equivalent, if students choose/ negotiate to present their work orally.

**Assessment Type 3 -  
Interpretive Study 20%**

**Externally Assessed by the SACE Board  
Assessment Type 4 - 30%**

This is the Group Production which is moderated externally.

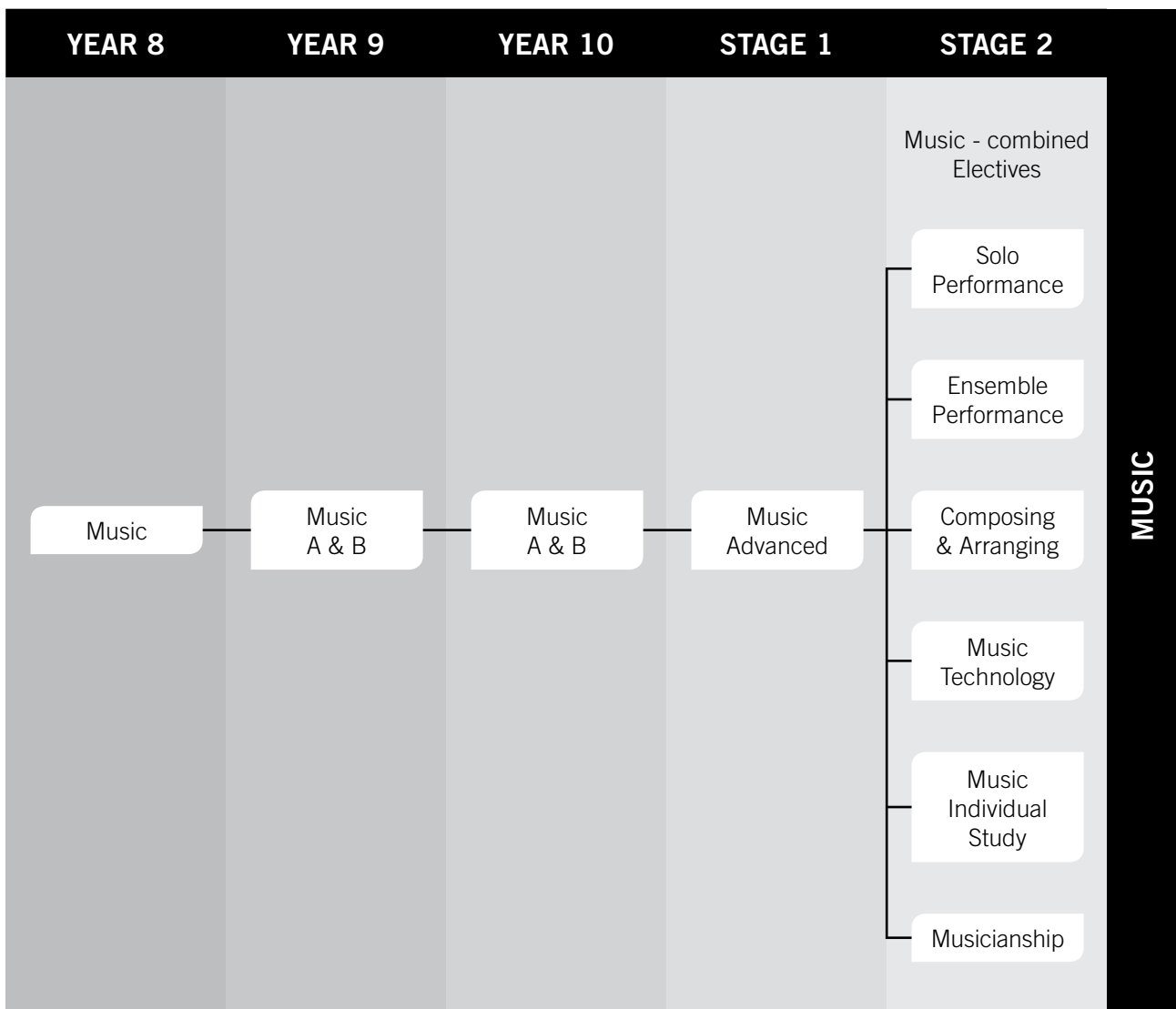
**Special Requirements** Nil

**Subject Fee** Up to \$40 for theatre tickets.



# ARTS – PERFORMING ARTS MUSIC

COURSE COORDINATOR **TRISH COLMAN**



## INSTRUMENTAL MUSIC SERVICE AND PRIVATE MUSIC TUITION PROGRAM

### Special Requirements

Students who choose to study Music as a subject (Classroom Music) are also expected to commit to instrument/voice tuition for the full year, starting at the beginning of the school year.

This applies for all year levels, except Stage 2 students who elect to study the non-performance subjects.

Our classroom courses are designed to incorporate the developing practical skills and techniques of each student. Students have improved success with classroom tasks when instrument/voice lessons are taken.

Instrument/voice lessons are available from:

- 1 DECD Instrumental Music at Unley High, during school hours (in 2016, free tuition was available for voice, flute, clarinet, saxophone, violin, cello, classical guitar, trumpet, trombone, and drums/percussion)
- 2 Private providers at Unley High, during school hours (electric guitar, bass, and piano tuition fees were paid by the parent/caregiver directly to the private provider). It is expected both systems will be available in 2017
- 3 Private providers NOT at Unley High, and not during school hours.

Students can learn more than one instrument. Please note that:

- Only one instrument is learned during school hours, as students miss 30 minutes from a subject lesson each week.
- The instrument taught during school hours should not be the same as the one learned out of school.
- Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

### Subject Fee

A guide to private tuition fees can be made available more accurately on request. However, as per 2016, prices range from \$10 - \$20 for group tuition and \$25 - \$30 for one to one tuition. All lessons are for 30 minutes.

## YEAR 8 MUSIC

### LEVEL: Year 8

### LENGTH: 1 Semester - (Instrument/Voice tuition for Full Year)

### Recommended background:

This course provides for students with little or no experience, as well as those who are already accomplished.

### Content

Students work together on a wide range of pieces in class band and small group settings, developing skills in rhythm, listening, improvisation, composition and performance. Students are also introduced to composition and performance using music technology through GarageBand.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed in a variety of tasks, including GarageBand compositions (Music Technology); theory tests; Australian music; solo performance; ensemble performance; and class band.

### Special Requirements

See Instrumental Music Service and Private Music Tuition program.

### Subject Fee

See Instrumental Music Service and Private Music Tuition program.

## YEAR 9 MUSIC A & B

### LEVEL: Year 9

### LENGTH: Full Year

### Recommended background:

A student wishing to undertake Music at Year 9 should have studied Music for a semester at Year 8. There is provision for those who study Music out of school to join the class at Year 9. Please consult the Music Staff if you have further enquiries.

### Content

The Blues, and The Beatles are key units of study, developing knowledge of music history and skills in listening, composition, improvisation, and performance. Students may also study Australian Music, Music in the Media, Film Music and Minimalism. These units are supported by ongoing development of Music theory skills.

Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed in a variety of tasks including: composing to design briefs, performing and improvising within a band context, presentation of solo performances and aural/theory exercises and tests.

### Special Requirements

See Instrumental Music Service and Private Music Tuition program.

### Subject Fee

See Instrumental Music Service and Private Music Tuition program.

## YEAR 10 MUSIC A & B

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:**

To undertake Music at Year 10 students should have studied Music for a full year at Year 9.

**Content**

In Semester 1, students complete a Song Writing and Recording unit, writing the lyrics and music for a song and participating in a recording process. They also explore the history of Baroque, Classical and Romantic music through listening, composition, analysis and performance. They develop performance skills to a high level, in large and small ensemble work, with an increased focus on creativity.

In Semester 2, students begin the study of arranging techniques, using Sibelius Music software and explore styles such as Reggae, Funk, and Rhythm & Blues. Classes work together to produce a concert, which they plan and present as part of a unit in Event Management, using links to the Music Industry and careers.

Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed in a variety of tasks including: small ensemble; song writing; ensemble recording; arrangement; concert production; solo performance and written tasks exploring Music History.

**Special Requirements**

See Introduction on page 26.

**Subject Fee**

See Introduction on page 26.

## STAGE 1 MUSIC ADVANCED

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 or 2 Semesters

**Recommended background:**

Music Advanced programs are designed for students who have a substantial background in Music. Students should have experienced instrument/voice tuition for a minimum of three years.

**Content**

Students engage in the following activities:

- composing, arranging, improvising
- developing theory and aural skills
- performing
- using music technology
- exploring music in contexts - music theatre and music in film.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Students demonstrate evidence of their learning via the following:

- skills presentation - including performances, concerts, recordings
- skills development - includes applied theory, aural, analyses
- folio - includes essays, reviews, arrangements, compositions.

From these assessment types, there are four or five assessment tasks that total 100% for each semester. Students are encouraged to join a school performance ensemble and participate in school community performances.

**Special Requirements**

Students can undertake Semester A only (10 credits) or Semesters A & B (20 credits).

Students intending to study Stage 2 Music are advised to elect both semesters at Stage 1.

See Introduction on page 26.

**Subject Fee**

See Introduction on page 26.

## STAGE 2 MUSIC

**INTRODUCTION**

**Recommended background:**

Stage 2 Music programs are designed for students who have a substantial background in Music. Students should have experienced instrument/voice tuition for a minimum of three years. Successful completion of Stage 1 Music Advanced is required.

**Special Requirements**

To fulfil the Stage 2 criteria, students must complete a full year's course, by selecting two of the following 10 credit subjects:

- Solo Performance
- Ensemble Performance
- Composing and Arranging
- Music Technology
- Music Individual Study
- Musicianship.

Performance Special Study may also be offered to students of exceptional performance standard, in consultation with the Music staff.

Students who choose to study Solo and/or Ensemble Performance subjects are also expected to commit to instrument/voice tuition for the full year, starting at the beginning of the school year. Please consult the previous Music Introduction chapter for more details.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

## STAGE 2 MUSIC SOLO PERFORMANCE

**LEVEL:** Stage 2

**SACE CREDITS:** 10 credits

**LENGTH:** Full Year

### Content

This subject develops students' skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance. Students prepare and present public performances. Teachers and students must ensure the program includes:

- works of contrasting character
- works that allow students to develop their performance techniques
- a minimum of 18 minutes of repertoire.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School-based Assessment 70%

- Assessment Type 1:  
First Performance 30%
- Assessment Type 2:  
Second Performance 40%

#### External Assessment 30%

- Assessment Type 3:  
Final Performance.

## STAGE 2 MUSIC ENSEMBLE PERFORMANCE

**LEVEL:** Stage 2

**SACE CREDITS:** 10 credits

**LENGTH:** Full Year

### Content

Students participate in one of the following formal music groups: a school or community run band/choir/orchestra:

- a small ensemble of two or more performers
- an orchestra
- a band
- vocal ensemble or with a solo performer (as an accompanist).

Performance programs should include:

- either work of contrasting character or an extended work with a number of contrasting sections
- works that allow students to extend their performance techniques on their instrument or voice
- a minimum of 20 minutes of repertoire.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Students prepare and present three public performances, of which two are school assessed and one is assessed externally.

#### School-based Assessment 70%

- Assessment Type 1:  
First Performance 30%
- Assessment Type 2:  
Second Performance 40%.

#### External Assessment 30%

- Assessment Type 3:  
Final Performance.

## STAGE 2 MUSIC COMPOSING AND ARRANGING

**LEVEL:** Stage 2

**SACE CREDITS:** 10 credits

**LENGTH:** Full Year

### Content

Stage 2 Composing and Arranging is a subject in which students' musical imagination and creativity are developed by composing and / or arranging musical works.

**The following two areas of study must be covered:**

- folio of minor works with commentary
- major work with analysis.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School-based Assessment 70%

- Assessment Type 1:  
folio of minor works 50%
- Assessment Type 2:  
commentary 20%.

#### External Assessment 30%

- Assessment Type 3:  
major work.

## STAGE 2 MUSIC TECHNOLOGY

**LEVEL: Stage 2**  
**SACE CREDITS: 10 credits**  
**LENGTH: Full Year**

### Content

Students complete a series of projects on microphones, signal processing, loops and waves, and the recording process. These will include a folio of five minor projects, each 30 seconds long and submitted on audio CD, with a 1200 word written commentary. Students will also produce a major project, at least 5 minutes long, with a 1200 word written commentary.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Assessment Type 1:

- folio of minor projects and commentary **60%**.

#### Assessment Type 2:

- folio of minor projects and commentary **40%**.

## STAGE 2 MUSIC INDIVIDUAL STUDY

**LEVEL: Stage 2**  
**SACE CREDITS: 10 credits**  
**LENGTH: Full Year**

### Content

Students undertake an individually negotiated topic in an area of interest directly applicable to their intended vocation, career, further study or recreation. Topics may be in the area of music tutoring, community development, musical instrument making, music industry (work experience) or other areas by negotiation. Students produce a folio of work, a product and a 1000 word written report.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School-based Assessment 70%

- Assessment Type 1: Folio 30%
- Assessment Type 2: Product 40%.

#### External Assessment 30%

- Assessment Type 3: Report.

## STAGE 2 MUSIC MUSICIANSHIP

**LEVEL: Stage 2**  
**SACE CREDITS: 10 credits**  
**LENGTH: Full Year**

### Content

Students undertake study of music theory and aural skills, including rhythm, pitch, musical techniques, and harmony. They will also study harmonisation of melodies using either countermelody, jazz-related harmony, or four-part vocal style. Students complete a 32-40 bar notated arrangement.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School-based Assessment 70%

- Assessment Type 1: skills development tests 30%
- Assessment Type 2: arrangement 40%.

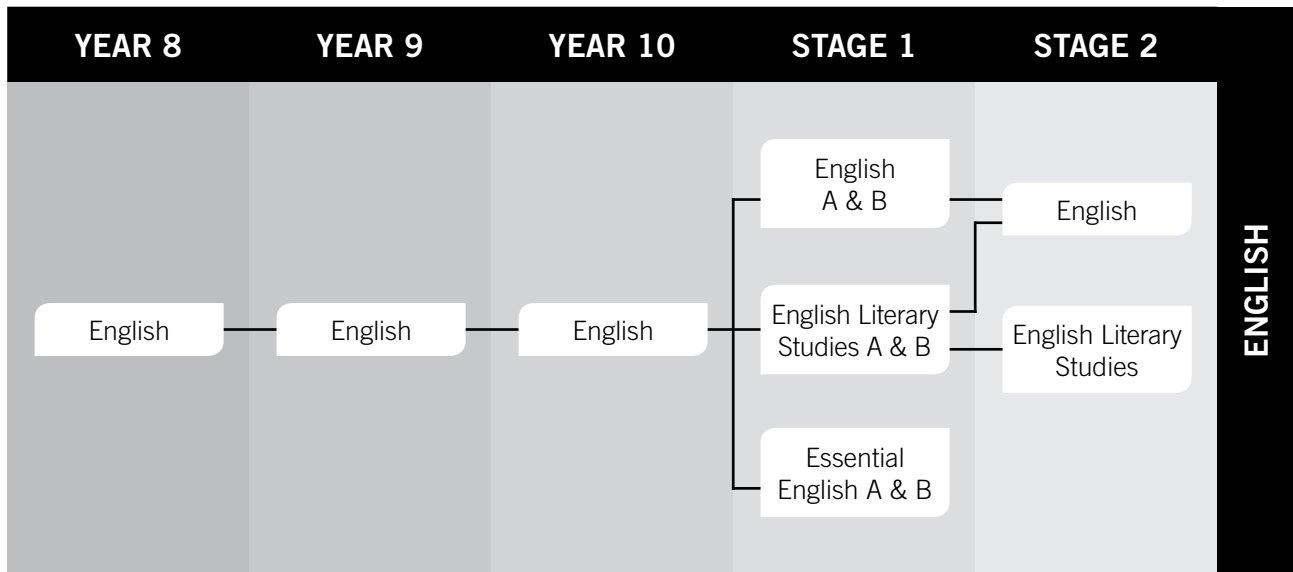
#### External Assessment 30%

- Assessment Type 3: external exam.

# ENGLISH



COURSE COORDINATOR **SUE WENDT**



## YEAR 8 ENGLISH

**LEVEL: Year 8**

**LENGTH: Full Year**

**Recommended background:** Nil

### Content

Year 8 English will be delivered using the Australian Curriculum. Students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students will study the way language works, its structure, organisation and changes and learn to express and develop their ideas. Students will listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts. Tasks will be designed to entertain, engage, inform and persuade, such as narratives, procedures, reports, discussions, literary analyses and text transformations. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students will develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 9 ENGLISH

**LEVEL: Year 9**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 8 English.

### Content

Year 9 English will be delivered using the Australian Curriculum and build on skills and understandings from Year 8. Students will continue to develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment and listen to, read, write, view, respond to, interpret, create, evaluate and perform a range of spoken, written and multimodal texts. Tasks will be designed to entertain, engage, inform and persuade, such as newspapers, film and digital texts, fiction, non-fiction, poetry, reviews, reports, discussions, literary analyses, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will develop a critical understanding of the contemporary media and the differences between media texts.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 10 ENGLISH

**LEVEL: Year 10**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 9 English.

### Content

Year 10 English will be delivered using the Australian Curriculum and build on skills, knowledge and understandings in listening, reading, viewing, speaking, writing and creating, developed in years 8 and 9.

Students will evaluate how text structures can be used in innovative ways by different authors and explain how the choice of language features, images and vocabulary contributes to the development of individual style. They will develop and justify their own interpretation of texts and evaluate other interpretations. They will listen for ways features within texts can be manipulated to achieve particular effects. Students will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They will develop their own style by experimenting with language features, stylistic devices, text structures and images and create a wide range of texts to articulate complex ideas. They will make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and expanding arguments.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 ENGLISH A & B

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 10 English.

### Content

Stage 1 English is based on responding to a range of texts. This includes reading and examining Australian texts. Students create original imaginative, interpretative and/or persuasive texts for different purposes, contexts and audiences in written, oral and/or multimodal forms. Students will analyse connections between texts to explore and evaluate similarities and differences and how texts are constructed to influence responses. This is according to the new SACE Stage 1 English requirements. It prepares students for Stage 2 English.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Responding to Texts 30%

At least two texts which may be written, oral and/or multimodal (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

### Creating Texts 40%

At least two texts for different audiences, contexts and purposes (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

### Intertextual Study 30%

Two studies must be undertaken. One study should be in response to texts and the other creating texts to demonstrate understanding of intertextuality. Studies may be written, oral and/or multimodal (written responses or created texts should be maximum of 1000 words;

an oral maximum of 6 minutes; multimodal form should be of equivalent length).

Results for this course are subject to moderation, at the end of each semester, based on samples of students' work.

**Special Requirements Nil**

**Subject Fee Nil**

## STAGE 1 ESSENTIAL ENGLISH A & B

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Year 10 English

### Content

Stage 1 Essential English is a full year option and is available to students for whom Stage 1 English is likely to present greater challenges and **who do not intend to continue with their studies of English beyond Stage 1**. As important feature of this option is greater vocational emphasis. Performance in English in year 8-10 will be taken into account during the selection process for this option. This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts through responding to and creating written, oral, visual, digital and multimodal texts. Students will develop strategies for planning, drafting, revising, proofreading and referencing where appropriate.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Responding to Texts 40%

Five written, oral, and/or multimodal responses to a text or texts (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

### Creating Texts 60%

At least five written, oral, and/or multimodal texts in a variety of forms (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Results for this course are subject to moderation, at the end of each semester, based on samples of students' work.

**Special Requirements Nil**

**Subject Fee Nil**

## STAGE 1 ENGLISH LITERARY STUDIES A & B

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Highly successful completion of Year 10 English.

### Content

Stage 1 English Literary Studies is available to students who have a strong interest and demonstrated aptitude in the subject and are **intending to undertake English Literary Studies in Stage 2**. Performance in years 8-10 English will be taken into account during the selection process for this option. Stage 1 English Literary Studies has the same goals and assessment requirements as Stage 1 English and is based on reading, viewing, writing, listening and speaking for a range of purposes and audiences according to the new SACE Stage 1 English requirements. Emphasis is placed on reading, reviewing and analysing more complex classic and contemporary texts.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Responding to Texts 40%

At least two texts which may be written, oral and/or multimodal (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

### Creating Texts 30%

At least two texts for different audiences, contexts and purposes (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

### Intertextual Study 30%

Two studies must be undertaken. One study should be in response to texts and the other creating texts to demonstrate understanding of intertextuality. Studies may be written, oral and/or multimodal (written responses or created texts should be maximum of 1000 words; an oral maximum of 6 minutes; multimodal form should be of equivalent length).

Results for this course are subject to moderation, at the end of each semester, based on samples of students' work.

**Special Requirements Nil**

**Subject Fee Nil**

## STAGE 2 ENGLISH

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Stage 1 English.

### Content

In English students analyse the inter-relationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to idea and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past and from Australian and other cultures.

Students undertake:

- Responding to texts of three different categories such as novel, film, drama, poetry and media
- Creating texts where they produce three texts for a variety of purposes and/or audiences and a Writer's Statement where they explain and justify the creative decisions made in producing one or more texts
- Comparative Analysis of two independently chosen texts.

The Comparative Analysis is marked externally and the school based assessment is subject to external moderation at the end of the year.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### School based assessment 70%

#### Responding to Texts 30%

Three responses, two written (maximum of 1000 words each) and one oral (maximum of 6 minutes). Either the oral or one of the written tasks can be replaced by a multimodal text of equivalent length.

#### Creating Texts 40%

Three texts and a Writer's Statement. At least one text must be written (1000 words maximum or 6 minute oral). The Writer's Statement can be written (1000 words) or oral/multimodal presentation of equivalent length.

#### External Assessment 30%

#### Comparative Analysis

A written extended comparative analysis of two independently chosen texts (2000 words maximum).

**Special Requirements Nil**

**Subject Fee Nil**

## STAGE 2 ENGLISH LITERARY STUDIES

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Highly successful completion of Stage 1 English Literary Studies.

### Content

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

The course focuses on ways in which literary texts represent culture and identity and on the dynamic relationship between authors, texts, audiences and contexts. Students develop an understanding of the power of language to represent ideas, events and people in particular ways and of how texts challenge or support cultural perceptions.

Students undertake:

- a study of three texts (film, extended prose, drama)
- a study of poetry
- a study of a range of short texts
- a comparative study of a shared text and another independently chosen text
- two text creation tasks, one transforming a text and one written, oral/multimodal text
- a critical, comparative essay (shared text and independently chosen text)
- a critical reading of one or more short texts under examination conditions.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**School based assessment 70%**

**Responding to Texts 50%**

**Shared Study and Comparative Text Study**

5 responses - 5000 words, one may be oral or multimodal of up to 6 minutes

**Creating Text Study 20%**

One transforming text linked to another text with a writer's statement – 1500 words.

One written, oral/multimodal text – 1000 words or 6 minutes or multimodal equivalent.

**External Assessment 30%**

**Part A – Comparative Text Study 15%**

Critical essay on one of the shared texts and one chosen by the student – 1500 words.

**Part B – Critical Reading 15%**

90 minute Critical Reading examination of one or more short texts.

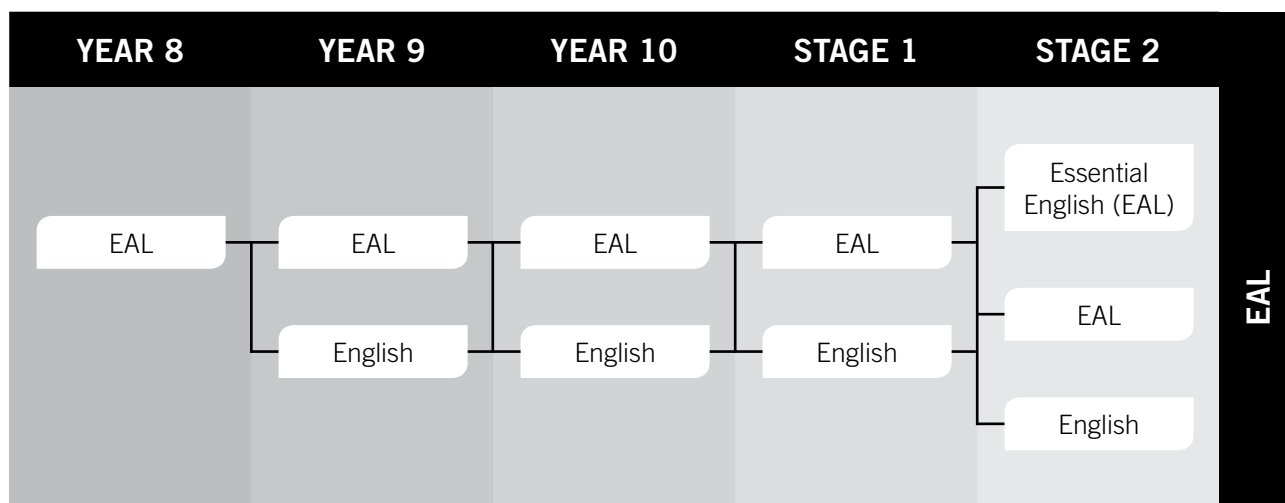
**Special Requirements Nil**

**Subject Fee Nil**



# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)\*

COURSE COORDINATOR **ANDREW CAWTHORNE**



\*formerly EALD

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)\*

## YEAR 8 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**LEVEL:** Year 8

**LENGTH:** Full Year

**Recommended background:**

This subject is intended for students for whom English is an additional language.

**Content**

Year 8 EAL aims to further develop student competence in spoken and written English. The course is delivered using the Australian Curriculum. Students develop knowledge, understanding and skills in listening, reading, viewing, speaking, and writing in English.

Students study the way the English language works and learn to express and develop their ideas in English. Students listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts designed to entertain, engage, inform and persuade, such as narratives, procedures, reports, discussions and oral presentations. They study a range of texts such as various types of media texts including newspapers, magazines and digital texts, fiction, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking and writing.

**Eligibility criteria apply to this course.**

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**LEVEL:** Year 9

**LENGTH:** Full Year

**Recommended background:**

This subject is intended for students for whom English is an additional language.

**Content**

Year 9 EAL aims to further develop student competence in spoken and written English. The course is delivered using the Australian Curriculum. Students develop knowledge, understanding and skills in listening, reading, viewing, speaking, and writing in English and build on English language skills and understandings from Year 8. They continue to develop their English language proficiency through developing knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts such as newspapers, films, fiction, non-fiction, reports, discussions and multimodal texts. These texts are designed to entertain, engage, inform and persuade. Students will develop a critical understanding of the contemporary media and the differences between media texts.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating:

**Eligibility criteria apply to this course.**

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:**

This subject is intended for students for whom English is an additional language.

**Content**

Year 10 English as an Additional Language further develops English language competence in spoken and written English. Students read, view and respond to a range of texts including novels, short stories, non-fiction and media texts. Students participate in a range of individual and group oral language tasks and analyse the performance of themselves and others. Students create a wide variety of texts and show an understanding of the writing process, the purpose of writing and the audience. Expository, analytical, journalistic and creative texts are emphasised.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

**Eligibility criteria apply to this course.**

**Special Requirements** Nil

**Subject Fee** Nil

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)\*

## STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

EAL is intended for students for whom English is an additional language.

### Content

Stage 1 English as an Additional Language focuses on development and use of skills and strategies in communication, comprehension, language and text analysis and creating texts.

Through studying a variety of oral, written, and multimodal texts, including literary texts, students develop an understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose, and audience of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes. They develop skills for research and academic study.

### Evidence of Learning

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Assessment Type 1: Responding to Texts

Students complete two written responses to texts and two oral responses to texts. At least two responses must be to literary texts.

Students read and view a variety of texts including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, and the everyday texts of work, family, and community life.

### Assessment Type 2: Interactive Study

Students complete *both* an interview *and* a discussion.

**Interview** Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life.

Students present the results of their interview in a written report.

### Discussion

Students choose an idea, opinion, or perspective that arises in at least two texts. Students individually present, explain, and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.

### Assessment Type 3: Applied Language Activity

Students complete *two* oral, written, or multimodal applied language activities.

For an applied language activity students identify and analyse the effectiveness of aspects of language used in a variety of texts.

### Special Requirements

Students are required to meet the *SACE Eligibility Requirements for EAL* in order to enrol in this subject. Students should have: either - no more than five years of full time schooling in which the medium of instruction was English

or - more than five years of full time schooling in which the medium of instruction was English but the student's knowledge of English is restricted.

### Subject Fee Nil

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)\*

## STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.

**Recommended background:** Stage 1 EAL.

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages.

### Content

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Students develop confidence in creating texts for different purposes in both real and imagined contexts. Students develop skills for research and academic study.

### Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 English as an Additional Language:

*School Assessment (70%)*

Assessment Type 1: Academic Literacy Study (30%)

Assessment Type 2: Responses to Texts (40%)

*External Assessment (30%)*

Assessment Type 3: Examination (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:

- two tasks for the academic literacy study (one oral and one written)
- four tasks for the responses to texts (at least one oral and two written)
- one examination.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### School-based Assessment

Assessment Type 1: Academic Literacy Study (30%)

Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- **Written Report**  
The written report consists of the findings of the study. The findings of the study should be a maximum of 1500 words. The report must include references to sources, using consistent referencing.
- **Oral Interaction**  
In the oral interaction, within a group context, students should briefly present the findings of their study or an aspect of their study and answer questions posed by other group members, and/or lead a group discussion, and/or contribute collaboratively to the group.  
The oral interaction should be a maximum of 10 minutes.

Assessment Type 2: Responses to Texts (40%)

In developing comprehension skills, students evaluate facts and opinions in texts. They also explain personal, social, and cultural perspectives reflected in texts. Students complete four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form.

### External Assessment

Assessment Type 3: Examination (30%)  
Students complete a 2½-hour external examination that is divided into two sections:

Section 1: Comprehending Multimodal Texts

Students respond to aural and/or visual texts such as discussions, interviews, broadcasts, podcasts, lectures, and advertisements. In their answers to questions, students must use information from the texts.

Section 2: Written Paper

Students are required to read and interpret related texts. Texts presented could contain information, opinions, and descriptions of experiences. The texts could also include information in the form of graphs, diagrams, or pictures. Students use the information and opinions in the texts to produce an extended written response in the form of an essay, a persuasive piece, or a report.

### Special Requirements

Students are required to meet the *SACE Eligibility Requirements for ESL* in order to enrol in this subject. Students should have: either - no more than five years of full time schooling in which the medium of instruction was English

or - more than five years of full time schooling in which the medium of instruction was English but the student's knowledge of English is restricted.

**Subject Fee Nil**

# ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)\*

## STAGE 2 ESSENTIAL ENGLISH (EAL)

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

### **Recommended background:**

Stage1 EAL

Stage 2 Essential English is intended for students for whom English is an additional language or dialect (EAL). These students have had different experiences in English and one or more other languages.

### **Content**

In this subject, students further develop their understanding and proficiency in the use of the English language as they build on the skills they have in their first language. They 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.

The content includes:

#### **Responding to Texts**

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

#### **Creating Texts**

Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

#### **Language Study**

Students focus on the use of language by people in a local, national, or international context. Contexts include school, volunteer, community, sporting, cultural, religious, workplace and virtual.

Students consider the functions of language in their chosen context and the ways in which language is used to support interaction.

### **Evidence of Learning**

Students provide evidence of their learning through seven assessments, including the external assessment component. Students complete:

- three assessments for responding to texts
- three assessments for creating texts
- one language report.

### **Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### **School Assessment**

Assessment Type 1: Responding to Texts (30%)

Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form.

Assessment Type 2: Creating Texts (40%)

Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

Students create:

- one advocacy text that advocates for an issue, cause, or process relevant to a context.
- two additional texts which are different from each other and from the advocacy text in purpose, audience, and/or context.

#### **External Assessment**

Assessment Type 3: Language Report (30%)

For this assessment type, students complete an independent language report. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen local, national, or international context. The language report is presented in two parts - (1) an outline of the language resources, and (2) an analysis of the findings of the study.

**Subject Fee Nil**

# HEALTH AND PERSONAL DEVELOPMENT



COURSE COORDINATOR **CASEY FREEMAN**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health A - Peer Support	Health
			Health B - Contemporary Issues	
	Physical Education (Extension)	Physical Education (Extension)	Physical Education A	Physical Education
			Physical Education B	
		Outdoor Education	Outdoor Education	Outdoor Education
Rowing	Rowing	Rowing A		
		Rowing B		
			Certificate III in Fitness	Certificate III in Fitness

**HEALTH & PERSONAL DEVELOPMENT**

# HEALTH AND PERSONAL DEVELOPMENT

## YEAR 8 HEALTH & PHYSICAL EDUCATION

**LEVEL: Year 8**

**LENGTH: 1 Semester**

**Recommended background:** Nil

### Content

All Year 8 students undertake one compulsory semester of Health and Physical Education. The outcomes of the subject include developing students' movement skills and their knowledge and attitudes towards living a healthy lifestyle.

Students will develop these attributes through studying the following topics:

- Health and wellbeing
- Tactics and strategy
- Understanding feedback
- Developing movement sequences
- Roles in sport.

The Health and Wellbeing unit is based on the SHine SA program and aims to improve the students' ability to develop healthy relationships and make well informed and safe decisions in the future.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Assessment will be based on homework tasks; movement skills and abilities; game awareness and understanding; collaboration and leadership skills.

### Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee** Nil

## YEAR 9 HEALTH & PHYSICAL EDUCATION

**LEVEL: Year 9**

**LENGTH: 1 Semester**

**Recommended background:** Year 8 Health and Physical Education.

### Content

All Year 9 students undertake one compulsory semester of Health and Physical Education. The subject continues the development of students' movement skills and their knowledge and attitudes towards living a healthy lifestyle.

Students will develop these attributes through studying the following topics:

- Health and wellbeing: relationships and sexual health
- Health and wellbeing: risk taking behaviours
- Using and providing feedback
- Roles in sport
- Tactics and strategy.

The Relationships & Sexual Health unit is based on the SHine SA program and aims to improve the students' ability to develop healthy relationships and make well informed and safe decisions in the future. The students will also receive information on sexually transmitted infections and contraception.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Assessment will be based on homework tasks; movement skills and abilities; teamwork and leadership skills; and game awareness and understanding.

### Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee** Nil

## YEAR 9 PHYSICAL EDUCATION (EXTENSION)

**LEVEL: Year 9**

**LENGTH: 1 Semester**

**Recommended background:** Successful completion of Year 8 Health and Physical Education.

### Content

This optional semester is recommended for students with a genuine interest in sport and fitness, both in a practical and theory based environment.

The practical classes will include a number of different topics, focusing on skill development and improving performance.

These practical topics include:

- Ultimate frisbee
- Netball
- Football codes
- Indoor cricket
- Fitness.

The theory component of this course centres on preparing students for Physical Education Studies in the senior school and will develop students' understanding of fitness components, training methods and principles and body systems.

**This subject is recommended for students who intend studying Physical Education in Year 10 and beyond.**

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students will be assessed in practical topics using a skills checklist based on skill ability and improvement; collaboration skills; game awareness and understanding.

The students will also be given three assignments based on the content taught during their theory classes.

### Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee** Nil

# HEALTH AND PERSONAL DEVELOPMENT

## YEAR 10 HEALTH & PHYSICAL EDUCATION

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Year 9 Health and Physical Education.

**Content**

All Year 10 students undertake one compulsory semester of Health and Physical Education. The subject continues the development of students' movement skills and physical activity awareness and also develops an understanding of the factors that affect community health and wellbeing.

Students will develop these attributes through studying the following topics:

- Community health and wellbeing
- Sport and physical activity in Australia
- Fitness and training
- Relationships and sexual health
- Local physical activity options.

The Relationships & Sexual Health unit is based on the SHINE SA program and aims to improve the students' ability to develop healthy relationships and make well informed and safe decisions in the future. The students will also receive information on sexually transmitted infections and contraception.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Assessment will be based on class assignments, movement skills and abilities, teamwork and leadership skills and game awareness and understanding.

**Special Requirements**

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee** \$25

## YEAR 10 PHYSICAL EDUCATION (EXTENSION)

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Successful completion of Year 9 Health and Physical Education (Extension).

**Content**

This course is designed for students who are interested in studying PE in Stage 1 & 2. There is a strong focus on developing sporting skills, theoretical knowledge and improving students' aerobic fitness.

The practical topics are chosen to prepare students for the practical topics studied in senior school and include:

- Badminton
- Volleyball
- Handball
- Basketball
- Football Codes
- Fitness.

The theoretical component of the course centres on preparing students for further study in the area. Topics studied will include the Respiratory and Circulatory Systems and also Acute Responses to Exercise. Students will be expected to participate in laboratory practicals to assist in their understanding of these topics.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed on all practical topics.

The basis for assessment will be:

- participation (25%)
- organisation (25%)
- skill learning and attainment (50%)

**Special Requirements**

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee** Nil

## YEAR 10 OUTDOOR EDUCATION

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Successful completion of Year 9 Health and Physical Education.

**Content**

This course will involve students studying minor skills based activities and planning and participating in a three day camp. The practical activities for the skills based activities and the camp will be chosen from rock climbing, kayaking, mountain biking and bushwalking.

The students will also focus on learning outdoor living skills, safe use of lightweight stoves, tent pitching, menu planning and navigation. The underlying theme throughout the course will be on environmental care and conservation issues.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

The students will demonstrate evidence of their learning through the following assessment pieces:

- practical activities (including three day camp) 80%
- folio of theory pieces (including a reflective camp journal) 20%.

**Special Requirements**

This course requires a high degree of personal commitment. Students choosing this course must be prepared to fully commit themselves to the various activities and journeys involved in Outdoor Education. They will be accountable to themselves and to the class for the appropriate participation and completion of these activities.

If a student withdraws from the course, no refunds will be given. This is due to costs being calculated and bookings made for each activity, before the semester starts.

**Subject Fee**

Estimated cost for 2017 is \$250 to cover instructors, equipment hire and transport.

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# HEALTH AND PERSONAL DEVELOPMENT

## STAGE 1 PHYSICAL EDUCATION A

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Successful completion of Year 10 Health and Physical Education (Extension).

### Content

In Physical Education, students are involved in both practical and theoretical classes which help develop their knowledge and understanding of physical skills and their role in different sporting activities. Students will also study exercise physiology topics during the semester. Students explore their own physical capacities and analyse performance, health and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Practical Skills and Application 60%

Students complete two practicals: (Badminton, Softball).

### Principles and Issues 40%

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics selected from:

- Fitness
- Training principles and methods systems
- Body systems
- Human physical performance
- Sports injuries
- Participation in physical activity.

### Issues Analysis

Students analyse issues which are relevant to local, national or global communities through topics of their interest.

### Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

**Subject Fee Nil**

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## STAGE 1 PHYSICAL EDUCATION B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Successful completion of Year 10 Health and Physical Education (Extension).

### Content

In Physical Education, students are involved in both practical and theoretical classes which help develop their knowledge and understanding of physical skills and their role in different sporting activities. Students will also study exercise physiology topics during the semester. Students explore their own physical capacities and analyse performance, health and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Practical Skills and Application 60%

Students complete three practicals (Basketball, Volleyball, Touch).

### Principles and Issues 40%

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics are selected from:

- Fitness
- Training principles and methods systems
- Body systems
- Human physical performance
- Sports injuries
- Participation in physical activity.

### Issues Analysis

Students analyse issues which are relevant to local, national or global communities through topics of interest to them.

**Special Requirements Nil**

**Subject Fee Nil**

## STAGE 1 OUTDOOR EDUCATION

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester**

**Recommended background:**

Year 10 Outdoor Education.

### Content

During this course students will gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health, through participating in outdoor activities. Students also develop skills in planning risk and safety management and reflect on environmental practices.

Students will study the following topics:

- Environment and conservation
- Planning and management
- Outdoor activities
- Outdoor journey.

Students record, reflect and evaluate their experiences during the outdoor journey.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- outdoor journeys and activities 60%
- folio 20%
- reports 20%.

### Special Requirements

If a student withdraws from the course, no refunds will be given. This is due to costs being calculated and bookings made for each activity, before the semester starts.

### Subject Fee

Estimated cost for 2017 is \$250 to cover instructors, equipment hire and transport.

# HEALTH AND PERSONAL DEVELOPMENT

## CERTIFICATE III IN FITNESS

**LEVEL:** N/A

**SACE CREDITS:**  
**60 Stage 2 Credits**

**LENGTH:** Full Year

**Recommended background:**

Successful completion of Year 10 Health & Physical Education (Extension).

### Content

A Certificate III in Fitness will enable students to enter the fitness industry as a fitness instructor or gym instructor.

Each student studies industry approved fitness theory which is current, comprehensive and will provide a solid foundation for success as a personal trainer.

Students will spend face to face time with a trainer each week and spend 1.5 to 2 hours of their own time working on assessments. A number of practical sessions will occur during the training.

VET at a Certificate III level can be used as a students 4th TAS subject to achieve an Australian Tertiary Admission Rank (ATAR) and apply to university.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes. Students must complete a total of 15 units of competency including 10 core units and 5 elective units.

The units of competency that will be delivered are:

- first aid
- anatomy and physiology principles in a fitness context
- fitness orientation and health screening
- quality service in the fitness industry
- an awareness of specific population to exercise delivery
- healthy eating information to clients in accordance with recommended guidelines
- sport, fitness and recreation equipment for activities
- work effectively in sport and recreation environments
- occupational health and safety policies

- risk analysis of activities
- instruct and monitor fitness programs
- client health assessments
- plan and deliver gym programs
- plan and deliver and endurance training session
- plan a home based business.

**Special Requirements** Unley High School PE uniform must be worn to all practical sessions.

### Subject Fee

Please refer to the Inner South VET Programs handbook for fee information.

## STAGE 1 HEALTH A – PEER SUPPORT

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

This subject is a requirement for students participating in the Peer Support Program. It will focus on preparing students to become peer leaders so they can facilitate activities and take on a mentor role with Year 8 students through programs such as Peer Support and the Year 8 Pastoral Care Program.

Students will be given opportunities to be involved in health promoting activities, both in the school and the wider community, to develop their leadership skills and to work with others as a part of a team.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

- Issues Response (x2) 30%
- Group Activity 40%
- Investigation 30%

### Special Requirements

Entry to this course will be by application.

**Subject Fee** Nil

## STAGE 1 HEALTH B – CONTEMPORARY ISSUES

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

This course will focus on identifying and analysing issues which impact on the wellbeing of young people. It will cover sexuality, sexual health and relationships, the effects of drugs and alcohol on health and explore factors which impact on mental health.

Students will have an opportunity to negotiate topics which interest them within these areas of study and to research them at a deeper level.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

- Issues Response (x2) 30%
- Group Activity 40%
- Investigation 30%

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 PHYSICAL EDUCATION

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Stage 1 Physical Education A and/or B.

### Content

This course involves students studying both practical and theoretical topics. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They will explore and analyse associated performance, health, and lifestyle issues.

# HEALTH AND PERSONAL DEVELOPMENT

The topics studied are:

## 1. Practical Skills and Applications

The students will study three practical units to be chosen from:

- Kayaking
- Badminton
- Volleyball
- Basketball
- Touch
- Lawn Bowls.

## 2. Theory - Principles and Issues

- Exercise Physiology and Physical Activity
- Energy Sources for Physical Performance
- Training and Evaluation of Physical Performance
- Physiological Factors affecting Performance
- The Acquisition of Skills and the Biomechanics of Movement
- How is Skill Acquired?
- Specific Factors affecting Performance
- The Psychology of Learning and Performance of Physical Skills
- Biomechanics and Skilled Performance.

## Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

## School Based Assessment

- Practical Units 50%
- Folio (comprising of four separate assessment tasks) 20%.

## External Assessment

- 2 hour Examination 30%.

## Special Requirements

Unley High School PE uniform is required to be worn during all practical lessons.

## Subject Fee

\$100 to cover the cost of PE workbook and instructors.

## STAGE 2 OUTDOOR EDUCATION

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Stage 1 Outdoor Education.

## Content

Outdoor Education is the study of the human connection to the natural world. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group and social development.

Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimising environmental impacts for sustainable futures.

Outdoor journeys will be chosen from bushwalking, kayaking and rock climbing. Other options may be available depending on the students' interests and abilities.

## Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

## School Based Assessment

Outdoor Journeys 30%

Self-reliant Expedition 20%

Folio 20% includes the following:

- Planning and Management Practices
- Sustainable Environmental Practices
- Leadership and Planning

## External Assessment

Investigation 30%

**Special Requirements Nil**

## Subject Fee

\$400 - to cover the costs of transport, equipment and hourly-paid instructors for outdoor activities. This cost may be increased if other outdoor journey options are chosen, such as sea kayaking or cross country skiing.

## STAGE 2 HEALTH

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Stage 1 Health.

## Content

In Health, students focus on the health and wellbeing of individuals, communities and societies. They recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to health issues.

Students gain an understanding of how health incorporates the principles of respect for diversity, social justice and supportive environments. They consider the physical, emotional, social, cognitive and spiritual dimensions of wellbeing.

This course allows students to analyse health issues from a range of optional topics and explore areas of interest that relate to their own wellbeing, as well as the wellbeing of others.

These topics include:

- Health Promotion in the Community
- Health and the Environment
- Sexuality and Health
- Risks and Challenges to Health
- Stress and Health.

## Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Group Investigation and Presentation 30%

Issues Analysis (x3) 20%

Practical Activity (x2) 20%

External Assessment Investigation 30%

**Special Requirements Nil**

**Subject Fee Nil**

# HEALTH AND PERSONAL DEVELOPMENT

## CERTIFICATE III IN FITNESS

**LEVEL: N/A**

**SACE CREDITS:**

**60 Stage 2 Credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 10 Health & Physical Education (Extension)

### Content

A Certificate III in Fitness will enable students to enter the Fitness Industry as a Fitness Instructor or Gym Instructor.

Each student studies industry approved Fitness theory which is current, comprehensive and will provide a solid foundation for success as a Personal Trainer.

Students will spend face to face delivery time with a trainer each week and spend 1.5 to 2 hours of their own time working on assessments. A number of practical sessions will occur during the training.

VET at a Certificate III level can be used as a students 4th TAS subject to achieve and Australian Tertiary Admission Rank (ATAR) and apply to University.

### Assessment

Students must complete a total of 15 units of competency including 10 core units and 5 elective units.

The units of competency that will be delivered are:

- provide first aid
- apply anatomy and physiology principles in a fitness context
- provide fitness orientation and health screening
- provide quality service in the fitness industry
- develop and apply an awareness of specific population to exercise delivery

- provide healthy eating information to clients in accordance with recommended guidelines
- maintain sport, fitness and recreation equipment for activities
- work effectively in sport and recreation environments
- follow occupational health and safety policies
- undertake risk analysis of activities
- instruct and monitor fitness programs
- undertake client health assessment
- plan and deliver gym programs
- plan and deliver and endurance training session
- plan a home based business.

**Special Requirements** Unley High School PE uniform must be worn to all practical sessions.

### Subject Fee

Please refer to the Inner South VET Programs handbook for fee information.

## YEAR 8 ROWING

**LEVEL: Year 8**

**LENGTH: Full Year**

**Recommended background:**

Students are accepted into this course through a selection and testing process. Participation in the school rowing program is also a pre-requisite.

**Content**

This course is aimed at students with a commitment to learning the rowing skills and knowledge associated with sculling in quads.

Students will be given the opportunity to:

- learn boat handling, rigging and safety skills
- learn scull rowing technique with a satisfactory level of competency, efficiency and consistency
- gain knowledge and understanding of the major principles associated with correct technique
- develop knowledge of the fitness levels required.

Theory topics will include components of fitness; fitness for rowing; rules, etiquette and race preparation; rowing terminology; injury prevention and management; sportsmanship; and analysis of fitness, technique and races. Students will also undertake a beginner coxswain course.

Additionally, students will participate in Health lessons based on the SHine SA program.

Rowing as a subject requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be assessed in the following areas throughout each semester:

- practical skills
- performance fitness appraisals
- participation / attitude / effort / cooperation
- theory assignments on topics covered

**Special Requirements**

Unley High School PE uniform must be worn to all practical and fitness lessons.

**Subject Fee**

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy - amount TBA. In 2016, this was \$500.

## YEAR 9 ROWING

**LEVEL: Year 9**

**LENGTH: Full Year**

**Recommended background:**

Students are accepted into the course through a selection process.

**Content**

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in further development of the skills and knowledge associated with sculling in both quads and singles.

Students will be given the opportunity to:

- develop rowing technique to a sound level of competency, efficiency and consistency
- gain knowledge and understanding of the major principles associated with correct technique and to be able to use this knowledge to correct skill error

- develop knowledge of the fitness levels required. A light weights programme is incorporated into the fitness training
- develop a high level of fitness to maintain correct technique
- develop some basic boat repair capabilities.

Theory topics will include training principles (FITT, SPORT, specificity); skeletal and muscular systems; assessing priorities; goal setting; leadership/teamwork; nutrition for rowers; and analysis of fitness, technique and races.

Additionally, students will participate in Health lessons based on the SHine SA program.

Rowing as a subject requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students will be assessed in the following areas throughout each semester:

- practical skills
- performance fitness appraisals
- participation / attitude / effort / cooperation
- theory assignments on topics covered

**Special Requirements**

Unley High School PE uniform is to be worn to all practical and fitness lessons.

**Subject Fee**

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy - amount TBA. In 2016, this was \$500.

# ROWING

## YEAR 10 ROWING A

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Participation in the school rowing programme is a pre-requisite.

**Content**

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in attaining the skills and knowledge associated with scull rowing in all boat configurations.

Students will be given the opportunity to:

- foster sound scull rowing technique with a very good level of competency, efficiency and consistency
- utilise the learned knowledge and understanding of the major principles associated with correct technique to coach and correct skill error in novice rowers
- learn specific principles to safely undertake a weights program
- develop a high level of fitness to maintain correct technique
- develop a high level of organisational and interpersonal skills.

Theory topics will include cardio / respiratory systems – acute responses to exercise, steady state, blood pressure, gaseous exchange and cardiac output; chronic response to exercise; time management; drugs in sport; and analysis of fitness, technique and races.

Rowing as a subject requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students will be assessed in the following areas throughout each semester:

- practical skills
- performance fitness appraisals
- participation / attitude / effort / cooperation
- theory assignments on topics covered.

**Special Requirements**

Unley High School PE uniform must be worn to all practical and fitness lessons.

**Subject Fee**

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. This is expected to be approximately \$250.

## YEAR 10 ROWING B

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Participation in the school rowing programme is a pre-requisite.

**Content**

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in the development of the skills and knowledge associated with sweep rowing.

Students will be given the opportunity to:

- learn sound sweep rowing technique with a satisfactory level of competency, efficiency and consistency
- gain knowledge and understanding of the major principles associated with correct sweep technique
- maintain a high level of fitness to ensure correct technique

- develop a high level of organisational and interpersonal skills.

Theory topics will include developing a personal fitness profile; pathways available in rowing beyond school; Australia's rowing status in the international arena; technology in coaching; sports psychology; planning of a daily timetable to balance school, study, sporting activities, relaxation time; and analysis of fitness, technique and races. Students will also undertake the Australian Sports Commission Beginning Coaching General Principles course.

Rowing as a subject requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes. Students will be assessed in the following areas throughout each semester:

- practical skills
- performance fitness appraisals
- participation / attitude / effort / cooperation
- theory assignments on topics covered.

**Special Requirements**

Unley High School PE uniform must be worn to all practical and fitness lessons.

**Subject Fee**

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. This is expected to be approximately \$250.

# HUMANITIES AND SOCIAL SCIENCES (HASS)



COURSE COORDINATOR **ADAM NEVILLE**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
HASS	Geography	Geography	Geography	
	History	History	Tourism	Tourism
	Civics & Citizenship		Modern History	Modern History
	Financial Management		Ancient Studies	
			Society & Culture	Society & Culture
			Legal Studies	Legal Studies
			Business & Enterprise	
		Information Processing & Publishing	Information Processing & Publishing	

HASS

# HUMANITIES AND SOCIAL SCIENCES

## YEAR 8 HUMANITIES AND SOCIAL SCIENCES

**LEVEL: Year 8**

**LENGTH: Full Year Compulsory**  
**Recommended background: Nil**

### Content

Students study the Year 8 HASS course in the Australian Curriculum - a semester of History and a semester of Geography.

### History Semester

#### The Ancient to the Modern World c.650 to 1750 CE

Students study the Middle Ages period to the beginning of the Modern World Era. Students will study what values and beliefs emerged during this period, how they influenced societies and they will develop historical skills, including critical analysis.

There are three units of study:

- Medieval Europe
- Shogun Japan
- The Spanish Conquest of the Americas.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Tasks include:

- a guided inquiry in the Feudal System
- a sources analysis into Shogun Japan religious beliefs
- a point of view investigation into the "justification" of Conquistador Invasion.

### Civics and Citizenship

Students will also explore Australia's system of government. They will investigate the freedoms and responsibilities of citizens in a democracy, the law making process and customary law in Australia.

#### Assessment in Civics and Citizenship

- a law making assignment.

### Geography Semester

Students investigate Australia's natural and physical features, Australia's interconnections with Asia, urbanisation and internal and external migration.

There are two units of study:

- Landforms and Landscapes
- Changing Nations

### Assessment

- an investigation into Australia's natural and physical landforms and landscapes
- a report about the human impact on landforms and strategies to reduce this impact
- a comparative assignment between Australia and other nations
- a natural disasters response.

### Economics and Business

Students will also explore economics and business concepts, including Aboriginal and Torres Strait Islander markets. They will explore how businesses operate, consumer and business rights and the role of governments in influencing businesses.

#### Assessment in Civics and Citizenship

- An event proposal to the South Australian Tourism Commission.

#### Special Requirements Nil

**Subject Fee** \$35 excursion cost

## YEAR 9 HISTORY

**LEVEL: Year 9**

**LENGTH: 1 Semester compulsory**  
**Recommended background: Nil**

### Content

Students study the Year 9 History course in the Australian Curriculum.

#### History: The Making of The Modern World 1750 to 1918.

Students study an overview of this period which includes:

- the changing features of the movements of people and how new ideas and technological developments contributed to change.
- the significance of Imperialism.
- the significance of World War 1.

Students complete three depth studies:

- the influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation.
- European Colonial Imperialism and its influence on China, including different perspectives of the Opium Wars.
- the impact of World War 1, with a particular emphasis on Australia, with the use of propaganda to influence the civilian population and the conscription debate.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment in History includes:

- a guided research assignment into the times and life of a slave
- a response to a guiding question about why the trade in opium led to wars and the creation of a newspaper article from either the Chinese or British perspective
- a sources analysis into the changing attitudes of Australians to war and the conscription debate during World War 1.

### Special Requirements

iPad loaded with text (completed in class).

**Subject Fee Nil**

## YEAR 9 GEOGRAPHY

**LEVEL:** Year 9

**LENGTH:** 1 Semester optional

**Recommended background:**

Satisfactory completion of Year 8 HASS.

### Content

Students study the Year 9 Geography course in the Australian Curriculum.

There are two units of study, Biomes and Food Security and Geographies of Interconnections.

**In the unit Biomes and Food Security students will study:**

- the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- the human alteration of biomes to produce food, industrial materials and fibres, and the environmental impacts
- the factors that influence crop yields in Australia and across the world
- challenges to food production such as land and water degradation, and climate change
- the capacity to feed the world's population sustainably.

**In the unit Geographies of Interconnections students will study:**

- the perceptions people have of place and how this influences their connections to different places
- the way transportation, information and communication technologies connect people to services, information and people in other places
- trade in goods and services at all scales
- the effects of the production and consumption of goods on environments including a country from north east Asia. (Issues about the globalisation of manufacturing and trade)

- the effects of peoples' international travel and the impacts travel and tourism can have on cultures and environmental management.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students use inquiry skills and geographical skills, such as collecting field work data and representing information using graphs, tables, field sketches, diagrams and maps. Students will respond to a geographical inquiry challenge and take account of the environmental, economic and social outcomes of their proposals.

**Special Requirements** Nil

**Subject Fee** \$35 excursion costs

## YEAR 9 CIVICS AND CITIZENSHIP

**LEVEL:** Year 9

**LENGTH:** 1 Semester optional

**Recommended background:** Nil

### Content

Students study the Year 9 Civics and Citizenship course in the Australian Curriculum. They study the history of and current systems that lead to a stable and productive society. Students explore the ways they can be informed and be active citizens within their own communities.

### Content:

- the history of law making
- different types of governments
- the Australian democratic governmental system, the separation of powers, the role of the executive, legislature and law courts
- the voting and election system
- civil rights and police powers
- the economic system in Australia
- corporations, small businesses and the role of unions
- corporate citizenship and the role of non-government organisations and volunteers in helping the less well off in our community.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will be expected to take part in excursions, mock elections and trials, listen to guest speakers, and conduct their own surveys and interviews.

Student will inquire into issues of civil rights.

Students will plan and carry out civic service.

**Special Requirements** Nil

**Subject Fee** Nil

# HUMANITIES AND SOCIAL SCIENCES

## YEAR 9 FINANCIAL MANAGEMENT

**LEVEL: Year 9**

**LENGTH: 1 Semester optional**

**Recommended background: Nil**

### Content

Students study the Year 9 Financial Management course in the Australian Curriculum. This course aims to provide students with the basic skills and knowledge to manage their personal finances.

This includes:

- personal financial management, what it means, and advantages of being in control
- money and how it is earned
- where money goes, factors affecting consumer decisions, comparison shopping, methods of payment
- on-line shopping
- being a good consumer, legal rights and responsibilities and consumer protection
- managing personal finances using credit wisely, budgeting, saving and investing.

Students investigate current issues which affect their financial situation and look to the future with regard to protection of assets and superannuation.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

- Personal folder - practical tasks and notes
- Research task - income tax
- Oral presentation - superannuation
- Assignment - Impact of advertising on consumer choice
- Research task - buying on-line
- Practical task - leaving home.

**Special Requirements Nil**

**Subject Fee Nil**

## YEAR 10 HISTORY

**LEVEL: Year 10**

**LENGTH: 1 Semester compulsory**

**Recommended background: Nil**

### Content

Students study the Year 10 History course in the Australian Curriculum.

**History: The Modern World and Australia 1918 to the present.**

Students study an overview of this period which includes:

- the years between World War 1 and World War 2, including the Treaty of Versailles, The Roaring Twenties and the Great Depression
- efforts post World War 2 to achieve peace and security, including Australia's involvement in UN peacekeeping
- movements for rights and freedoms and the independence of former colonies
- the Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan) and the rising influence of Asian nations
- developments in technology, public health and standard of living, and concern for the environment.

Students complete three depth studies:

- World War 2 (1939-45):  
The impact of World War 2, with a particular emphasis on the Australian home front.
- Rights and freedoms:  
the significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples:  
1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (The Stolen Generations); the Apology.

- The globalising world:  
popular culture (1945 - present).  
Australia's contribution to international popular culture (music, film, television, sport).

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment in history includes:

- an essay about the impact of World War 2 on propaganda and civil rights and freedoms on the home front in Australia
- research presentation about the struggle for civil rights
- research report into an aspect of the impact of popular culture on Australian society.

### Special Requirements

iPad loaded with text (completed in class).

**Subject Fee Nil**

## YEAR 10 GEOGRAPHY

**LEVEL: Year 10**

**LENGTH: 1 Semester optional**

**Recommended background: Nil**

### Content

Students study the Year 10 Geography course in the Australian Curriculum.

There are two units of study; Environmental Change and Management and Geographies of Human Wellbeing.

**In the unit Environmental Change and Management students will study:**

- human induced environmental changes that challenge sustainability
- the environmental world views of people

# HUMANITIES AND SOCIAL SCIENCES

- the Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in Australia
- a case-study comparing a region in Australia with another country with regards to one choice of environmental management i.e. land or inland water, or coast, or marine or urban environments
- the application of environmental, economic and social criteria in evaluating management strategies to the environmental case study.

## In the unit Geographies of Wellbeing students will study:

- the different ways of measuring and mapping human wellbeing and development, including indicators of development and living standards
- the reasons for spatial variations between countries in their indicators for development and human wellbeing
- issues affecting the development, living standards, human rights and happiness in a case-study country from the developing world eg a country from Africa, South America or the Pacific Islands
- the reasons for and consequences of spatial variations in human wellbeing within one country such as India or another Asian country
- the reasons for and consequences of spatial variations in human wellbeing in different parts of the Adelaide metropolitan area (social atlas and field trip data)
- the role of international government and non-government organisations in improving human wellbeing. (eg work of World Vision NGO.)

## Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students will demonstrate inquiry skills and use geographical skills such as collecting field work data and representing information using graphs, tables, field sketches, diagrams and maps. Students will respond to a geographical inquiry challenge and take account of the environmental, economic and social outcomes of their proposals.

**Special Requirements** Nil

**Subject Fee** \$35 excursion costs

## YEAR 10 INFORMATION PROCESSING AND PUBLISHING

**LEVEL:** Year 10

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester optional

**Recommended background:** Nil

This is a SACE Stage 1 course.

## Content

Students develop skills to help them improve their accuracy and speed in producing documents for personal use. Some business documents are considered. They explore and evaluate different aspects of design production using contemporary layout principles.

Students also research and evaluate the ethical and social impact of current electronic methods of communication.

## Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

## Folio 70%

- keyboard speed and accuracy 20%
- personal business letters 10%
- personal reports 20%
- issues analysis 20%: Investigation of the ethical and social impact of electronic communication

## Product and Documentation 30%

- devising, designing and evaluating documents for a mock business.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 GEOGRAPHY

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** 1 Semester optional

**Recommended background:** Nil

## Content

Through the study of Geography, students develop an understanding of the spatial inter-relationships of people, places and environments.

Students study topics within four key themes – Location and Distribution; Natural Environments at Risk; People, Resources and Development; and Issues for Geographers.

## Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

This includes:

- skills and applications tasks including an exam 20%
- class tasks 10%
- inquiry using GIS, Geographic Information Systems (computer technology) 20%
- fieldwork 25%
- investigation into a contemporary geographical issue 25%.

**Special Requirements** Nil

**Subject Fee** \$35 excursion costs

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1 TOURISM

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:**

Satisfactory completion of Year 8-10 HASS.

### Content

In this unit, students will be encouraged to develop an understanding of the diversity and nature of tourism on a local, national and international scale. They will examine a range of employment possibilities in this industry and the economic, social and environmental value of tourism.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Knowledge and Understanding

Case study: 25% appreciating tourism in South Australia

### Analysis

Sources analysis: 25% communication exercise and exam

### Investigation and Application

Practical activity: 25% understanding tourism and the natural environments

### Communication

Investigation: 25% issues investigation

### Special Requirements

Excursions and field trips are an integral part of the Tourism course and it is strongly recommended that students attend. Charges for these excursions will apply (Cleland, Glenelg, Monarto, Central Market, etc).

**Subject Fee** \$40 excursion costs

## STAGE 1 MODERN HISTORY

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:**

Satisfactory completion of Year 10 History.

### Content

The subject consists of:

- skills of historical inquiry
- a minimum of two historical studies

Students may study themes such as imperialism, revolution, movements for liberation, recognition and rights of Indigenous peoples and decolonisation. These may include depth studies such as the French and Russian Revolutions, British Imperialism, the Holocaust and the pursuit for Civil Rights in the USA. Students will also complete a historical study on a topic of personal interest to them.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

- Assessment Type 1: Historical skills.
- Assessment Type 2: Historical study.

Students will complete 4-5 tasks. These may take a variety of forms, including: sources analysis, essays, oral presentations and empathetic essays.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 ANCIENT STUDIES

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:** Nil

### Content

Students will be offered opportunities to demonstrate knowledge of two ancient cultures (Sumerian and Mycenaean), recognising differing aspects of those cultures and the diversity of beliefs in the ancient world. Students will develop research skills, critically analysing and synthesising primary and secondary sources, including ancient literature. Furthermore, students will gain skills in historical literacy in preparation for Stage 2 History.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Students will be assessed in three areas;

- Folio: Short-answer responses to an ancient text, the historical essay, class work. Weighting - 35%
- Sources analysis: Students will use a variety of sources to analyse evidence about an aspect of the ancient world, presenting in group orals. Students must provide evidence of their learning in relation to their knowledge and understanding of the topic selected, their research and analysis, and their communication of this understanding. Weighting - 30%
- Special Study: Students will study sections of Homer's 'Iliad', the movie 'Troy', and the site of Hissarlik (believed to contain Troy). Individually students will select/develop a focus question based on the topic, research, and write an essay. Weighting - 35%.

**Special Requirements** Nil

**Subject Fee** Nil

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1 SOCIETY AND CULTURE

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:** Nil

### Content

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Students study:

- one topic with a focus on an Australian context and
- one topic with a focus on a global context.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

- Sources analysis: Social Stratification: Groups and Social Class 20%
- Group activity: Sub Cultures in Australian Society 40%
- Investigation: The Asia Pacific Region: Statistical Analysis 20%
- Characteristics and issues 20%.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 LEGAL STUDIES

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:**

Satisfactory completion of Year 10 English and Mathematics.

### Content

This course is built on the topics: Law and Society, People, Structures and Processes, Law-making and Justice and Society.

Historical and current media reported issues, court cases, new laws and relevant happenings in the institutions of government in Australia will be the focus of the work studied.

Students will gain an insight into lawmaking, how disputes are resolved and justice administered. It will help them to understand their role as informed citizens of Australia.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Folio 60%

- The folio will consist of three tasks: a test, an assignment and an end of semester exam.

### Issues Study 20%

- This will be a civic inquiry into a current legal issue in South Australia.

### Presentation 20%

- Students will participate in a mock trial.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 BUSINESS AND ENTERPRISE

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:** Nil

### Content

Stage 1 Business and Enterprise consists of two core topics and a choice of topics from which students will study two or more options.

### Core Topic:

- Introduction to Business and Enterprise
- Business and Enterprise in Practice

### Option Topics: students will study two or more from

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

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Students will complete three tasks:

- Folio (which may include short answer tests, essays, formal exam)
- Practical (an investigation into some aspect of actual business(es))
- Issues study (an investigation into an emerging trend or issue in business).

Students will provide evidence of their learning through five tasks, with at least one assessment from each assessment type. Each assessment type will have a weighting of at least 20%.

**Special Requirements** Nil

**Subject Fee** Nil

# HUMANITIES AND SOCIAL SCIENCES

## STAGE 1 INFORMATION PROCESSING AND PUBLISHING

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: 1 Semester optional**

**Recommended background:** Nil  
Some students may have completed this course in Year 10.

### Content

Students develop skills to help them improve their accuracy and speed in producing documents for personal use. Some business documents are considered. They explore and evaluate different aspects of design production using contemporary layout principles.

Students also research and evaluate the ethical and social impact of current electronic methods of communication.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Folio 70%

- Keyboard Speed and Accuracy 20%
- Personal Business Letters 10%
- Personal Reports 20%
- Issues Analysis 20%: Investigation of the ethical and social impact of electronic communication.

### Product and Documentation 30%

- Devising, designing and evaluating documents for a mock business.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 TOURISM

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year optional**

**Recommended background:**

Stage 1 Tourism. Satisfactory completion of Year 10 History or Geography.

### Content

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

Students study topics within four key themes:

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

- Folio 20%
- Practical Activity 25%
- Investigation into a contemporary tourism issue 25%
- External Assessment 30% (2 hour exam).

**Special Requirements** Nil

### Subject Fee

Subject charge per year: \$350, 2 day camp to Kangaroo Island (to be invoiced separately at start of school year).

## STAGE 2 MODERN HISTORY

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year optional**

**Recommended background:**

Stage 1 History.

### Content

Modern History covers a range of topics dating from c1500.

Students complete:

- A Thematic Study; a Comparative Study, Revolutions and Turmoil eg Russia and Cuba.
- A Depth Study: The First World War and its consequences
- An Individual Essay.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### School based assessment 70%

- Folio of 6 to 8 tasks, thematic study and depth study 50%
- Essay, with external moderation 20%.

### External Assessment 30%

- Students undertake a 3 hour external exam.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 SOCIETY AND CULTURE

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year optional**

**Recommended background:**

Stage 1 Society and Culture.

### Content

In this course, students further develop skills and use various methods of investigating and analysing contemporary social issues. This will include students learning how social, political, economic, environmental, historical and cultural factors affect societies and how people function and communicate across cultural groups.

Students will study three topics.

- Culture: Cultural Diversity/ Youth Culture
- Contemporary Challenges: Social Ethics
- Global Issues: Globalisation.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School based assessment 70%

- Type 1. A Folio of at least three assessments in course work worth 50%
- Type 2. Interaction of at least two assessments in a group and oral activity worth 20%.

#### External Assessment 30%

- Type 3. One investigation. There is no exam in this subject.

**Special Requirements** Nil

**Subject Fee** \$37, workbook

## STAGE 2 LEGAL STUDIES

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year optional**

**Recommended background:**

Stage 1 Legal Studies.

### Content

The topics studied in this course are: The Australian Legal System, Constitutional Government, Law-making and Justice Systems.

Students have the opportunity to explore Australia's constitutional heritage and the dynamic nature of the Australian legal system within a global context. They will be provided with an understanding of the principles and structures of this system so that they can make informed judgments about its strengths and weaknesses.

Students investigate legal perspectives on contemporary issues in our society.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School based assessment 70%

Folio 50%

- Students provide evidence of their learning through several assessment tasks
- Inquiry 20%: Students study a contemporary legal issue.

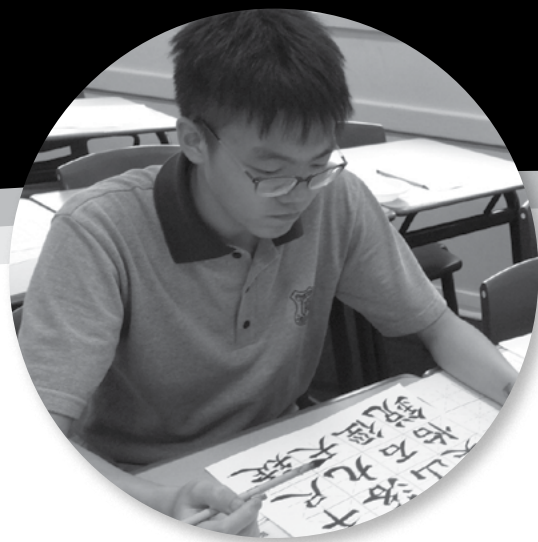
#### External Assessment 30%

- Exam - 3 hours.

**Special Requirements** Nil

**Subject Fee** \$37, workbook

# LANGUAGES OTHER THAN ENGLISH (LOTE)



COURSE COORDINATOR **CHRISTINA TEDESCO**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Greek	Greek	Greek	Modern Greek A & B Continuers	Modern Greek Continuers
Italian	Italian	Italian	Italian A & B Continuers	Italian Continuers
French	French	French	French A & B Continuers	French Continuers
Chinese	Chinese	Chinese	Chinese A & B Continuers	Chinese Continuers
			Chinese Background Speakers	Chinese Background Speakers

LANGUAGES

Languages education is an investment in Australia's future.

It enhances students' cognitive and intellectual potential. Research has shown that students who learn another language have better problem solving skills and are able to think more flexibly.

Learning languages enables students to view the world from a broader perspective. It provides opportunities to develop positive attitudes to diversity.

Students who learn another language have advantages in many areas such as tourism, hospitality, trade and finance. Knowledge of another language can open up greater job opportunities for students interested in law, medicine, architecture and international relations.

### Student exchange

There are many opportunities for language students to gain hands on real, practical experience of speaking the language through overseas trips and student exchanges. Students have the opportunity to participate in trips to Italy and France and to experience life for a month in a Chinese high school in Shanghai. The fun, friendship and rewarding educational benefits of being involved in an international exchange make for an unforgettable experience.

## YEAR 8 CHINESE

**LEVEL:** Year 8

**LENGTH:** Full Year

**Recommended background:** Nil

### Content

Students study the Year 8 Chinese course in the Australian Curriculum.

They will be introduced to the study of Chinese through the development of:

- their ability to communicate in Chinese using pinyin and the Chinese script
- knowledge and understanding of Chinese culture and society and the capability to move between Chinese and English and to make comparisons
- language learning skills.

Topics studied include: self, family and pets, the classroom, weather and daily routines.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains tasks such as: creating a lesson suitable for Year 7 students on the history and origin of Chinese characters; performing role plays; creating a picture story about the family using the iPad; producing a weather forecast; listening tasks and projects. Weightings vary according to class circumstances.

### Additional Information

Excursions to Chinatown and yum cha lunch at a Chinese restaurant.

### Special Requirements

Language Perfect licence fee

**Subject Fee** \$35

## YEAR 9 CHINESE

**LEVEL:** Year 9

**LENGTH:** Full Year

**Recommended background:** Year 8 Chinese.

### Content

Students study the Year 9 Chinese course in the Australian Curriculum.

Topics and themes include:

- hobbies
- sports and friends
- people and appearance
- school environment
- subjects and examinations.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains tasks such as writing blogs and emails; scripting and performing role plays; making short movies on the iPad; completing formal listening and reading tests and projects. Weightings vary according to class circumstances.

### Additional Information

Excursions to the Confucius Institute at the University of Adelaide for taiqi and paper cutting workshops. Excursions to Chinatown and lunch at a Chinese restaurant.

### Special Requirements

Language Perfect licence fee

**Subject Fee** \$30

# LANGUAGES – CHINESE

## YEAR 10 CHINESE

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:**

Year 9 Chinese full year. This subject is not suitable for students who are fluent native speakers and have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the Languages Coordinator before choosing this subject.

**Content**

The course further develops students' speaking, listening, reading and writing skills across a variety of topics and increases their awareness of grammatical structures used in the language to express meaning. The course also extends intercultural understandings.

Topics and themes include holidays; Chinese New Year Festival; giving and receiving directions; using public transport; shopping and going to the doctor.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains tasks such as: writing blogs; emails and invitations; scripting and performing role plays; taking part in a conversation with the teacher; making short movies on the iPad; completing formal listening and reading tests and projects. Weightings vary according to class circumstances.

**Additional Information**

- students intending to continue Chinese in the senior school must take 2 semesters of Chinese in Year 10
- excursions to University of Adelaide Confucius Institute and Chinatown.

**Special Requirements**

Language Perfect licence fee

**Subject Fee** \$35

## STAGE 1 CHINESE (CONTINUERS)

**LEVEL:** Stage 1

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Year 10 Chinese.

**Eligibility**

Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

**Content**

Students develop the ability to communicate in Chinese, to understand the Chinese language and compare it with English, to gain an insight into Chinese culture and way of life and to understand their own culture and way of life better by reflecting on similarities and differences between Chinese and Australian culture.

Students have to meet objectives in the three strands:

- the individual (family and self)
- the Chinese-speaking communities (education, history and geography, arts and entertainment)
- the changing world (youth issues, the environment and the world of work).

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

- a conversation with the teacher
- writing a blog or email or job application
- reading and responding to texts in Chinese which express opinions
- research into an aspect of Chinese culture chosen by the student.

**Additional Information**

- Students intending to continue Chinese in the senior school must take 2 semesters of Chinese in Stage 1
- Excursions to University of Adelaide Confucius Institute and Chinatown.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 1 CHINESE (BACKGROUND SPEAKERS)

**LEVEL:** Stage 1

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

This subject is aimed at students of Mandarin cultural and linguistic background. Students need to be born in a country where the medium of instruction in the formal school setting is Mandarin and have had more than one year of education in the language. The majority of students in this category come from mainland China, Hong Kong, Taiwan, Malaysia and Singapore.

**Content**

The course is organised around four themes over the two years:

- China and the world
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Each semester students complete one oral task, one written task, one text analysis task and one research task.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 CHINESE (CONTINUERS)

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Stage 1 Chinese.

### Eligibility

Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

### Content

Students develop the ability to communicate in Chinese, to understand the Chinese language and compare it with English, to gain an insight into Chinese culture and way of life and to understand their own culture and way of life better by reflecting on similarities and differences between Chinese and Australian culture.

Students have to meet objectives in the three strands:

- the individual (family and self)
- the Chinese-speaking communities (education, history and geography, arts and entertainment)
- the changing world (youth issues, the environment and the world of work).

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Internal Assessment 70%

- Folio 50%
- In-depth study 20%

### External Assessment 30%

- Examination - 3 hours

### Additional Information

- Opportunity to participate in the Hanyuqiao Chinese speaking competition
- Opportunity to apply for a scholarship to study in China.

**Special Requirements** Nil

**Subject Fee** Nil

### Internal Assessment 70%

- Folio 50%
- In-depth study 20%

### External Assessment 30%

- Examination - 3 hours

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 CHINESE (BACKGROUND SPEAKERS)

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

This subject is aimed at students of Mandarin cultural and linguistic background. Students need to be born in a country where the medium of instruction in the formal school setting is Mandarin and have had more than one year of education in the language. The majority of students in this category come from mainland China, Hong Kong, Taiwan, Malaysia and Singapore.

### Content

The course is organised around four themes over the two years:

- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

# LANGUAGES – FRENCH

## YEAR 8 FRENCH

**LEVEL:** Year 8

**LENGTH:** Full Year

**Recommended background:** Nil

### Content

Course used: Allons-y 1

Students will be introduced to the study of French through the development of:

- Their ability to communicate in French
- Knowledge and understanding of French culture and society and the capability to move between French and English and to make comparisons
- Language learning skills

Communicative topics studied include self and family, nationality, the body, school routines, time, food and drink, leisure activities, holidays, weather and France and its regions and cultural habits.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; speaking; reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.

### Special Requirements

Activity Book 1

**Subject Fee** \$38

## YEAR 9 FRENCH

**LEVEL:** Year 9

**LENGTH:** Full Year

**Recommended background:** Year 8 French.

### Content

Course used: Allons-y 2

The course builds on the foundation established in Year 8 and aims to extend and develop students' spoken and written ability in the language.

Topics and themes include holidays, school, transport, clothes and fashion, gastronomy, francophone countries, housing and lifestyle and health.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; speaking; reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.

### Special Requirements

Activity Book 2

**Subject Fee** \$38

## YEAR 10 FRENCH

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:** Year 9 French.

### Content

Course used: Allons-y 2 and Ça y est

The course further develops students' speaking, writing, reading and listening skills across various topics and increases their awareness of grammatical structures used in the language to express meaning. The course also extends students' intercultural understandings.

Topics and themes include school in France, travel, relationships, entertainment and media, history and culture.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment is based on a variety of activities and formal tests; written work; essays; projects; exhibitions; oral presentations; performances and creative writing. Weightings vary according to class circumstances.

### Special Requirements

Workbook - Ça y est

**Subject Fee** \$48

## STAGE 1 FRENCH A & B CONTINUERS

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Year 10 French.

### Content

Course used: Various sources including Tapis Volant Senior.

The course develops communication skills, understanding of the French language, knowledge of the French culture and society, and the ability to write creatively in French.

Topics and themes include school in France, travel, relationships, entertainment and media, history and culture.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.

### Special Requirements

Élan grammar workbook

**Subject Fee** \$19

### Additional Information

Students intending to continue French in Stage 2 must take 2 semesters of French in Stage 1.

## STAGE 2 FRENCH CONTINUERS

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Stage 1 French.

### Content

Course used: various sources including Au Point, Tapis Volant Senior.

The course develops communication skills, understanding of the French language, knowledge of French culture and society and the ability to write creatively in French.

Students have to meet objectives in the three strands. All three will be dealt with in three focus themes:

- the individual
- the French speaking communities
- the changing world.

Topics within these strands include: self, family, friends and personalities, lifestyles and entertainment, travelling, schooling and celebrations.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Internal Assessment 70%

- Folio 50%
- In-depth study 20%.

### External Assessment 30%

- Examination - 3 hours

### Special Requirements

Students will need to retain Élan grammar text from previous year.

**Subject Fee** Nil

# LANGUAGES – GREEK

## YEAR 8 GREEK

**LEVEL:** Year 8

**LENGTH:** Full Year

**Recommended background:** Nil

### Content

The Greek language course at Year 8 is differentiated according to the student's level of Greek - Beginners, Intermediate and Advanced.

Students will be introduced to the study of Greek through the development of:

- Their ability to communicate in Greek
- Knowledge and understanding of Greek culture and society in Greece, Cyprus and Australia.

Topics studied include: greetings, self and family, school life, hobbies and interests, the home and neighbourhood, food and drink, shopping, weather and seasons.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; speaking and reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.

### Additional Information

Possible excursion to a film or restaurant

### Special Requirements

Language Perfect Licence fee

**Subject Fee** \$35

## YEAR 9 GREEK

**LEVEL:** Year 9

**LENGTH:** Full Year

**Recommended background:** Year 8 Greek.

### Content

The Greek language course at Year 9 is differentiated according to the student's level of Greek - Beginners, Intermediate and Advanced.

At the end of Year 9, students should read a Greek text accurately, write Greek text with fluency and accuracy, have a range of vocab and speak fluently in oral interactions.

The course builds on the foundation established in Year 8 and aims to extend and develop students' ability to communicate in Greek, as well as their knowledge and understanding of Greek culture in Greece, Cyprus and Australia.

Topics and themes include meeting people, leisure time activities, my city (asking for directions), transport and travelling, health and parts of the body, fashion and shopping, proverbs and idioms, famous landmarks, Greek mythology - myths and heroes.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; speaking; reading and writing with an emphasis placed on interactive communication skills. Students create a picture story about themselves using the iPad. Weightings vary according to class circumstances.

### Additional Information

Possible excursion to a film or restaurant

### Special Requirements

Language Perfect Licence fee

**Subject Fee** \$35

## YEAR 10 GREEK

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:** Year 9 Greek.

### Content

The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Topics and themes include daily routines, entertainment – TV and cinema, occupations and plans for the future, holidays and tourist attractions, healthy eating, the environment, the Greek arts – literature, music, the history of Rebetika, migration and Greek settlement in Australia.

Students who wish to continue Greek beyond Year 10 are required to have a high level of Greek literacy skills attaining a high C grade or better which will enable them to be successful at Stage 1 and Stage 2 Greek.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; speaking; reading and writing with an emphasis placed on interactive communication skills and on the development of more sophisticated writing skills. Weightings vary according to class circumstances.

### Additional Information

Possible excursion to a film or restaurant

### Special Requirements

Language Perfect Licence fee

**Subject Fee** \$35

## STAGE 1 MODERN GREEK A & B CONTINUERS

**LEVEL: Stage 1**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Year 10 Greek.

### Content

Course used: Various sources

Students develop communication skills, understanding the Greek language, knowledge of Greek society and culture, and the ability to write creatively in Greek.

Students have to meet objectives in the three strands:

- the individual
- the Greek-speaking communities
- the changing world.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Assessment will include oral tasks, written tasks, text analysis and an investigative task in each semester. Weightings vary between 15% and 50%.

**Special Requirements** Nil

**Subject Fee** Nil

### Additional Information

Students intending to continue Greek in Stage 2 must take 2 semesters of Greek in Stage 1.

## STAGE 2 MODERN GREEK CONTINUERS

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Stage 1 Greek.

### Content

Course used: Various sources

Students further develop communication skills, understanding the Greek language, knowledge of Greek society and culture, and the ability to write creatively in Greek.

Students have to meet objectives in the three strands:

- The individual
- The Greek-speaking communities (arts and entertainment)
- The changing world.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Internal Assessment 70%

- Folio 50%
- In-depth study 20%.

#### External Assessment 30%

- Examination - 3 hours

**Special Requirements** Nil

**Subject Fee** Nil

# LANGUAGES – ITALIAN

## YEAR 8 ITALIAN

**LEVEL:** Year 8

**LENGTH:** Full Year

**Recommended background:** Nil

### Content

Course used: Ecco Uno 1

Students will be introduced to the study of Italian through the development of:

- their ability to communicate in Italian
- knowledge and understanding of Italian culture and society and the capability to move between Italian and English and to make comparisons
- language learning skills.

Topics studied include: self and family, in the classroom, food and drink, leisure activities and animals.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; writing; conversations; role plays; listening tasks and projects. Weightings vary according to class circumstances.

### Special Requirements

Activity Book: Ecco 1

**Subject Fee** \$47

## YEAR 9 ITALIAN

**LEVEL:** Year 9

**LENGTH:** Full Year

**Recommended background:** Year 8 Italian.

### Content

Course used: Formula Italiano 2

The course builds on the foundation established in Year 8 and aims to extend and develop students' listening, speaking, reading and writing skills and their intercultural understandings.

Topics and themes include: Technology, daily routines, film - expressing preferences, the environment, getting around Venice, made in Italy, weekend - past times.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; writing; conversations; role plays; listening tasks and projects. Weightings vary according to class circumstances.

### Special Requirements

Activity Book

**Subject Fee** \$17

## YEAR 10 ITALIAN

**LEVEL:** Year 10

**LENGTH:** Full Year

**Recommended background:** Year 9 Italian.

### Content

Course used: Formula Italiano 2

The course further develops students' ability to understand texts and communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also deepens students' intercultural understandings.

Topics and themes include: personal qualities, holidays - comparison between Italy and Australia, geography and regions of Italy - dialects, art and culture in Florence, famous Italians, ancient Romans, future plans and occupations.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment contains aspects of intercultural literacy; listening; reading; conversations; role plays; designing an advertisement and projects. Weightings vary according to class circumstances.

### Special Requirements

Students retain Activity Book from previous year.

**Subject Fee** Nil

## STAGE 1 ITALIAN A & B CONTINUERS

**LEVEL:** Stage 1

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**  
Year 10 Italian.

### Content

Course used: various sources

The course develops communication skills, understanding of the Italian language, knowledge of the Italian culture and society, and the ability to write creatively in Italian.

Students have to meet objectives in all three strands.

All three will be covered in three focus themes:

- the individual
- the Italian-speaking communities
- the changing world.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.

### Special Requirements

Shaum's Italian Grammar

**Subject Fee** \$31

### Additional Information

Students intending to continue Italian in Stage 2 must take 2 semesters of Italian in Stage 1.

## STAGE 2 ITALIAN CONTINUERS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**  
Stage 1 Italian.

### Content

Course used: various sources

The course develops communication skills, understanding of the Italian language, knowledge of the Italian culture and society, and the ability to write creatively in Italian.

Students have to meet objectives in all three strands.

All three will be covered in three focus themes:

- the individual
- the Italian-speaking communities
- the changing world.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### Internal Assessment 70%

- Folio 50%
- In-depth study 20%

#### External Assessment 30%

- Examination - 3 hours

### Special Requirements

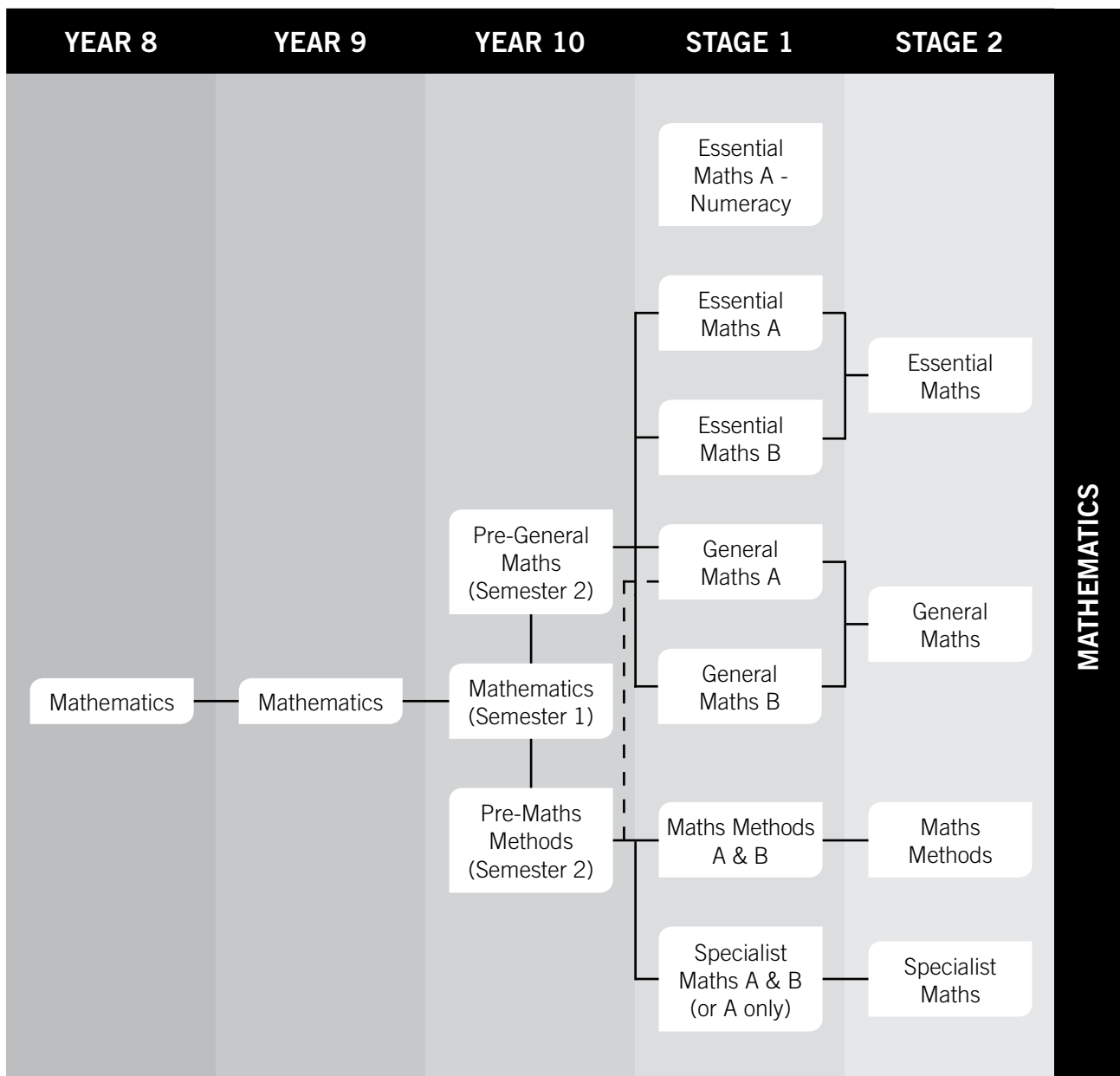
Students retain Grammar Book from previous year.

**Subject Fee** Nil

# MATHEMATICS



COURSE COORDINATOR **PETER STONE**



## YEAR 8 MATHEMATICS

**LEVEL: Year 8**

**LENGTH: Full Year**

**Recommended background:** Nil

### Content

Students will follow the Australian Curriculum course outline:

- Number and Place Value - working with whole numbers and powers
- Real Numbers - decimals, percentages, rates and ratios
- Money and Financial Mathematics - profit and loss
- Patterns and Algebra - working with and simplifying expressions
- Linear and non-Linear Relationships - use of graphs and graphing processes
- Geometric Reasoning - properties of shapes and their application
- Using Units of Measurement - perimeters, areas, volumes, time intervals
- Chance - elementary probability techniques
- Data Representation and Interpretation - working with elementary statistical techniques.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

At the end of each semester, students will sit a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

Students will be assessed in each of the topics using a combination of tests, assignments and exercises.

### Special Requirements

Students are placed in mixed ability classes in Year 8 for the whole year. At the end of the year the classes are restructured for the following year to facilitate ongoing optimal student learning. The information for this initial determination of class restructuring is gathered from School assessments, common test results and the Maths teacher's professional judgement on the student's general mathematical ability.

At the end of Semester 2, parents and students are informed of the next year's Maths class placement and they are invited to consult with the teacher or faculty coordinator if there are any concerns.

**Subject Fee** Nil

## YEAR 9 MATHEMATICS

**LEVEL: Year 9**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 8 Mathematics.

### Content

Students will follow the Australian Curriculum course outline:

- Real Numbers - Large and Small - numbers, power laws, time scales
- Money and Financial Mathematics - working with simple interest
- Pythagoras and Trigonometry - application of the relevant theorem and techniques
- Patterns and Algebra - working with more complex expressions
- Geometric Reasoning - working with enlargements, similarity and scales
- Using Units of Measurement - areas, surface areas, volumes of more complex shapes
- Chance - more probability techniques, especially related to multiple events

- Data Representation and Interpretation - working with more complex statistical techniques
- Linear and non-Linear Relationships - further use of graphs and graphing processes.

At the end of each semester, students will be expected to sit for a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

Students will be assessed in each of the topics using a combination of tests, assignments and activities.

### Special Requirements

Based on their achievement standard in Year 8, students are allocated into Advanced, Standard and Numeracy classes. The Advanced and Standard classes follow the same course and the Numeracy class uses this course as a basis for their program. Students in all Maths classes are provided with materials and activities which enrich and enhance the learning program in order to meet the range of abilities and learning styles of all students in these classes.

It is our policy and our practice that any student studying in a Standard or Advanced Class has access to any future Maths courses. Students in Numeracy classes, along with their parents, are provided with relevant information about future pathways in Maths.

At the end of Semester 2, parents and students are informed of the next year's Maths class placement and they are invited to consult with their teacher or faculty coordinator if there are any concerns.

**Subject Fee** Nil

# MATHEMATICS

## YEAR 10 MATHEMATICS

**LEVEL: Year 10**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Year 9 Mathematics.

### Content

Students will study the topics below for the first semester (MA3A):

- Patterns and Algebra - algebraic manipulation and working with formulae
- Measurement and Geometry - applications related to surface areas and volumes
- Chance - more complex probability concepts and application
- Linear and Non-Linear Relationships - solving equations and graphical processes.

In the second semester students will choose or be recommended for either one of the two options, based on their future pathways in senior school Mathematics:

Pre Maths Methods topics include:

- Money and Financial Mathematics - interest calculations
- Geometric Reasoning - applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and Trigonometry - solving problems related to triangle geometry
- Data representation - more complex concepts related to statistics
- Real Numbers - working with surdic form
- Linear and Non-Linear Relationships - working with quadratics and exponential equations.

Pre General Maths - topics include:

- Money and Financial Mathematics - interest calculations

- Geometric Reasoning - applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and Trigonometry - solving problems related to triangle geometry
- Data representation - more complex concepts related to statistics.

At the end of each semester, students will be expected to sit for a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

### Assessment

Student's performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

Students will be assessed in each of the topics using a combination of tests, assignments and activities.

### Special Requirements

Based on their achievement standard in Year 9, students are allocated into Advanced, Standard and Numeracy classes for the first semester. In semester two, students will either study pre-Maths Studies or pre-Maths (General) based on the standard reached in the previous semester. Both courses will provide the necessary and relevant background for Stage 1 Maths courses in either Maths Methods or General Maths. Please note that students will not be offered Stage 1 Maths Methods if they have done Year 10 pre-Maths (General). Generally speaking, students doing a Numeracy Year 10 Maths course will be offered only Stage 1 Essential Maths Numeracy.

**Subject Fee** Nil

## STAGE 1 SPECIALIST MATHEMATICS A

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Year 10 pre-Maths Methods at B grade or better. This course is to be taken in conjunction with Stage 1 Maths Methods A and B.

### Content

The topics covered are arithmetic and geometric sequences, geometry and vectors in the plane.

The learning program has been designed to incorporate not only skills and knowledge in various topics and subtopics, but also analysis, problem solving and communication development.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE board. Grades A+ to E- will be used for reporting purposes.

This course together with Maths Studies A and B will provide a basis to study Stage 2 Specialist Maths.

Please note that an average grade of B or better is required to proceed to Specialist Maths the following year.

### Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 1 SPECIALIST MATHEMATICS B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Year 10 pre-Maths Methods at B grade or better. This course is to be taken in conjunction with Stage 1 Maths Methods A and B and Stage 1 Specialist Mathematics A. Successful completion of Specialist Maths A is essential.

### Content

The topics covered are trigonometry, matrices, real and complex numbers.

The learning program has been designed to incorporate not only skills and knowledge in various topics and subtopics, but also analysis, problem solving and communication.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

This course together with Maths Methods A and B and Specialist Maths A will provide a basis to study Stage 2 Specialist Maths. It is not compulsory to study this course to go to Stage 2 Specialist Maths.

Please note that an average grade of B or better is required to proceed to Specialist Maths the following year.

### Special Requirements

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee Nil**

## STAGE 1 MATHEMATICAL METHODS A

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Year 10 pre-Maths Methods at B grade or better.

### Content

Teaching and learning activities within this unit of work will help to develop analytical and problem solving skills and focus on developing a sound conceptual knowledge of mathematical concepts and relationships. Topics include:

- Functions and Graphs
- Trigonometry
- Counting and Probability.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next semester.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Please note that an average grade of B or better is required to proceed to Maths Methods in the next year.

### Special Requirements

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee Nil**

## STAGE 1 MATHEMATICAL METHODS B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Stage 1 Maths Methods A is essential.

### Content

Teaching and learning activities within this unit of work will focus on encouraging a sound conceptual development and will provide opportunities for students to consider the mathematical models and key ideas through a selection of problems posed. Topics include:

- Statistics
- Growth and Decay
- Introduction to Differential Calculus.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

This course, together with Maths Methods A, will provide a basis to study Stage 2 Maths Methods.

Please note that an average grade of B or better is required to proceed to Maths Methods in the next year.

### Special Requirements

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee Nil**

# MATHEMATICS

## STAGE 1 GENERAL MATHEMATICS A

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Year 10 Mathematics.

### Content

There are three main topics:

Investing and Borrowing, Measurement and Statistical Investigations.

Students learn mainly business orientated mathematical skills and calculating areas and volumes in practical problems and collecting and analysing data.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next semester.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 60% and 40% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

This course, together with General Maths B, will provide a basis to study Stage 2 General Maths.

Please note that an average grade of B or better is required to proceed to Stage 2 General Maths in the next year.

### Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 1 GENERAL MATHEMATICS B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Stage 1 General Maths A.

### Content

There are three main topics:

Application of Trigonometry, Linear Equations and their Graphs, Matrices and Networks.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

### Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 60% and 40% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

This course, together with General Maths A, will provide a basis to study Stage 2 General Maths.

Please note that an average grade of B or better is required to proceed to Stage 2 General Maths in the next year.

### Special Requirements

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 1 ESSENTIAL MATHS A

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits**

**LENGTH: Semester**

**Recommended background:**

Successful completion of Year 10 Mathematics.

### Content

The major topics are:

Calculations, Time and Ratio; Earning and Spending; Geometry.

The learning program has been designed to incorporate basic life skills involving practical everyday problems.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance.

Please note that this course taken together with Stage 1 Essential Maths B and both being successfully completed, will lead to Stage 2 Essential Maths the following year.

### Assessment

Students will be assessed using a combination of tests and one practical report with a weighting of 40% and 60% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Special Requirements

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 1 ESSENTIAL MATHS A – NUMERACY

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** Semester

**Recommended background:**

Successful completion of Year 10 Mathematics, including Numeracy. This course is specifically for those who completed Year 10 Numeracy or who have been invited by their Year 10 Maths teacher, based on their results.

**Content**

The major topics are:

Calculations, Time and Ratio; Earning and Spending; Geometry.

The learning program has been designed to incorporate basic life skills involving practical everyday problems.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance.

*Please note that this is a one semester terminating course. It does not lead to any Stage 2 Maths studies.*

**Assessment**

Students will be assessed using a combination of tests and one practical report with a weighting of 40% and 60% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Special Requirements**

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 1 ESSENTIAL MATHS B

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** Semester

**Recommended background:**

Successful completion of Year 10 Mathematics. This subject needs to be taken in conjunction with Stage 1 Essential Maths A.

**Content**

The major topics are:

Data in Context, Measurement, Investing and Borrowing.

The learning program has been designed to incorporate basic life skills involving practical everyday problems.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance.

Please note that this course taken together with Stage 1 Essential Maths B and both being successfully completed, will lead to Stage 2 Essential Maths the following year.

**Assessment**

Students will be assessed using a combination of tests and a practical report with a weighting of 40% and 60% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes. Successful completion of both Stage 1 Essential Maths A and B will lead to Stage 2 Essential Maths the following year.

**Special Requirements**

Students are expected to, either purchase or rent from the school, an approved graphics calculator (the TI 84-plus is the preferred model).

**Subject Fee** Nil

## STAGE 2 ESSENTIAL MATHEMATICS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Successful completion at B grade or better in Stage 1 Essential Maths A and B.

**Content**

Stage 2 Essential Maths will be taught for the first time in 2017.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- four skills and applications tasks
- three folio tasks
- one examination

**Subject Fee**

Students will be highly encouraged to purchase a revision guide (current price approx. \$29).

# MATHEMATICS

## STAGE 2 GENERAL MATHEMATICS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Successful completion at B grade or better in Stage 1 General Maths A and B or successful completion of Stage 1 Maths Methods A and B.

**Content**

Stage 2 General Mathematics will be taught for the first time in 2017.

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- five skills and applications tasks
- two mathematical investigations
- one examination.

**Subject Fee**

Students will be highly encouraged to purchase a revision guide (current price approx. \$29).

## STAGE 2 MATHEMATICAL METHODS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Successful completion at B grade or better in Stage 1 Maths Methods A and B.

**Content**

Stage 2 Mathematical Methods will be taught for the first time in 2017.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- six skills and applications tasks
- one mathematical investigation
- one examination.

**Subject Fee**

Students will be highly encouraged to purchase a revision guide (current price approx. \$29).

## STAGE 2 SPECIALIST MATHEMATICS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Successful completion at B grade or better in Stage 1 Maths Methods A and B and Stage 1 Specialist Maths A.

**Content**

Stage 2 Specialist Mathematics in the new form will be taught for the first time in 2017.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one examination.

**Subject Fee**

Students will be highly encouraged to purchase a revision guide (current price approx. \$29).



COURSE COORDINATOR **JO VAN DER ZWAAG**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
General Science	General Science	General Science	Physics A   Physics B	Physics
			Chemistry A   Chemistry B	Chemistry
			Biology A	
			Biology B	Biology
			Psychology	Psychology
			Nutrition	Nutrition

**SCIENCE**

## YEAR 8 GENERAL SCIENCE

**LEVEL: Year 8**

**LENGTH: Full Year**

**Recommended background: Nil**

### Content

The Year 8 Science course follows the Australian Curriculum. It aims to promote an interest in science and an awareness of the environment. Laboratory work and skills, along with research skills are developed through the study of a range of topics relating to the natural and physical world.

Topics studied include:

- Laboratory Skills and Safety
- Cells
- Living Systems
- Growth and Reproduction
- Using Energy and Renewable Energy
- Physical and Chemical Change
- Elements, Compounds and Mixtures
- Rocks
- Exploration and Mining.

Through resource-based learning, students develop skills in information retrieval using computers, video, internet, books and charts. Using iPads and computers, students learn how to enhance the presentation and analysis of their findings and to access their text book electronically. Students also use data gathering equipment to increase their exposure to the uses of technology in science.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests; practical reports; research activities; homework exercises and other forms of communication.

**Special Requirements Nil**

**Subject Fee \$20**

## YEAR 9 GENERAL SCIENCE

**LEVEL: Year 9**

**LENGTH: Full Year**

**Recommended background: Nil**

### Content

The Year 9 Science course follows the Australian Curriculum and aims to create an interest in science and an appreciation of scientific contributions to our way of life. Students will become critical thinkers and learn how to apply scientific principles to everyday situations. Students will build on their Year 8 experience, in the use of technology such as iPads, computers and data gatherers.

Topics studied include:

- The Atom
- Important Materials
- Reaction Types
- Heat, Light and Sound
- Electro Magnetic Radiation
- Electrical Energy
- Body Coordination
- Disease
- Ecosystems
- Earthquakes and Plate Tectonics.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests; practical reports; research activities; homework exercises and other forms of communication.

**Special Requirements Nil**

**Subject Fee \$20**

## YEAR 10 GENERAL SCIENCE

**LEVEL: Year 10**

**LENGTH: Full Year**

**Recommended background: Nil**

### Content

The Year 10 Science course follows the Australian Curriculum. It aims to create an interest in science and an appreciation of scientific contributions to our way of life. Students will become critical thinkers and learn how to apply scientific principles to everyday situations. Students will build on their Year 9 experience, in the use of technology such as iPads, computers and data gatherers.

Topics will be selected from:

- DNA and Genetics
- Geological Time
- Natural Selection and Evolution
- The Periodic Table
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests; practical reports; research activities; homework exercises and other forms of communication.

**Special Requirements Nil**

**Subject Fee \$20**

**STAGE 1 PSYCHOLOGY****LEVEL: Stage 1****SACE CREDITS: 10 credits****LENGTH: 1 Semester****Recommended background:**

Successful completion of Year 10 Science.

**Content****Course Content:**

The study of Psychology enables students to understand their own behaviours and the behaviours of others. The students are also introduced to Research Methods.

**Topics**

- Introduction to Psychology
- Social Behaviour
- Brain and Behaviour
- Research Methods.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

**School Based Assessment****Investigations Folio 30%**

- Research Investigation (Caffeine Study)
- Issues Investigation of Behaviours
- Scenario Analysis.

**Skills and Applications Tasks 70%**

- Two topic tests and exam.

Students will also complete an end of semester exam.

**Special Requirements Nil****Subject Fee Nil****STAGE 1 BIOLOGY A AND BIOLOGY B****LEVEL: Stage 1****SACE CREDITS: 10 credits per semester****LENGTH: 1 semester for each.**

Students can choose to do one or both semesters.

**Recommended background:**

Successful completion of Year 10 Science. **Biology A is not a prerequisite for Biology B.**

**Content**

In Biology, students develop their understanding of biological systems, the components of these systems and their interactions, how matter flows and energy is transferred and transformed in these systems, and the ways in which these systems are affected by change at different spatial and temporal scales. There are four units in total, two of which will be covered in each semester.:

Unit 1: Biodiversity and the interconnectedness of life

Unit 2: Cells and multicellular organisms

Unit 3: Heredity and continuity of life

Unit 4: Maintaining the internal environment.

In Units 1 and 2, students develop their understanding of relationships between structure and function in a range of biological systems, from ecosystems to single cells and multicellular organisms. In Unit 1, students analyse abiotic and biotic ecosystem components and their interactions, using classification systems for data collection, comparison and evaluation. In Unit 2, students investigate the interdependent components of the cell system and the multiple interacting systems in multicellular organisms.

In Units 3 and 4, students examine the continuity of biological systems and how they change over time in response to external factors. They examine and connect system interactions at the molecular level to system change at the organism and population levels. In Unit 3, students investigate mechanisms of heredity and the ways in which inheritance patterns can be explained, modelled and predicted; they connect these patterns to population dynamics and apply the theory of evolution by natural selection in order to examine changes in populations. In Unit 4, students investigate system change and continuity in response to changing external conditions and pathogens; they investigate homeostasis and the transmission and impact of infectious disease at cellular and organism levels; and they consider the factors that encourage or reduce the spread of infectious disease at the population level.

This course is part of the Senior Secondary Australian Curriculum for Stage 1 Science to be taught for the first time in 2017. Final course accreditation will take place in May. As this is after the time of print for this descriptor, changes may still occur and it is not feasible to give more detail as to the course content in Biology A and Biology B other than to state that **2 units will be covered in each semester.**

More detail will be provided prior to the course counselling process.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Special Requirements Nil****Subject Fee \$20 per semester**

## STAGE 1 CHEMISTRY A AND CHEMISTRY B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits  
per semester**

**LENGTH: 1 semester for each.**

Students wishing to do Chemistry B must also do Chemistry A.

**Recommended background:**

Successful completion of Year 10 Science and the recommendation of the Year 10 Science teacher to enrol in Stage 1 Chemistry.

**Content**

In Chemistry, students develop their understanding of chemical systems, and how models of matter and energy transfers and transformations can be used to describe, explain and predict chemical structures, properties and reactions. There are four units in total, two of which will be covered in each semester:

Unit 1: Chemical fundamentals:  
structure, properties and  
reactions

Unit 2: Molecular interactions and  
reactions

Unit 3: Equilibrium, acids and redox  
reactions

Unit 4: Structure, synthesis and design.

In Unit 1, students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions. In Unit 2, they continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

In Units 3 and 4, students further develop their knowledge of chemical processes, including considering energy transfers and transformations, calculations of chemical quantities, rates of reaction and chemical systems. In Unit 3, students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems. In Unit 4, students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

This course is part of the Senior Secondary Australian Curriculum for Stage 1 Science to be taught for the first time in 2017. Final course accreditation will take place in May. As this is after the time of print for this descriptor, changes may still occur and it is not feasible to give more detail as to the course content other than to state that **2 units will be covered in each semester.**

More detail will be provided prior to the course counselling process.

**Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Special Requirements Nil**

**Subject Fee** \$52 for workbook,  
\$20 for off-site workshop

## STAGE 1 PHYSICS A AND PHYSICS B

**LEVEL: Stage 1**

**SACE CREDITS: 10 credits  
per semester**

**LENGTH: 1 semester for each.**

Students wishing to do Physics B must also do Physics A.

**Recommended background:**

Successful completion of Year 10 Science and Year 10 Mathematics and the recommendation of their Year 10 Science teacher to enrol in Stage 1 Physics.

**Content**

In Physics, students develop their understanding of the core concepts, models and theories that describe, explain and predict physical phenomena. There are four units in total, two of which will be covered in each semester:

Unit 1: Thermal, nuclear and electrical  
physics

Unit 2: Linear motion and waves

Unit 3: Gravity and electromagnetism

Unit 4: Revolutions in modern physics.

In Units 1 and 2, students further investigate energy, motion and forces, building on the ideas introduced in the F-10 Australian Curriculum: Science. In Unit 1, students investigate energy production by considering heating processes, radioactivity and nuclear reactions, and investigate energy transfer and transformation in electrical circuits. In Unit 2, students describe, explain and predict linear motion, and investigate the application of wave models to light and sound phenomena.

In Units 3 and 4, students are introduced to more complex models that enable them to describe, explain and predict a wider range of phenomena, including, in Unit 4, very high speed motion and very small scale objects.

In Unit 3, students investigate models of motion in gravitational, electric and magnetic fields to explain how forces act at a distance, and use the theory of electromagnetism to explain the production and propagation of electromagnetic waves. In Unit 4, students investigate how shortcomings in existing theories led to the development of the Special Theory of Relativity, the quantum theory of light and matter, and the Standard Model of particle physics.

This course is part of the Senior Secondary Australian Curriculum for Stage 1 Science to be taught for the first time in 2017. Final course accreditation will take place in May. As this is after the time of print for this descriptor, changes may still occur and it is not feasible to give more detail as to the course content other than to state that **2 units will be covered in each semester.**

More detail will be provided prior to the course counselling process.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

**Special Requirements** Nil

**Subject Fee** \$20 per semester

## STAGE 1 NUTRITION

**LEVEL: Stage 1**  
**SACE CREDITS: 10 credits**  
**LENGTH: 1 Semester**

### Recommended background:

Successful completion of Year 10 Science, and / or Year 10 Food Preparation & Nutrition, is advantageous.

### Content

Two or three of the following topics will be studied by the class:

- Macro & Micro Nutrients, digestion & metabolism.
- Nutrition through the lifecycle, and prevention of diet related disorders.
- Fresh versus processed foods, contamination and safe food handling
- Sustainable food production, water issues in developing countries.
- Psychology of food marketing and consumption choices.
- Indigenous Australians, traditional foods, contemporary changes.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Students demonstrate evidence of their learning through four or five assessments in total. At least one of these will involve collaborative work.

### Investigations Folio

- Two or three practical investigations which may include laboratory experiments, food preparation in school or community settings and / diet assessments using computer analysis methods.
- One issues investigation of 750 words or a 5 minute oral or the equivalent in multimedia form.

### Skills and Applications Tasks

- At least one skills and application task which demonstrates knowledge and understanding to show links between nutrition concepts.

Students will also complete an end of semester exam.

**Special Requirements** Nil

**Subject Fee** Nil

## STAGE 2 PSYCHOLOGY

**LEVEL: Stage 2**  
**SACE CREDITS: 20 credits**  
**LENGTH: Full Year**

### Recommended background:

Any Stage 1 Science at a C grade or better.

### Content

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (ie observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

### Topics

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Investigations Folio 30%

- Group Investigation
- Individual Investigation

### Skills and Applications Tasks 40%

- Five Topic Tests
- Mid Year Examination
- Two Application Tasks -Scenarios.

### External Assessment 30%

- Examination (2 hour external examination in November).

**Special Requirements** Nil

**Subject Fee** \$50

## STAGE 2 BIOLOGY

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Any Stage 1 Science at a C grade or better.

### Content

In Biology, students learn about the cellular and overall structures and functions of a range of organisms, from the molecular level to Ecosystems. They learn about the connection between organisms in the amazing diversity of life that currently (and previously) existed on Earth. The universal code of DNA is studied; from replication to protein synthesis to genetic manipulation.

Students 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 the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### School-based Assessment

#### Investigations Folio 40%

- 3 Practical Investigations and 1 Issues Investigation

#### Skills and Applications Tasks 30%

- 4 Topic Tests

#### External Assessment 30%

- Examination (3 hour external examination in November).

**Special Requirements** Nil

**Subject Fee** \$27

## STAGE 2 CHEMISTRY

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Students must have successfully completed Chemistry A & B at Stage 1 and have the recommendation of their Stage 1 Chemistry teacher.

### Content

Key chemical ideas and concepts are introduced within five topics.

#### Topics:

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials.

Through the study of these topics students will develop the ability to:

- Design and conduct experiments
- Analyse and interpret data and information
- Relate chemical concepts to real life situations
- Conduct research in an area of personal interest
- Work collaboratively
- Communicate in a variety of formats.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment

##### Investigations Folio

- 3 Practical Investigations and 1 Issues Investigation 40%.

##### Skills and Applications Tasks

- 5 Topic Tests 30%.

#### External Assessment 30%

- Examination (3 hour external examination in November).

**Special Requirements** Nil

**Subject Fee** \$52 for workbook, \$20 for off-site workshop

## STAGE 2 PHYSICS

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Students must have successfully completed Physics A & B at Stage 1 and have the recommendation of their Stage 1 Physics teacher. It is recommended that students have successfully completed Stage 1 Mathematical Studies and preferable that students are studying Stage 2 Mathematics.

### Content

The study of Physics offers opportunities for students to understand and appreciate the nature and behaviour of energy and matter in the universe. This subject requires students to understand and apply knowledge 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.

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes a real-life application.

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment

##### Investigations Folio

- 4 Practical Investigations and 1 Issues Investigation 40%.

##### Skills and Applications Tasks

- 4 Topic Tests 30%.

##### External Assessment 30%

- Examination (3 hour external examination in November).

### Special Requirements

Students are required to have a scientific or graphics calculator and a protractor.

**Subject Fee** \$52

## STAGE 2 NUTRITION

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Any Stage 1 Science at a C grade or better.

### Content

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 which influence food choices and reflect on local, national, Indigenous and global concerns and associated issues.

They investigate methods of food production and distribution which affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Students undertake the study of *all four* core topics and one option topic (Global Hunger).

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer.

#### Option Topic

- Option Topic: Global Hunger.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment Weighting

##### Investigations Folio

3 Practical Investigations and 1 Issues Analysis 40%

##### Skills and Applications Tasks

3 or 4 Topic Tests and 1 Trial Exam 30%

##### External Assessment 30%

- Examination (3 hour external examination in November).

### Special Requirements Nil

**Subject Fee** \$27

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING



COURSE COORDINATOR **DARRYL OLIVER**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Design & Technology Studies	Woodwork	Woodwork	Design & Technology Material Products Furniture Construction A&B	Design & Technology Material Products - Furniture Construction
	Materials Technology	Materials Technology	Design & Technology Material Products Metalwork/ Art Metalwork	Design & Technology Material Products - Fashion Design Studio
	Metalwork	Metalwork	Design & Technology Communication Products CAD Graphics A&B	Design & Technology CAD Graphics Communication Products
	Art Metalwork	Art Metalwork	Certificate I General Construction Plumbing Focus	Roof Plumbing Certificate III (partial)
	Fashion Design Studio	Fashion Design Studio	Information Technology A	Information Technology Studies
		CAD Graphics	Information Technology B	
			Information Technology	

**DESIGN & TECHNOLOGY, CAD, IT AND PLUMBING**

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## YEAR 8 DESIGN & TECHNOLOGY STUDIES

**LEVEL: Year 8**

**LENGTH: 1 Term**

**Recommended background:** Nil

### Content

In Year 8 all students undertake one term of Design & Technology, including Woodwork, Metalwork and Materials Technology. Through this course students will develop skills in using hand tools and fixed machinery and will gain experience in problem solving and evaluating products and processes. Possible projects include:

- spinning top
- beetle bot
- sheet metal tin.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Written 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 9 WOODWORK

**LEVEL: Year 9**

**LENGTH: 1 Semester**

**Recommended background:** Nil

### Content

Year 9 Woodwork focuses on a "design, make and evaluate" methodology, using timber as the material for project construction. The course focuses on basic carcass construction; glues, finishes and simple jigs; safe use of hand and power tools; safe use of fixed machinery including the drill press and band saw; and developing skills in technical drawing. Some possible projects include:

- jewellery box
- cheese board and knife
- wine rack
- butlers tray.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Written 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 9 MATERIALS TECHNOLOGY

**LEVEL: Year 9**

**LENGTH: 1 Semester**

**Recommended background:** Nil

### Content

Materials Technology enables students to design, make and evaluate, using a range of materials and processes. Students learn about basic electrical circuits and integrate their ideas into various products that use timber, metal and plastic in their construction.

The course focuses on:

- electronics: simple circuits
- power generation
- safe use of machinery and power tools
- plastics construction
- integration of materials
- blow moulding
- accuracy of construction and assembly.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Written 30%

**Special Requirements** N/A

**Subject Fee** N/A

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## YEAR 9 METALWORK

**LEVEL:** Year 9

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

Metalwork will focus on a “design, make and evaluate” methodology using metal as the material for construction. The course will focus on:

- safe use of welding equipment and processes such as fusion and braze
- introduction to methods of joining and fastening
- basic lathe process including: facing, parallel turning, taper turning and use of mild steel and aluminium
- developing skills in technical drawing
- safety with hand and power tools
- use of computer technology.

Projects suggested:

- tool box
- desktop spinning toy
- barbecue fork and spatula
- folding camp shovel.

Some costs will be incurred if students wish to vary projects.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 9 ART METALWORK

**LEVEL:** Year 9

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

In this course students will gain skills in working in wrought iron and jewellery making. Students learn how to cut, bend, shape and work different materials. They will also learn how to join materials through a number of methods. These methods include different welding processes and riveting.

Students will also be introduced to the design process. This includes research into like products and then designing and producing their own product. Emphasis is on exploring creative design.

The second part of the course teaches the skills involved in creating jewellery. These skills require more patience and accuracy. The design process is followed as students move from simple set projects to creating their own unique pieces.

Students will work a range of materials. These include: mild steel, tinplate, copper, nickel silver, aluminium and silver.

Items manufactured over the course may include garden ornament designs, wine bottle holders, candelabras, rings, pendants, bracelets and other designed pieces.

This course, or similar demonstrable skills, may be required in order to undertake the Art Metalwork (AM3H) course in Year 10.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 9 FASHION DESIGN STUDIO

**LEVEL:** Year 9

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

Students will be able to:

- work in teams
- design and make
- use, real life, industry design processes
- use Fashion illustration
- use illustrator in design
- enter Design an Outfit Competition
- enter a project into the Royal Show
- create a cushion: an emoji or iPad bean bag
- create a Bag: back pack or maybe a beach, iPad, pencil case, satchel, makeup, ear bud case
- create a garment-skater skirt, or top.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

- Safety knowledge
- Design process understanding
- Use of technologies, sewing machines, computer software
- Project design and completion.

**Special Requirements** Nil

### Subject Fee

Students are responsible for purchasing the fabric and notion requirements for the projects. This will be managed through a school excursion.

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## YEAR 10 WOODWORK

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:**

Year 9 Woodwork.

### Content

Woodwork will focus on a “design, make and evaluate” methodology using timber as the material for project construction. Students will develop skills using traditional hand tools as well as experience the use of modern machinery and power tools to complete their projects.

The course will focus on:

- framing joints, types of framing joints, construction and applications
- safe workshop practice
- sanding and finishing techniques
- use of manufactured board
- use of wide variety of solid timbers
- use hand and power tools
- use of computer technology.

Suggested projects:

- foot stool
- coffee table
- clock
- extension projects.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 10 MATERIALS TECHNOLOGY

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

Materials Technology enables students to design, make and evaluate, using a range of materials and processes. Students assemble complex electrical circuits and integrate their ideas into various products that use timber, metal and plastic in their construction.

The course will focus on:

- electronics: assembly of complex electrical circuits
- safe use of machinery and power tools
- plastics construction
- integration of materials
- vacuum forming
- accuracy of construction and assembly.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Written 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 10 METALWORK

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:**

It is desirable, but not essential that students have completed Year 9 Metalwork to a satisfactory standard.

### Content

Metalwork will focus on a “design, make and evaluate” methodology using metal as the material for construction.

Skill development and understanding processes are a priority. Processes include welding using oxy-acetylene and MIG, lathe and milling machine along with continued development of appropriate hand skills and techniques.

Projects include:

- quick action clamp
- webbing clamp
- tack hammer
- hacksaw
- swivelling stool.

### Assessment

Students’ performance will be determined according to the subject’s Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

**Special Requirements** N/A

**Subject Fee** N/A

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## YEAR 10 ART METALWORK

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:**

Art Metalwork Year 9, or demonstrable similar skills are required for this course.

**Content**

This course builds on previously learnt skills in both wrought iron and jewellery making.

In the first part of the course, students will further develop ability in working with metal. They will be able to cut, bend, shape and work different materials. They will also learn how to join materials through a number of methods including welding processes and riveting.

Students will undertake a project made from recycled materials. They will expand on their understanding of the designing process with more in depth research into like products and then design and produce their own product. Emphasis is on exploring creative design.

The second part of the course further develops the skills involved in creating jewellery. These skills require more patience and accuracy. The design process is used as students create their own set of unique pieces.

There is an initial range of set projects from which the skills are developed, then students design their own.

Students will work with a range of materials including:

- mild steel, copper, nickel silver, aluminium, silver.

Items manufactured over the course may include:

- candle holders
- design made from recycled materials
- set of jewellery pieces designed on a similar theme.

Some costs may be incurred if students wish to vary projects.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 10 FASHION DESIGN STUDIO

**LEVEL: Year 10**

**LENGTH: 1 Semester**

**Recommended background:** Nil

**Content**

The course content will give students the opportunity to design creative and functional projects using textiles.

A maximum of two projects and one group project, to give to a children's charity of their choosing is recommended.

By completing these projects students will:

- work in team
- use the design process
- project management
- research
- increase familiarity with illustrator and design apps
- learn to select fabrics to maximize project presentation.

Technologies available to students include:

computerised sewing machines, overlockers, illustrator and photoshop, stika cutter, vinyl logo printer, iron on transfer, or design and have your own fabric produced.

Students will have the opportunity to participate in three competitions:

- Royal Show - State run
- Wool4schools - Australia wide
- Design an outfit - school run.

Projects are negotiated by the students to ensure they have meaning. To date they have included:

a t-shirt, hoodie, denim wrap skirt, dress, onesie, backpack, bucket hat.

**Assessment**

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Practical 70%

Theory 30%

Students will:

- provide evidence of their understanding of the design process through compilation of a folio
- provide evidence of utilisation of technology
- complete at least two projects.

**Special Requirements** Nil

**Subject Fee**

Students are responsible for purchasing the fabric and notion requirements for the garments. This will be managed through school.

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## YEAR 10 CAD GRAPHICS

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

This course is focused on product design and offers students a pathway into industries such as engineering, architecture, industrial design, manufacturing and interior design. Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. The course allows students scope to design their own products whilst developing industry relevant skills. Students produce written folios that include investigations into materials, production techniques and product design.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Skills and Application Tasks: 20%

Folio: 30%

Product/Practical: 50%

**Special Requirements** N/A

**Subject Fee** N/A

## YEAR 10 INFORMATION TECHNOLOGY

**LEVEL:** Year 10

**LENGTH:** 1 Semester

**Recommended background:** Nil

### Content

This course provides students with an opportunity to develop their ICT knowledge through theory and practical work.

The course introduces students to computer hardware, software and operating systems. Students learn the function of hardware and software components, as well as suggested best practices in maintenance and safety issues. Through hands-on activities, students learn how to assemble, format and configure a computer, install operating systems and software and troubleshoot hardware and software problems. In addition, system networking, connecting to the Internet and the basics/ principles of the network server are covered. Students learn how to create automated spread sheets, computer based relational database information systems and programming in a third generation object oriented programming environment.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Assessment is drawn from theory tests, assignments and practical tests.

**Special Requirements** N/A

**Subject Fee** N/A

## STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION A & B

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits for each semester

**LENGTH:** 1 Semester

**Recommended background:**

Year 10 Woodwork.

Stage 1 Furniture Construction can be chosen for one semester or for a full year.

### Content

Students design and create products which meet a design brief and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information and equipment to make high-quality products or systems for intended purposes. They analyse the impact of technological practices and products on individuals, society, and/or the environment and develop insights into the uses of technology in future contexts.

### Project Design and Problem Solving:

Folio presentation of design process, leading to construction of a major practical project.

Development of technical drawing and use of computer aided design-drawing packages.

### Knowledge and Understanding:

Instruction in the safe use of portable and fixed power machinery including Radial Arm Saw, Circular Saw etc.

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# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION A & B CONTINUED

### **Skill Development:** **Furniture Construction A**

FC4A will focus on solid carcass construction using traditional joining and some modern assembly fittings. Students will use manufactured board to produce flat packed furniture to bedside cabinets or TV units to their own design.

### **Skill Development:** **Furniture Construction B**

FC4B will explore and understand the application of various framing techniques using traditional joints and also some knock-down fittings. Students will use solid timber to construct a framed item of furniture of their own design. This could be a hall table, chair, stool etc.

### **Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

Skills and Applications Task: 20%

Folio and Materials Study: 20%

Product: 60%

### **Special Requirements**

This course may be offered after school from 3.30 – 6.30pm.

### **Subject Fee** N/A

## STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – METALWORK/ ART METALWORK

### **LEVEL: Stage 1**

### **SACE CREDITS: 10 credits**

### **LENGTH: 1 Semester**

### **Recommended background:**

Students must have completed Art Metalwork/Metalwork in Year 10 to be recommended to do Art Metalwork/Metalwork in Stage 1.

### **Content**

#### **Project Design and Problem Solving:**

Students are required to present a Folio covering the design process.

The Folio covers sketched designs, research of like products, manufacturing techniques, possible products and a materials investigation, all leading to the manufacture of a major practical project.

#### **Skills development:**

Metalwork incorporates welding, fabrication, sheet metal and machining.

The course will cover oxy-acetylene and MIG welding with time spent on skills development. Machine operations include lathe work, guillotine and bender operations. Hand tools include measuring, marking and cutting all to tolerances.

Art Metal incorporates various jewellery making techniques, welding, wirework and design.

The course will cover silver soldering, working of base metals such as nickel silver copper and silver, the use a large range of hand tools and various polishing and finishing methods.

In both courses safe work practices will be emphasised and explained.

### **Assessment**

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

- Skills and Applications Task 20%
- Folio and Materials Study 20%
- Product 60%.

### **Special Requirements**

This course may be offered after school from 3.30 – 6.30pm.

### **Subject Fee**

Some costs will apply to pay for materials used.

## STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FASHION DESIGN STUDIO

### **LEVEL: Stage 1**

### **SACE CREDITS: 10 credits**

### **LENGTH: 1 Semester**

### **Recommended background:**

A background equivalent to Year 9 level sewing will be an advantage.

### **Content**

Students will design and create one product using fabric, to meet their design brief. Students learn to analyse existing products for commercial techniques and style to help support the development of their own designs. Students will learn to draft and modify patterns in the production of their design. Fabrics are explored to determine the best selection. Students will evaluate their choices and decision making.

This course has a practical orientation with supporting investigation and an

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

emphasis in design work. They will have the opportunity to negotiate their design. Students will have the opportunity to enter their work into the Teen Fashion Awards an Australia-wide Rotarian competition.

## Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### Assessment type 1:

This includes:

Skill and application tasks: 20%

- a study of materials. This is a science based investigation, where students will conduct experiments and write up results.
- working in teams, students create a blog, to teach a skill.

### Assessment type 2:

Project 60%

Students are required:

- to produce a minimum of one garment
- to write an evaluation statement of 250 words

Students will have the opportunity to enter their work into the Teen Fashion Awards, an Australia-wide competition.

### Assessment type 3:

Folio 20%

- an A3 folder of support materials demonstrating understanding of the design process used to make the one project.

## Special Requirements Nil

## Subject Fee

Students are required to supply the A3 folder.

Students are responsible for purchasing the fabric and notion requirements for the garments. This will be managed through school.

## STAGE 1 CAD GRAPHICS A & B – DESIGN AND TECHNOLOGY COMMUNICATIONS PRODUCTS

### LEVEL: Stage 1

**SACE CREDITS: 10 credits for each semester**

**LENGTH: 1 Semester**

### Recommended background:

Satisfactory completion of Year 10 CAD Graphics. Can be chosen for 1 or 2 semesters.

### Content

This course has elements of product design, architecture and mechanical engineering, allowing opportunities for students to pursue design areas that are most relevant to their futures. This course offers students a pathway into industries such as engineering, architecture, industrial design, manufacturing, interior design or a trade. Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. Students also develop skills using FEA and Fluid Design, tools that allow products to be virtually tested before manufacture. Students produce written folios that include investigations into materials, production techniques and product design.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Students demonstrate evidence of learning through the following assessment types:

Skills and application tasks: 20%

Folio and material study: 20%

Product/practical: 60%

## Special Requirements Nil

## Subject Fee N/A

## CERTIFICATE I GENERAL CONSTRUCTION – PLUMBING FOCUS CPC10111

### LEVEL: Stage 1

**SACE CREDITS: 35 credits**

**LENGTH: 1 Semester**

**Recommended background: Nil**

### Content

In conjunction with Master Plumbers Association of South Australia, students looking for a pathway into the construction industry can choose to undertake this VET qualification. Upon successful completion of this course, students will meet the entry requirements of many of TAFE's full time pre-vocational courses giving them a pathway into the trades.

### Students will undertake these Competencies:

- Work effectively and sustainably in the construction industry.
- Plan and organise work
- Conduct workplace communication
- Read and interpret plans and specifications
- Use construction tools and equipment
- Carry out measurements
- Work safely in the construction industry
- Handle construction materials
- Apply basic levelling procedures
- Undertake a construction project.

Students will need to undertake two weeks of work placement in the Plumbing Industry to complete this course.

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# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## CERTIFICATE I GENERAL CONSTRUCTION – PLUMBING FOCUS CPC10111 CONTINUED

### Assessment

Assessment is competency based. Students will be assessed as competent when they have completed all aspects of each competency to a required standard. Students will be required to undertake homework assignments and theory work and will be required to present a folio of work in an interview at the end of the course.

### Special Requirements

Students will need to wear a Hi-Vis shirt and steel capped boots.

### Subject Fee

Please refer to the Inner South VET Programs Handbook for fee information.

## STAGE 1 INFORMATION TECHNOLOGY A

**LEVEL:** Stage 1  
**SACE CREDITS:** 10 credits  
**LENGTH:** 1 Semester  
**Recommended background:**  
Year 10 Information Technology.

### Content

Students develop an understanding of database principles by constructing a computer based relational database information system which stores data efficiently, minimises file size, reduces unnecessary data entry and has a user-friendly design for forms, reports and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system.

The study of networking and computer systems is central to the understanding of information technology systems because of the way in which software and hardware process data into information. Students develop an understanding of computer and communication concepts and develop accurate terminology which helps in the development of an information technology system.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Tasks include:

- folio - 30%
- skills and applications tasks - 30%
- project - 40%.

**Special Requirements** N/A

**Subject Fee** N/A

## STAGE 1 INFORMATION TECHNOLOGY B

**LEVEL:** Stage 1  
**SACE CREDITS:** 10 credits  
**LENGTH:** 1 Semester  
**Recommended background:**  
Year 10 Information Technology.

### Content

Programming involves instructing a computer to solve a problem in a logical way with the help of a programming language.

Students develop an understanding of programming by constructing an application program which accepts input from, and interacts with, the user to produce outcomes. The students' code will use functions (procedures / modules of code) including selection (branching) and repetition (looping) and have a user-friendly finished layout.

Students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outcomes. The website must meet accessibility standards of publishing and the design of its interface, navigation, integration of media and finished layout must be user-friendly. Students use the problem-solving approach of the systems development life cycle to build an interactive website.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Tasks include:

- folio - 30%
- skills and applications tasks - 40%
- project - 30%.

**Special Requirements** N/A

**Subject Fee** N/A

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## STAGE 2 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

### Recommended background:

It is strongly recommended that students have successfully completed SACE Stage 1 Furniture Construction. (FC4A and/or FC4B).

### Content

Students will design and construct their own project in consultation with the teacher.

Students will use contemporary furniture construction techniques to create an article of furniture.

Students will use a range of materials and processes to complete this task.

Students will use a range of machines and hand tools to complete their project.

Students will be required to produce product records of their practical work to assist with moderation.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School-based Assessment 70%

This includes:

- skills and materials applications tasks 20%
- product 50%.

#### External Assessment Folio 30%

Students complete a Folio which contains documentation of their investigation and planning for their product, process or system.

The SACE Design and Technology Subject Outline includes Performance Standards, which describe five levels of achievement which are reported with the grades A to E at the student's completion of the subject.

### Special Requirements

This course will be offered after school, from 3.30 – 6.30pm on a Monday or Tuesday.

### Subject Fee

An additional subject levy may be charged.

Some costs will apply, to pay for project materials.

## STAGE 2 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FASHION DESIGN STUDIO

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

### Recommended background:

Completion of either Year 10 textiles or equivalent is preferable and a genuine interest in fashion design.

### Content

In Fashion Design students express their ideas through the construction of two projects using fabric. Student designs are resolved using a commercial pattern as a template. Students have opportunities to research, understand and reflect on their design and construction work, in a fashion-trend context.

The course includes the development of a brief, research, ideas (concepts) analysis and experimentation with ideas, techniques, finishing with the production of two garments and one accessory item. Students will have the opportunity to enter their work into the Teen Fashion Awards an Australia-wide Rotarian competition.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

#### School based assessment 70%

##### Assessment type 1:

This includes:

- skills and applications tasks 20%
- a study of materials. This is a science based investigation, where students will conduct experiments and write up results.
- making three sewing aids to support a learner.
- making one accessory item to complement one of the garments produced.

##### Assessment type 2:

50% - construct two projects from fabric  
35% - formal item of the student's choice.  
15% - casual item of the student's choice.  
Students will be required to produce product records of their practical work to assist with moderation.

#### External assessment – Folio 30%

##### Assessment type 3:

Students will complete an A4 folio, which contains documentation of their investigation and planning for their formal project.

### Special Requirements

Students are responsible for purchasing the fabric and notion requirements for the garments.

### Subject Fee Nil

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## STAGE 2 CAD GRAPHICS – DESIGN AND TECHNOLOGY COMMUNICATIONS PRODUCTS

**LEVEL:** Stage 2

**SACE CREDITS:** 20 credits

**LENGTH:** Full Year

**Recommended background:**

Satisfactory completion of Stage 1 CAD Graphics A or B.

### Content

Students have the ultimate scope for design in this course, selecting a product to investigate, design and improve. The projects in the course allow students to pursue an area of interest that best supports their transition into industries such as engineering, architecture, industrial design, manufacturing, interior design or a trade. Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. Students additionally employ skills using FEA and Fluid Design (tools that allow products to be virtually tested before manufacture) to validate their designs. Students need to produce a folio that reflects the design process they have undertaken, including sketches and research. This component is externally assessed.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

### School-based Assessment

Skills and Application Tasks: 20%

Product/Practical: 50%

### External Assessment

Folio 30%

**Special Requirements** N/A

**Subject Fee** N/A

## STAGE 2 PARTIAL CERTIFICATE III ROOF PLUMBING CPC32611

**LEVEL:** Stage 2

**SACE CREDITS:** 30 credits

**LENGTH:** Full Year

**Recommended background:**

Students must have completed Certificate I General Construction CPC10111 to be eligible to undertake this course.

### Content

This course delivers a cluster of competencies from the Certificate III in Roof Plumbing CPC32611. Upon satisfactory completion it will count as 30 Stage 2 SACE Credits. It is designed by the Plumbing Industry to give students wishing to become plumbers an opportunity to begin training whilst completing Stage 2.

Students will undertake these

Competencies:

- weld using oxy acetylene equipment.
- carry out OH&S requirements
- carry out levelling
- carry out simple concrete and rendering
- weld plastic pipe using fusion method
- fabricate and install non ferrous pressure piping
- mark out materials
- cut and join sheet metal
- flash penetrations through walls
- fabricate and install roof drainage components
- install storm water and sub-soil drainage systems
- weld using arc welding equipment
- cut using oxy-LPG acetylene equipment.

Students will need to undertake 15 days of work placement in the Plumbing Industry to complete this Course.

### Assessment

Assessment is competency based. Students will be assessed as competent when they have completed all aspects of each competency to a required standard. Students will be required to undertake homework assignments and theory work and will be required to present a folio of work in an interview at the end of the course.

### Special Requirements

Students will need to wear a Hi-Vis shirt and steel capped boots.

### Subject Fee

Please refer to the Inner South VET Programs handbook for fee information.

# TECHNOLOGY – DESIGN, INFORMATION AND PLUMBING

## STAGE 2 INFORMATION TECHNOLOGY STUDIES

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:**

Successful completion of Information Technology A or B at Stage 1, at B grade or better.

### Content

Students study both core topics and two option topics:

#### Core Topic 1: Information Systems

The information required of a computer-based application drives the development of interactive and dynamic computer-based information systems and is central to the study of Stage 2 Information Technology.

Students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts helps the developer to build a system which meets the needs of the user.

#### Core Topic 2: Computer and Communication Systems

Computer and communication systems are essential because of the way in which software and hardware process data into information and then transfer this data/ information to other locations. Students develop an understanding of computer and communication system concepts which underpin computer devices and how these concepts apply to networks.

#### Option Topics

- Topic 1: Relational Databases
- Topic 2: Application Programming.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment 70%

- Assessment Type 1:  
Folio 20%
- Assessment Type 2:  
Skills and Applications Tasks 30%
- Assessment Type 3:  
Relational Database Project 20%.

#### External Assessment Type 4: Examination 30%

**Special Requirements** N/A

**Subject Fee** N/A

# TECHNOLOGY – FOOD AND NUTRITION



COURSE COORDINATOR **DARRYL OLIVER**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Food & Textile Technology	Food & Textile Technology	Food Preparation & Nutrition	Nutrition (refer to Science)	Nutrition (refer to Science)
	Food, Culture & Fashion	Child Studies	Food & Hospitality - Food & Culture	Food & Hospitality Studies
	Food, Nutrition & Fashion		Food & Hospitality - Creative Food Preparation	Child Studies

**FOOD TECHNOLOGY & NUTRITION**

# TECHNOLOGY – FOOD AND NUTRITION

## YEAR 8 FOOD & TEXTILE TECHNOLOGY

**LEVEL:** Year 8

**LENGTH:** Term - 10 weeks

**Recommended background:** Nil

### Content

All Year 8 students undertake this half semester course comprising of Food Technology and Textiles.

Food Technology is a 5 week course where students have the opportunity to experience a variety of food production skills, reflecting their diverse cultural backgrounds. Students will develop skills and understanding of nutritional issues, safe and hygienic work practices and effective use of time and resources.

Textiles is a 5 week course and students have an introduction into the safe and correct operation of a sewing machine and associated equipment.

Students will develop their design skills and their machining skills through the construction of a small zippered case.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Tasks include:

- practical skills
- collaborative and independent work
- safety
- the Design process
- society and textile technology
- production of a small zippered case.
- use of technologies.

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 9 FOOD & TEXTILE TECHNOLOGY

**LEVEL:** Year 9

**LENGTH:** 1 Semester each

**Recommended background:** Nil

**Students may choose one or two semesters of Home Economics from the following areas.**

### FOOD, CULTURE AND FASHION

Approximately two-thirds of time is spent studying food and the remaining one-third studying fashion, each with a cultural focus.

#### Culture

Students consider changes in our food, technology and lifestyles in our culturally diverse society. This includes the impact of multicultural society and festivals upon our food choices.

#### Fashion

Students make and appraise a suitable garment, eg boxer shorts. Students are required to supply own fabrics.

**Special Requirements** Nil

**Subject Fee** Nil

### FOOD, NUTRITION AND FASHION

Students spend approximately two-thirds of time studying food and the remaining one-third studying fashion and textiles.

#### Food

Students look at the Australian Guide for Healthy Eating for teenagers and food nutrients. Students plan, prepare and serve foods which are appealing to teenage tastes and reflect Australia's multicultural society. Examples of food practicals: Thai green curry, soup, blueberry pancakes.

#### Fashion

Students make and appraise a suitable garment, eg boxer shorts. Students are required to supply own fabrics.

**Special Requirements** Nil

**Subject Fee** Nil

## YEAR 10 FOOD PREPARATION & NUTRITION

**LEVEL:** Year 10

**LENGTH:** Semester

**Recommended background:** Nil

### Content

Food Preparation and Nutrition. This is a one-semester course which may be selected only once. It focuses on the specialisation of contemporary issues around food and nutrition. The focus is on increasing skill development for food preparation and presentation.

Work includes the extension of research skills, practical application, conserving resources through collaborative and independent learning exercises.

Practicals may include: woodoven gourmet pizzas, Dang's Penang curry, designer artisan breads and lemon meringue pie.

This subject leads into Stage 1 Nutrition, Stage 1 Food & Culture and Creative Food Preparation.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Tasks include:

- practical activities as individuals or in groups.
- research assignments.
- presentation using multimedia or iPads.

**Special Requirements** Nil

**Subject Fee** \$50

# TECHNOLOGY – FOOD AND NUTRITION

## YEAR 10 CHILD STUDIES

**LEVEL:** Year 10

**LENGTH:** Semester

**Recommended background:** Nil

### Content

This is a one-semester course which may be selected only once, providing the opportunity to develop knowledge and skills in relation to children and families in our contemporary society.

Students will explore the role of families in supporting children, parenting, pregnancy and birthing options. They study the socialisation of a young child; creating a children's toy and children's food and look at the impact of our technological and media world upon a young child. Students explore career options eg. midwifery, paediatrics, disability studies, early childhood teaching.

Students will have the opportunity to construct their own heirloom teddy bear or similar children's toy or article.

### Assessment

Students' performance will be determined according to the subject's Achievement Standards as outlined in the framework of the Australian Curriculum. Grades A to E will be used for reporting purposes.

Tasks include:

- research tasks
- evaluation reports
- practical activities.

**Special Requirements** Nil

### Subject Fee

Nil (the school provides materials for the basic teddy bear construction)

## STAGE 1 FOOD AND HOSPITALITY – CREATIVE FOOD PREPARATION

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** Semester

**Recommended background:** Nil

### Content

The study of Food and Hospitality integrates active, problem-solving approaches to learning. 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. Practicals will include contemporary style desserts, baking and meals which reflect our current food trends.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment Weighting

- Assessment Type 1:  
Practical Activity 40%
- Assessment Type 2:  
Group Activity 30%
- Assessment Type 3:  
Investigation 30%.

**Special Requirements** Nil

**Subject Fee** \$80

## STAGE 1 FOOD AND HOSPITALITY FOOD AND CULTURE

**LEVEL:** Stage 1

**SACE CREDITS:** 10 credits

**LENGTH:** Semester

**Recommended background:** Nil

### Content

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in individual and collaborative activities to support the development of food knowledge, preparation, presentation skills. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts both locally and globally.

A range of practicals are undertaken to reflect our cultural diversity.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment

- Assessment Type 1:  
Practical Activity 40%
- Assessment Type 2:  
Group Activity 30%
- Assessment Type 3:  
Investigation 30%.

**Special Requirements** Nil

**Subject Fee** \$80

# TECHNOLOGY – FOOD AND NUTRITION

## STAGE 2 FOOD AND HOSPITALITY STUDIES

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:** Nil

### Content

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills through practical and research tasks.

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.

This 20-credit subject includes all five areas of study.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment

Practical Activity 50%

Group Activity 20%

External Assessment Investigation 30%.

#### Information on the School-based Assessment

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.

#### Performance Standards

The Food and Hospitality Subject Outline includes Performance Standards, which describe five levels of achievement which are reported with the grades A+ to E- at the student's completion of the subject.

**Special Requirements** Nil

**Subject Fee** \$100

## STAGE 2 CHILD STUDIES

**LEVEL: Stage 2**

**SACE CREDITS: 20 credits**

**LENGTH: Full Year**

**Recommended background:** Nil

### Content

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Early Childhood Studies, students develop a variety of research, management and practical skills. Practical activities may include: making a child's storybook, health food product for a school canteen and/or learning activity with a local primary school.

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences.

This 20-credit subject includes all five areas of study.

### Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

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

#### School-based Assessment

Practical Activity 50%

Group Activity 20%

External Assessment Investigation 30%

#### Information on the School-based Assessment

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.

**Special Requirements** Nil

**Subject Fee** \$50

## YEAR 10 INTO 11 – STAGE 1 SUBJECT CHOICE 2017

Student Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Home Group: \_\_\_\_\_

Please complete and bring to the Subject Selection interview on Week 7, Monday 29 August 2016.

### Stage 1 SACE (Year 11) Subject Choice

Students must study a total of 110 credits.

Semester subjects are 10 credits (refer to page 9). Full year subjects are 20 credits.

#### Compulsory Subjects

All students must achieve a C grade or better in the following:

#### CHOOSE ONE FULL YEAR

English                      **OR**                       EAL A & B                      **OR**                       English Essentials                      20  
**OR**  English Literacy Studies

#### CHOOSE ONE SEMESTER

General Maths A                      **OR**                       Maths Methods A                      **OR**                       Specialist Maths                      10  
 Essential Maths A                      **OR**                       Essential Maths A - Numeracy

#### COMPULSORY

Research Project (Stage 2 subject) 10

#### Choice Subjects

If choosing a full year of Maths write either Essential Maths A, General Maths A in choice Subject 1

1.	_____	
2.	_____	
3.	_____	
4.	_____	
5.	_____	
6.	_____	
7.	_____	
<b>Total</b>		110

If you cannot be placed in one of your seven elective subjects you will automatically be assigned a reserve preference.

Reserve 1. \_\_\_\_\_

Reserve 2. \_\_\_\_\_

### Stage 2 SACE (Year 12)

Write down five subjects you think you may do:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Choice of Career or Future Occupation

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Students who have not attempted the PLP and students who have not achieved a C or better, will need to select the PLP as an additional choice option.**

## YEAR 11 INTO 12 – STAGE 2 SUBJECT CHOICE 2017

Student Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Home Group: \_\_\_\_\_

Please complete and bring to the Subject Selection interview on Week 7, Wednesday 7 September 2016.

### Preferred Subject Choice for 2017

#### Compulsory Subject

Research Project (must be done only if not completed in 2016) YES / NO

#### Choice Subjects

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

If you cannot be placed in one of your four elective subjects you will automatically be assigned a reserve preference.

Reserve 1. \_\_\_\_\_

Reserve 2. \_\_\_\_\_

Students wishing to complete SACE only and do not require an ATAR, can do three Stage 2 subjects (topping up with Stage 1) or VET. Students wanting an ATAR must do four subjects in Stage 2 which are TAS subjects.

For University entry information, please refer to the “Tertiary Entrance 2016, 2017, 2018” booklet for further information regarding entrance requirements for tertiary courses: [www.satac.edu.au/documents/teb\\_2016.pdf](http://www.satac.edu.au/documents/teb_2016.pdf)

**Please note:** Stage 1 students who have not completed the Research Project in 2016 must repeat it in 2017.

# SUBJECT CHARGES - APPENDIX

All students are charged a 'Materials and Service' fee plus any subject charges that relate to individual subject selections. Subjects that attract extra charges in 2017 are listed below.

Year Level	Course Length	Subject	\$	Item
Year 8	Year	Language - Chinese	35	Language Perfect Licence fee
	Year	Language - French	38	Workbook
	Year	Language - Greek	35	Language Perfect Licence fee
	Year	Language - Italian	47	Workbook
	Year	Specialist Rowing	500	Course fee
	Semester	Geography	35	Excursion
	Year	Science	20	Excursion
Year 9	Semester / Year	Drama	20	Theatre Tickets
	Year	Language - Chinese	57	Language Perfect Licence fee
	Year	Language - French	38	Workbook
	Year	Language - Greek	35	Language Perfect Licence fee
	Year	Language - Italian	17	Workbook
	Year	Specialist Rowing	500	Course fee
	Semester	Geography	35	Excursion
Year 10	Year	Science	20	Excursion
	Semester / Year	Drama	20	Theatre Tickets
	Semester	Health & Physical Education	25	Excursions, Sporting Activities
	Year	Language - Chinese	35	Language Perfect Licence fee
	Year	Language - French	45	Workbook
	Year	Language - Greek	35	Language Perfect Licence fee
	Year	Language - Italian	17	Workbook
	Semester	Mixed Media - Craft	20	Specialist materials
	Semester	Specialist Rowing	250	Course fee
	Semester	Food Preparation & Nutrition	60	Food costs
	Semester	Outdoor Education	250	Activities
	Year	Science	20	Excursion
	Year 11	Semester / Year	Drama	20
Semester		Chemistry A	52	Workbook
Semester		Chemistry B	20	Excursion
Semester		Physics A	20	Excursion
Semester		Physics B	20	Excursion
Semester		Biology	20	Excursion
Year		Language - French	19	Workbooks
Year		Language - Italian	31	Workbook
Semester		Food & Hospitality	90	Food costs
Semester		Maths Pathways A	25	Workbook
Semester		Outdoor Education	250	Course fee
Semester		Tourism	40	Excursions
Semester		Geography	35	Excursion
Year 12		Year	Biology	50
	Year	Chemistry	72	Workbook & Workshop
	Year	Child Studies	60	Workbook/food
	Year	Food & Hospitality Studies	110	Workbook/food
	Year	Legal Studies	37	Workbook
	Year	Nutrition	51	Workbook
	Year	Outdoor Education	400	Course fee
	Year	Physical Education	100	Workbook/Instructors
	Year	Physics	52	Workbook
	Year	Psychology	50	Workbook
	Year	Society & Culture	37	Workbook
	Year	Tourism	350	Two day camp

VET SUBJECTS: The charge for these are outside the the Materials and Services Levy.  
Charges are correct at time of printing but may be subject to variations.

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**Government of South Australia**

Department for Education and  
Child Development

Trading as: South Australian Government Schools. Department for Education and Child Development  
T/A South Australian Government Schools CRICOS Provider Number: 00018A