Senior School Course Handbook 2016
Year 10, Stage 1 & 2

South Australian Certificate of Education (SACE)
Specialist Sport Course (SSC)
Vocational Education & Training (VET)
Australian National Curriculum

Learning for Life
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INTRODUCTION

Welcome to the Senior School Years at Wirreanda Secondary School. As a school community, we are committed to providing our students with a range of successful study, training and employment pathways. We aim to ensure a smooth and successful transition into senior school. As students transition from Middle School to Senior School, there is a greater opportunity to select subjects of interest and strength, and to begin to define a post school pathway. Our senior school aims to build on the skills, knowledge and experience of students in the middle school, and we work closely within our teams to share information and support students to make informed decisions.

Our approach at Wirreanda Secondary School to all students is aimed at best meeting their learning needs and building on the foundations already set, to ensure success in their future studies. Students will focus on further developing key skills, capabilities and knowledge needed for success before transitioning to further study or the world of work.

Features of Senior School:-

- Encompasses Years 10 to 12
- Year Level Leaders and counsellors who work with the students and families
- A focus on the teaching of literacy across all learning areas
- Access to outstanding specialist teachers and learning facilities
- A focus on restorative practices as a process for building positive relationships between students
- A focus on the effective and safe use of technologies especially through the support of staff in The Learning Hub
- Access to Physics, Chemistry and Specialist Maths through our involvement with Flinders University
- SACE support through Senior Leaders, Coordinators and Counsellors
- A Coordinator who supports students to access a range of flexible pathways with a focus on Vocational Certificate Courses, access to career expos, work experience, School Based Apprenticeships and Traineeships.
- Access to a range of courses through The Southern Adelaide & Fleurieu Trade School (SAFTS) a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions.
- Learning Support for students and targeted support for students with special learning needs through negotiated education plans and literacy support programs.
- Wirreanda Adaptive Vocational Education Program for students who require more flexibility in the range of and delivery of programs.

It is important that students and families take the opportunity to discuss subject options and preferred pathways with their teachers and counsellors. We provide a process that enables students and families to receive information, advice and support through all stages of the course counselling.

Please do not hesitate to contact the school if you have questions or require further assistance.

The contents of this publication are correct at the time of printing. Subjects listed in this handbook are on offer for 2016 however, student numbers will determine the viability of running classes in all subjects.

All enquiries can be made to Wirreanda Secondary School on 83297200.
Our Shared Vision:

Our vision for Wirreanda Secondary School is one of a caring and inclusive environment that values and embraces family and community partnerships. A school that prides itself in developing creative, vibrant and resilient learners, guided by knowledgeable, innovative and passionate staff.

Our Shared Values:

- Respect
- Honesty
- Responsibility
- Achievement
Senior School Ethos

Senior students in schools are a diverse group which is reflected in varying programmes and structures to support student success.

Students can study academic or pre-university subjects; participating in industry-based curriculum with the SACE; at TAFE or a work site, or on community projects.

The learning culture of the school plays a significant role in the learning outcomes that students gain while at school. Senior schooling provides all students with the opportunities to learn how to act individually and collaboratively and how to take on responsibility.

The outcomes for students are the result of incorporating the curriculum and the learning culture.

In the Senior School we strive to enable students to:

- Develop skills and attitudes that enhance their contribution as members of society.
- Gain educational opportunities relevant to individual needs.
- Develop an attitude of active responsibility for their actions.
- Make decisions about their lives.
- Work in an environment conducive to the development of independence.
- Partake in educational activities that are wide ranging and not solely school based.
- Become involved in the management of the school environment.
- Develop skills and attitudes appropriate to the workforce.
General Information

Information contained in this booklet was correct at the time of publication.

Students wishing to discuss the SACE pattern or other SACE matters should contact a Student Counsellor or the staff member responsible for SACE data.

It is wise to consult institutions or your careers counsellor for up-to-date information.

The Student Counsellors have information on local and interstate tertiary entrance requirements.

Information is also available on private vocational courses, e.g. travel, business colleges.

School of Languages courses are available to students unable to study the language of their choice in their school. For more details you can visit www.schooloflanguages.sa.edu.au or contact the School of Languages on 83540099.

Further information can be obtained from the Job Guide, The SATAC Guide, the Tertiary Entrance Booklet, and the TAFE Course and Admissions Guide. Students should contact Student Counsellors for assistance. Also check University, SACE Board and SATAC websites.

The following websites may be useful:

- SACE Board of South Australia  www.sace.sa.edu.au
- The University of Adelaide  www.adelaide.edu.au
- Flinders University  www.flinders.edu.au
- The University of South Australia  www.unisa.edu.au
- Technical & Further Education in South Australia  www.tafesa.edu.au
- The South Australian Tertiary Admission Centre  www.satac.edu.au
- Job Guide  www.jobguide.deewrr.gov.au
- Centrelink Home Page  www.centrelink.gov.au
- Employment Vacancy Interactive Database  www.jobsearch.gov.au
- Open access College  www.oac.sa.edu.au
- Southern Adelaide & Fleurieu Trade School  www.safts.sa.edu.au
- Short Courses  www.bluechilli.org.au
- Job Outlook  www.joboutlook.gov.au
- MyFuture  www.myfuture.edu.au
- Australian Apprenticeships  www.australianapprenticeships.gov.au
Steps in Selecting a Course

Consider
- Your ambitions, capabilities, performance and future career options
- Preferred learning style
- Sources of help / information

Check
- Which subjects lead on to your choices for further study
- Preferred background and Desired Learnings
- The content of the subjects you are considering

Confirm
- You have chosen a course that will lead into your preferred option for further study or career
- You have read the detailed information on tertiary entrance requirements in the most current Tertiary Entrance Booklet and the TAFE Entry and Admission Guide.
- The subjects you have meet the SACE pattern

Choose Wisely
- You must base your subject choices on as much information as possible
- You are responsible for your choices; it is up to you to do the research

Complete
- All appropriate forms and career planning procedures
- Course counselling processes: there may be instances where the subject chosen will not be offered due to the number of students selecting this subject. You must then be involved in re-counselling processes to find an appropriate alternative option for you and the career path that you wish to take.

Consult
- Ask your subject teachers about the appropriate course for you to follow
- Consult your parents about your subject choices
- Ask for assistance from Student Counsellors
- Seek information from a variety of sources including teachers, the Internet, reference books, the Library
- The more information you have, the more informed choices will be made.
The Australian Curriculum

What is the Australian Curriculum?

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling.

At the same time, it provides flexibility for teachers and schools to build on student learning and interest. It has been agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 Australian curriculum.

What should all young Australians learn?

The Australian Curriculum focuses on an entitlement for all students while acknowledging that the needs and interests of students vary. As a result, the curriculum sets out what is expected for all students to learn as well as articulating additional learning options.

The first four areas of the Australian Curriculum have been written with the intention that they are taught to all students in each year of schooling from Foundation to Year 10. Decisions about the structure of the remaining areas will be the subject of consultation.

It is intended that jurisdictions, systems and schools will be able to implement the Australian Curriculum in ways that value teachers’ professional knowledge, reflect the local contexts and take into account the individual’s family, culture and community background.

How does the Australian Curriculum equip all young people for the future?

The Australian Curriculum for English, mathematics, science and history, and for subsequent learning areas, is organised with explicit descriptions of what is to be taught to students and what is expected in terms of the quality of learning as they progress through schooling from Foundation to Year 12.

The Australian Curriculum identifies essential content that all students should be taught and is written so that there is time to pursue deep learning of that content. It also allows flexibility for schools and teachers to include local and topical content.

The Australian Curriculum is published online via the website www.australiancurriculum.edu.au to enable all Australians to see what is to be taught in schools across the nation.
The South Australian Certificate of Education

The SACE

The SACE is internationally recognised, and is the main way South Australian students get into TAFE and university courses in South Australia, interstate and overseas.

Studying the SACE helps you develop communication, decision-making skills, analysis, evaluation, and project planning. These skills will help set you up for success in further study and the workplace.

You can tailor the SACE to suit your needs and aspirations. You can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and Vocational Education and Training (VET) options. There may be other courses you are studying outside of school that could also count towards your SACE.

The SACE certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

Get more information at the SACE Website:
http://www.sace.sa.edu.au/

How do students get the SACE?

At Wirreanda Secondary School, most students study towards their SACE certificate over three years. This pathway of study includes:

• The Personal Learning Plan, which most students are expected to complete in Year 10

• Stage 1, which most students undertake in Year 11 by enrolling in a minimum of 5 subjects per semester

• Stage 2, which most students undertake in Year 12 by enrolling in a minimum of four full year subjects, plus the Research Project (10 credits) in Semester one

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

Students will receive a grade – from A to E – for each subject (A+ to E- at Stage 2).

For compulsory subjects, they will need to achieve a C grade or better.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 (Stage 1) or Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>60 or more</td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2)</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

Stage 1 compulsory subjects and courses
Stage 1 or Stage 2 compulsory subjects and courses
Stage 2 compulsory subjects and courses
Other subjects and courses

*Many students will complete subjects or courses worth more than 70 credits at Stage 2.
School Contacts: Student Counsellors  Curriculum/VET Coordinators  Year Level Managers

The South Australian Certificate of Education (SACE) is awarded to those students who satisfy the prescribed conditions. It is a pre-requisite for entry to institutions of higher education, under normal circumstances, but the SACE does not, by itself, guarantee that student’ applications for entry will be accepted. Applicants for entry to higher education must meet certain additional criteria.

Terminology
The 2014 entry requirements for TAFE SA and the Universities refer to the following terms:

Tertiary Admissions Subjects (TAS)
These are SACE Stage 2 subjects, which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank. At least 4 subjects from this category must be selected to be eligible for University entrance.

Recognised Subjects
Recognised Subjects are those International Baccalaureate, interstate year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR (Australian tertiary Admissions Rank) and TAFE SA Selection Score. For Recognised Subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations. Further information on Recognised Subjects will be made available to schools and students on the SATAC website.

Australian Tertiary Admissions Rank (ATAR)
The ATAR is converted from the University Aggregate. Your competitiveness in relation to other applicants is based on your ATAR which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate. (Refer to the SATAC Tertiary Entrance Booklet).

Precluded Combinations
Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your ATAR or TAFE SA Selection Score.

Counting Restrictions
Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate & the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of an ATAR.

Completion and Successful Completion of Subjects
Subject Completion means achieving a grade of E or better, based on performance standards. Successful completion of a subject means achieving a grade of “C” or better.

Prerequisites
Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites.
In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well you performed in the subject itself as measured against the learning requirements of the Subject Outline.
Since prerequisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

Assumed knowledge
Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill, which will enhance the student’s understanding of the course/program content. This is known as assumed knowledge.
Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices, which may be of benefit to them in their future tertiary studies.

Prerequisite Subject Requirements
Parents and students need to check for
- Precluded combinations of subjects – see SATAC Tertiary Entrance Booklet
- Counting Restrictions on subjects – see SATAC Tertiary Entrance Booklet
All applications for University courses must be made through SATAC. Further information is available in the SATAC Booklet, which will be provided to all students. It can also be accessed from the SATAC website – the web address is provided in the front of this booklet.
Tertiary Entrance Requirements

University Entrance

Selection to university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected. Your competitiveness in relation to other applicants is based on your Australian Tertiary Admission Rank (ATAR) which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate.

To obtain an aggregate

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE
- comply with the rules regarding precluded combinations;
- comply with the rules regarding counting restrictions;
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts;
- include in these 90 credits
  - a minimum of 60 credits must be 20 credit TAS
  - a maximum of 20 credits can be Recognised Studies.

All Stage 2 subjects (except Community Studies and locally developed programs) may now be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and / or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the SATAC (South Australian Tertiary Admissions Centre) guide or the SATAC website www.satac.edu.au for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

Tertiary institutions also provide their own information about courses and selection requirements in printed form and via their websites, as well as during open days in term 3.

Scaling

All results for SACE subjects contributing to a student’s ATAR are scaled.

Scaling is a process, which converts students’ subject scores into tertiary admission points in each of their SACE Stage 2 (Year 12) subjects.

Please refer to www.satac.edu.au/pages/scaling for more information on scaling.

TAFE Entrance Requirements

All applications for TAFE courses will be ranked individually and must be made through SATAC (South Australian Tertiary Admission Centre).

Each TAFE SA course offered through SATAC has minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. For many courses, SACE completion or achievement at SACE Stage 1 meets the MER. Details regarding entry requirements can be found in the TAFE Selection Criteria Guide and the TAFE Courses and Admissions Guide 2014. Application instructions and information will be published on the TAFE SA Website www.tafesa.edu.au.

Alternative Entrance Requirements

Applicants who do not complete their SACE may be able to access Tertiary Education by demonstrating one or more of the following:

- TAFE SA Assessment of Basic Skills (TABS) test results.
- A completed certificate course at a designated level STAT results (adult entry test)
- Performance in a course /specific skills test/audition/portfolio/interview
- Satisfactory completion of a course specific application form
- Work experience (voluntary or paid)
- Personal competencies in other courses
How your University Aggregate is calculated

<table>
<thead>
<tr>
<th>60</th>
<th>30</th>
</tr>
</thead>
</table>
| Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. | 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;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits. |

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. Such subjects are identified in SATAC website.

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

Sample Student Aggregates

**Student 'A’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural and Horticultural Management (20 credits)</td>
<td>18.0/20.0</td>
</tr>
<tr>
<td>Biology (20 credits)</td>
<td>15.0/20.0</td>
</tr>
<tr>
<td>Food and Hospitality (20 credits)</td>
<td>12.0/20.0</td>
</tr>
<tr>
<td>Mathematical Applications (20 credits)</td>
<td>8.0/20.0</td>
</tr>
<tr>
<td>Research Project B (10 credits)</td>
<td>6.0/10.0</td>
</tr>
</tbody>
</table>

**Scaled Scores from three 20 credit TAS – 60 credits**

<table>
<thead>
<tr>
<th>Agric and Hort Management 20 credits</th>
<th>Biology 20 credits</th>
<th>Food and Hospitality 20 credits</th>
<th>RPB 10 credits</th>
<th>Mathematical Applications 20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.0</td>
<td>15.0</td>
<td>12.0</td>
<td>6.0</td>
<td>8.0</td>
</tr>
</tbody>
</table>

**Flexible Option – 30 credits**

**Student ‘B’**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Scaled Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (20 credits)</td>
<td>18.0/20.0</td>
</tr>
<tr>
<td>Economics (20 credits)</td>
<td>14.0/20.0</td>
</tr>
<tr>
<td>Mathematical Applications (20 credits)</td>
<td>12.0/20.0</td>
</tr>
<tr>
<td>Musicianship (10 credits)</td>
<td>8.0/10.0</td>
</tr>
<tr>
<td>Solo Performance (10 credits)</td>
<td>8.0/10.0</td>
</tr>
</tbody>
</table>

| Cert III in Hospitality (counting 30 credits towards the SACE) | average of the first 70 credits of TAS = 15.4/20.0 (counting 20 credits towards the aggregate) |

<table>
<thead>
<tr>
<th>Scaled Scores from three 20 credit TAS – 60 credits</th>
<th>Flexible Option – 30 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting 20 credits</td>
<td>Economics 20 credits</td>
</tr>
<tr>
<td>18.0</td>
<td>14.0</td>
</tr>
<tr>
<td>Mathematical Applications 20 credits</td>
<td>Musical &amp; Solo Performance 20 credits</td>
</tr>
<tr>
<td>6.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Cert III Hospitality 20 credits</td>
<td>15.4</td>
</tr>
</tbody>
</table>
Wirreanda Secondary School has had a long history of successful involvement in sport, establishing the Specialist Sport Course in 1980 and being chosen as the first South Australian Specialist Physical Education and Sport School in 1996. The school recognises the value of health, sport, and physical education as an integral part of student’s development and growth.

The Specialist Sports Course is designed to enable those students who can demonstrate a special interest, commitment, and ability in sport to experience an educational program to support their sporting development. This includes the development of skills, knowledge, and fitness for their sport and development in sport related areas such as exercise physiology, coaching, officiating, biomechanics, sports medicine, sports psychology, etc.

The Specialist Sport Course at Wirreanda Secondary School has been established to assist talented student athletes to achieve at the highest levels of performance in their chosen sport and to help develop their educational, emotional and social wellbeing. The program also provides structures and processes to support students accessing a range of post-school options.

The aims of the Specialist Sport Course are to provide student athletes access to:

- Athlete development which enhances the individual’s ability to maximise performance using a holistic approach
- Development and actioning a clear Individual Athlete Plan with assistance from the Senior Leader, Athlete Development Lead Teacher, Specialist Sport Course Team and additional support services
- Sport Science services, such as coaching analysis of their performance, sports injury courses and nutrition A range of state of the art and traditional training methods, strength and conditioning, psychology, recovery, prehabilitation and rehabilitation and sport specific skill development
- Work Experience and Career Education support and pathways planning
- Various professional facilities within the school environment and within local, state and national sporting communities
- A range of technologies to enhance and aid their individual athlete development

Students in the Specialist Sport Course at Wirreanda Secondary School will have the opportunity to:

- Complete appropriate coaching and officiating qualifications and courses
- Complete Certificate 2 In Sport and Recreation
- Complete their Senior First Aid Certificate
- Obtain units in Certificate 3 In Sport And Recreation
- Engage with successful state and national athletes, coaches and experts via workshops, skill sessions and online connections

Criteria for selection

The selection of students into the program is based upon their ability to meet the following criteria:

- Proven level of skill, commitment and/or performance in a training and/or competitive environment(s)
- Demonstrated positive and enthusiastic attitude to support their personal
- Identified as having high potential for future development and growth as an
- High level of coachability that enables the individual to seek, accept and act on a variety of feedback
- A positive record of playing by the rules and in the spirit of sport
- High level of ability to improve their skills and knowledge in all aspects of their
- Capacity to provide a positive role model for others in their approach to
- Participation or willing to participate at a competitive level
ENGLISH

YEAR 10

STAGE 1

English

STAGE 2

English Communications

English 2 Semesters

Essential English
## The Arts

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Visual Art: Art</td>
<td>Visual Art: Design</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>Dance</td>
</tr>
</tbody>
</table>

Dance is offered as a Year 10 subject in the SSC Course.

## Drama & Music

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Music A &amp; B</td>
<td>Music</td>
<td>Music Solo, Ensemble Performance or Individual Study</td>
</tr>
<tr>
<td></td>
<td>Music Certificate 3</td>
<td>Music Certificate 3</td>
</tr>
</tbody>
</table>
Health & Physical Education

YEAR 10
- Health & Physical Education
- Physical Education
- Outdoor Educations
- Certificate 2 Sport & Recreation
- Child Studies

STAGE 1
- Health
- Physical Education
- Outdoor Education
- Certificate 2 Sport & Recreation
- Child Studies

STAGE 2
- Health Studies
- Physical Education
- Physical Education – Integrated Learning
- Certificate 2 Sport & Recreation
- Child Studies

Specialist Sport Course

YEAR 10
- Specialist Sport Course

STAGE 1
- Physical Education
- Outdoor Education
- Certificate 2 Sport & Recreation

STAGE 2
- Physical Education
- P.E. – Integrated Learning
- Certificate 2 Sport & Recreation
Vocational Education and Training (VET)

Vocational Education is about helping people become ready for work. It is a combination of broad vocational learning (developing key transferable work skills) and specific industry related skills through Vocational Education and Training (VET).

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages.

VET qualifications are recognised across Australia. Studying a VET program while still at school can:

- Provide Students with a head start in their chosen career
- Make senior school studies more relevant and interesting
- Enable Students to work towards completing their SACE as well as gaining a training qualification
- Enable Students to combine their school studies with part-time or casual employment
- Provide opportunities to learn “on the job” while undertaking work placement

Vocational Education and Training courses offered at Wirreanda Secondary School

Wirreanda Secondary School has a long tradition of providing vocational pathways for students and offers the following VET courses internally:

- Certificate 2 Hospitality (Kitchen Operations)
- Doorways 2 Construction – Certificate 1 - Year 11 or 12
- Doorways 2 Construction Plus (Components of Certificate II & III) Year 12
- Certificate III Music Industry (Two year program)
- Certificate II Sport and Recreation
- Certificate II in Creative Industries (3D Animation)
The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions of the Department of Education and Children’s Services in the south of Adelaide. Consisting of the following schools:

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

The Southern Adelaide and Fleurieu Trade Schools work collaboratively to offer a range of VET programs to all students within the southern region. This provides students from Wirreanda Secondary School a great variety of VET programs to access and the opportunity to work with the local community and industry. At the same time, the students will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that include the areas we have identified skill shortages in - Health and Education, Agribusiness and Environmental, Advanced Manufacturing and Automotive, Construction, Food, Wine and Tourism. More information about VET courses offered through the Southern Adelaide and Fleurieu Trade Schools can be obtained by visiting the website www.safts.sa.edu.au and visiting the Vocational Education and Training booth on the day of subject counselling at Wirreanda Secondary School.

Please note: Southern Adelaide and Fleurieu Trade School VET information booklets will be available before the day of subject counselling. They will be distributed through Home Group teachers. To become enrolled in one of the listed programs, students will need to complete a SAFTS Application Form. For some of the programs there will be a selection process undertaken to ensure students will be successful in the programs.

**Short Courses**

Students at Wirreanda Secondary School have the opportunity on occasions to participate in short courses offered through TAFE or other Registered Training Organisations (RTO’s). These courses vary in both cost and length. During this period, students will be required to attend the participating TAFE or RTO one day per week. Students that successfully complete a course are able to obtain credit towards their SACE. More information about VET Short Courses offerings can be found by visiting website www.bluechilli.org.au. More information on these courses can be obtained by making an appointment to see the Vocational Education & Training coordinator.

**Structured Workplace Learning**

Structured Workplace Learning, referred to as SWL, is a requirement of most Certificate VET courses. SWL is a work placement with one or more employers during the VET course. The number of days of SWL required for each course differs depending on the Certificate being undertaken.

SWL allows students to gain specific skills on the job. The VET course trainer and the employer agree which skills or “competencies” will be assessed whilst in the workplace. The work placement, as part of the VET program, will contribute to the SACE and will be recognised through a nationally accredited training package.

It is essential Students understand:
- SWL is compulsory for some VET courses – therefore it must be completed satisfactorily to complete and be awarded the Certificate.
- Before undertaking the SWL Students must notify The VET Coordinator they are undertaking this for their VET course and collect a Work Placement Learning Agreement form which must be signed before undertaking the SWL (in some cases the trainer might help organise the SWL, the school still needs the signed work placement agreement form).

**Cost**

It should be noted that VET and Short Courses do require additional course fees and parents/caregivers will be invoiced. Withdrawal or non-attendance will result in the forfeit of any money paid and any possible reimbursement.

**Travel Arrangements**

Students will be required to arrange their own transport to training and work placements. In certain circumstances, where students are able to demonstrate special needs, support for transport arrangements may be available (contact the student support services at the school).
### Vocational Education and Training (VET)

#### Internal VET courses

- **VET courses that operate within the school grounds of Wirreanda Secondary School**
  - Doorways 2 Construction (General Construction - Entry Level) (D2C+ Continuing) Doorways to Construction Plus
  - Hospitality (Cert 2 in Kitchen Operations)
  - Music (Cert III Music - Two years required to complete full certificate)
  - Sport and Recreation Cert II
  - ICT Cert 2 Creative Industries (3D Animation)

Information Found in Course Handbook

#### Southern Adelaide and Fleurieu Trade School

- **Regional VET courses** (Schools in region offer courses to students in Southern area)
  - Allied Health
  - Automotive
  - Building and Construction (WSS)
  - General Construction (Plumbing)
  - Business
  - Small Business Management
  - Civil Construction
  - Clothing Production
  - Community Services - Children's Services
  - Community Services - Health Support Services
  - Conservation & Land Management
  - Digital Creative Media
  - Electrotechnology
  - Engineering (Manufacturing)
  - Food Processing
  - Furnishing
  - Hairdressing
  - Horticulture
  - Hospitality (WSS)
  - Information Technology
  - Creative Industries (3D Animation) (WSS)
  - Live Production, Theatre & Events
  - Manufacturing Technology
  - Multimedia
  - Music (WSS)
  - Outdoor Recreation
  - Sport and Recreation (WSS)
  - Resources & Infrastructure Operations
  - Retail Operations
  - Rural Operations
  - Spatial Information Services
  - Tourism Operations
  - Beginner Shearer and Wool Handling
  - Take Emergency action on board a Vessel
  - Viticulture

Information found in Southern Adelaide and Fleurieu Trade School Brochure or at [www.safts.sa.edu.au](http://www.safts.sa.edu.au)

#### Short Courses

- **These courses are offered to students at various RTO's**
  - Animal Care
  - Automotive
  - Furniture Making
  - Building and Construction
  - Business
  - Information Technology
  - Community Services
  - Graphic Design
  - Multimedia
  - Electro technology
  - Engineering
  - Bob Cat
  - Forklift Licence
  - Retail
  - Tourism
  - Drivers ED
  - First Aid
  - Fitness
  - Nursing Pathways
  - Landscaping
  - Hospitality
  - Mining Pathways
  - Fashion Design
  - Hair and Beauty
  - White Card

Information Found can be found at [www.bluechilli.org.au](http://www.bluechilli.org.au)

#### Australian School Based Apprenticeships (ASBA's)

- ASBA’s allow students to combine training in an industry area to achieve nationally recognised qualifications that contribute to final secondary qualifications

Information can be obtained by contacting the VET/Work Experience Coordinator at Wirreanda Secondary School.
3D ANIMATION
2016

Host School: Wirreanda Secondary School

Course Name: 3D Animation Foundations

Certificate: Certificate 2 in Creative Industries (Media) (CUF20107)

Course Description:
This course is intended to introduce students to the many career opportunities available for 3D artists, animators and designers. It is run with a focus on 3D animation and gives understanding of the creative potential and application of 3D animation software in the games, film and visual effects industry. The course will conclude with a production unit where students will use the skills learnt in the course to work together to produce a short animated film.

Potential Career Pathways:
Game Engine Programmer, Graphics Programmer, Network Engineer, Gameplay Programmer, Software Engineer

Course Location: Wirreanda Secondary School

Duration: Full Year

Times: Wednesday, 1:40pm to 4:40 pm

Student Requirements: None

Work Placement: None

Costs Involved: $600 (Covers resources, materials, RTO costs)

Max Class Size: 20

Contact Person: Adrian Tamlin / Anne McKinlay (VET Coordinator)

RTO: AIE (Academy of Interactive Entertainment)

DATEX Entry Person: Geraldine Suckling

No. of SACE units: 25 Stage 1 SACE Credits

Competencies Delivered:

<table>
<thead>
<tr>
<th>National code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCRT101A</td>
<td>Apply critical thinking techniques (CORE)</td>
<td>20</td>
</tr>
<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge (CORE)</td>
<td>20</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work Effectively with others (CORE)</td>
<td>15</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow Occupational, Health &amp; Safety procedures (CORE)</td>
<td>10</td>
</tr>
<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcast or publication</td>
<td>20</td>
</tr>
<tr>
<td>CULDMT301</td>
<td>Provide multimedia support</td>
<td>30</td>
</tr>
<tr>
<td>BSBDES201A</td>
<td>Follow a design process</td>
<td>40</td>
</tr>
<tr>
<td>BSBCRT301A</td>
<td>Develop and extend critical and creative thinking skills</td>
<td>40</td>
</tr>
</tbody>
</table>

Total nominal hours 195
DOORWAYS 2 CONSTRUCTION, 2016

Certificate: Certificate 1 Construction CPC1011
Course Description:
This Course helps students learn and develop skills relevant to the building and construction industry and obtain practical ‘on the job’ experience in real workplace environments.

Potential Career Pathways:
Carpenter, Tiler, Plumber, Gyprocker, Brick & Block Layer, Civil Construction, Estimating, Drafting, Site Management, Engineering, Teaching, Architectural Studies, Project Management, Urban and Regional Planning

Duration: One Year
Times: Wednesday 9:00 am – 3.30 pm (Course will start week 2 of term 1 2016)
Student Requirements: Must be in Year 11 or above.
Work Placement: 4 Weeks of Work Placement required (20 Days)
Costs Involved: $500.00 (Covers uniform/Resources/Materials)
Max Class Size: 15
Contact Person: Jayne White / VET Coordinator (Anne McKinlay)
RTO: Master Builders SA Inc (MBASA)
Delivering Trainer (if known): Jayne White
No. of SACE credits: 40 credits at Stage 1

Competencies Delivered:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1012A</td>
<td>Work effectively and sustainably in the Construction Industry</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM1013A</td>
<td>Plan and organise work</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM1014A</td>
<td>Conduct workplace communication</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2001A</td>
<td>Read and Interpret plans and specifications</td>
<td>36</td>
</tr>
<tr>
<td>CPCCCM2005B</td>
<td>Use construction tools and equipment</td>
<td>96</td>
</tr>
<tr>
<td>CPCCVE1011A</td>
<td>Undertake a Basic Construction Project</td>
<td>16</td>
</tr>
<tr>
<td>CPCCOHS1001A</td>
<td>Work Safely in the Construction Industry (White Card)</td>
<td>6</td>
</tr>
<tr>
<td>CPCCOHS2001A</td>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>20</td>
</tr>
</tbody>
</table>

Elective Units

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCCM1015A</td>
<td>Carry out measurements and calculations</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2006B</td>
<td>Apply Basic Levelling procedures</td>
<td>08</td>
</tr>
<tr>
<td>CPCCCM2004A</td>
<td>Handle construction materials</td>
<td>16</td>
</tr>
<tr>
<td>CPCCCM1011A</td>
<td>Undertake basic estimation and costing</td>
<td>16</td>
</tr>
</tbody>
</table>

Stage 1 Credits
Total nominal hours 294
DOORWAYS 2 CONSTRUCTION PLUS, 2016

Certificate: Components of Certificate III Carpentry (CPP30211)

Course Description:
This Course helps students learn and develop high level skills in a range of areas. Students will receive training in a range of trades including carpentry, wall and ceiling lining plus concreting.

Potential Career Pathways:
Carpenter, Tiler, Plumber, Gyprocker, Brick & Block Layer, Civil Construction, Estimating, Drafting, Site Management, Engineering, Teaching, Architectural Studies, Project Management, Urban and Regional Planning

Duration: One Year
Times: One day per week, (Course will start week 2 of term 1 2016) 8:45am - 3:15 pm
Student Requirements: Students will be required to have completed the Doorways 2 Construction course and completed Year 11.
Work Placement: 140 hours of Work Placement required
Costs Involved: If TGSS eligible, there is no cost to the student, otherwise it will be between between $600 to $1500 dependent on RTO.
$200 Materials & Services.
Max Class Size: 15
Contact Person: VET Coordinator (Anne McKinlay)
RTO: ATEC
No. of SACE credits: 40 SACE Credits at Stage 2

Competencies delivered:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCCPB3001A</td>
<td>Fix standard plasterboard wall sheets</td>
<td>60</td>
</tr>
<tr>
<td>CPCCCA2003A</td>
<td>Erect and dismantle formwork for footings and slabs on ground</td>
<td>24</td>
</tr>
<tr>
<td>CPCCCO2013A</td>
<td>Carry out concreting to simple forms</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2008B</td>
<td>Erect and dismantle restricted height scaffolding</td>
<td>40</td>
</tr>
<tr>
<td>CPCCCA3002A</td>
<td>Carry out setting out</td>
<td>24</td>
</tr>
<tr>
<td>CPCCCA3010A</td>
<td>Install and replace windows and doors</td>
<td>70</td>
</tr>
<tr>
<td>CPCCCA3013A</td>
<td>Install lining, panelling and moulding</td>
<td>40</td>
</tr>
<tr>
<td>CPCCCA3017B</td>
<td>Install exterior cladding</td>
<td>20</td>
</tr>
<tr>
<td>CPCCCM2010B</td>
<td>Work safety at heights</td>
<td>8</td>
</tr>
</tbody>
</table>

Total nominal hours 306
HOSPITALITY 2016

Certificate: Certificate 2 Hospitality (Kitchen Operations) (SIT20312)

Course Description: This course will give students the confidence, skills and knowledge to work within various departments of the hospitality industry and many different venues ranging from hotels, motels, resorts, cafes, restaurants and tourism operations. There is a strong focus on customer service and many opportunities to participate in real catering and function events. Students are exposed to a variety of career paths that exist within the hospitality industry on completion of this program. This program is designed for years 10, 11 and 12 students who have an interest in the hospitality industry. Students bring with them a wide range of interests and abilities many display competent communication and group skills.

Potential Career Pathways: Successful completion of this program will enable students to gain employment within the hospitality industry in various positions. This program is also the entry level requirements for further study in Certificate III leading to an Advanced Diploma in Hospitality Management and/or Commercial Cookery and a strengthened advantage when applying for an Apprenticeship or Traineeship.

Duration: One Year

Times: Wednesday 9.00am – 3.15pm (Course will start week 2 of term 1 2016)

Student Requirements: This course involves a few excursions throughout the duration of the course

Work Placement: One week of Work Placement required (SWL)

Costs Involved: $550 (Covers uniforms/Resources/Excursions/ RTO Costs)

Max Class Size: 20 (Minimum number of students required to run this class is 17)

Contact Person: VET Coordinator (Anne McKinlay)

RTO: Tauondi College

No. of SACE credits: Between 40 – 65 credits at Stage 1

Competencies Delivered:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>SITHCCC101</td>
<td>Use food preparation equipment</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC201</td>
<td>Produce dishes using basic methods of cookery</td>
<td>45</td>
</tr>
<tr>
<td>SITHCCC207</td>
<td>Use cookery skills effectively</td>
<td>50</td>
</tr>
<tr>
<td>SITHKOP101</td>
<td>Clean kitchen premises and equipment</td>
<td>13</td>
</tr>
<tr>
<td>SITXFS101</td>
<td>Use hygienic practices for food safety</td>
<td>15</td>
</tr>
<tr>
<td>SITXINV202</td>
<td>Maintain the quality of perishable supplies</td>
<td>10</td>
</tr>
<tr>
<td>SITXWH101</td>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
</tbody>
</table>

Elective Units – students are required to select a minimum of 5 units from the elective units listed below:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>10</td>
</tr>
<tr>
<td>SITHCCC202</td>
<td>Produce appetizers and salads</td>
<td>25</td>
</tr>
<tr>
<td>SITHCCC203</td>
<td>Prepare stocks, sauces and soups</td>
<td>35</td>
</tr>
<tr>
<td>SITHCCC204</td>
<td>Produce vegetable, fruit, egg and farinaceous dishes</td>
<td>45</td>
</tr>
<tr>
<td>SITHXCCS101</td>
<td>Provide information and assistance</td>
<td>20</td>
</tr>
<tr>
<td>SITHFAB206</td>
<td>Serve food and beverage</td>
<td>80</td>
</tr>
<tr>
<td>SITHFAB204</td>
<td>Prepare and serve Espresso Coffee</td>
<td>30</td>
</tr>
<tr>
<td>SITHFAB201</td>
<td>Provide responsible service and alcohol</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Qualification Hours 465
MUSIC 2016
(2 year program)

Certificate: Certificate III Music (CUS30109)
Please note: For students to complete the full certificate III, it is a two year course. Students can withdraw after the first year and be accredited with the units completed.

Course Description:
This course has been designed for students with an extremely strong interest in the music industry. Students will gain an insight into the sectors and career opportunities within the music industry, they will be able to explain how the music industry works in the local community, identify music styles, production processes and promotional opportunities, write a song, gain skills in performance and technology practice, demonstrate appropriate health, safety and security procedures and work with others to organise a music act or event.

Potential Career Pathways:
Musician, Singer, Production Crew Member, Actor, Dancer, Music Therapist, Teacher-Music, Musical Instrument Maker, Music Journalism, Music Retail Store.

Duration: Two Years
Times: Wednesday 1.40 pm – 4.30 pm (Course will start week 2 of term 1 2016)
Student Requirements: This course involves many music performances out of school hours
Work Placement: 1 week of Work Placement Required
Costs Involved: $350.00 each year
Max Class Size: 24
Contact Person: Kadri Auvaart / VET Coordinator (Anne McKinlay)
RTO: COSAMP (College of Sound and Music Production)
No. of SACE credits: Up to 50 Stage 2 SACE Credits depending on units completed

Competencies Delivered:

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
<td>20</td>
</tr>
<tr>
<td>CUSIND301A</td>
<td>Work effectively in the music industry</td>
<td>35</td>
</tr>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Units</strong></td>
<td></td>
</tr>
<tr>
<td>CUSMPF304A</td>
<td>Make a music demo</td>
<td>40</td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
<td>35</td>
</tr>
<tr>
<td>CUSOU201A</td>
<td>Assist with sound recording</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF204A</td>
<td>Play music from simple written notation</td>
<td>30</td>
</tr>
<tr>
<td>CUSMPF301A</td>
<td>Develop technical skills in performance</td>
<td>20</td>
</tr>
<tr>
<td>CUSMPF302A</td>
<td>Prepare for performance</td>
<td>35</td>
</tr>
<tr>
<td>CUSMPF404A</td>
<td>Perform Music as a part of a group</td>
<td>70</td>
</tr>
<tr>
<td>CUSMPF203A</td>
<td>Develop ensemble skills for playing or singing music</td>
<td>50</td>
</tr>
</tbody>
</table>

Total Nominal Hours 380


**SPORT AND RECREATION, 2016**

**Certificate:** Certificate II in Sport and Recreation (SIS20313)

**Course Description:**
This course has been developed for students interested in the sport and leisure industry. Completion of the course will equip students with a broad understanding of the available careers, and the skills and knowledge required by the sport and recreation industry. Students will develop coaching skills and techniques, have an awareness of OHS&W within the sporting industry and be able to effectively plan, organise and run recreational events.

Students will be provided with the opportunities to develop contacts within the industry which could lead to employment opportunities. This course is theoretical based and focuses mainly on the administrative side of the industry.

**Potential Career Pathways:**
This course can help provide students with the ideal lead into Sport and Recreation Certificate III and IV.

Personal Trainer, Managing Health and Fitness Centres, Working in Rehabilitation and Sports Medicine clinics, Teaching, Coaching, Sports Administration

**Duration:** One Year

**Times:** Wednesday 11:45 am – 3:15 pm (Course will start week 2 of term 1 2016)

**Student Requirements:** This course involves many excursions and external activities.

**Work Placement:** 1 Week of work placement recommended

**Costs Involved:** $450 (includes First Aid, Excursions)

**Max Class Size:** 23

**Contact Person:** Alicia Dean / VET Coordinator (Anne McKinlay)

**RTO:** Sport SA

**No. of SACE credits:** 40 credits at Stage 1

**Competencies Delivered:**

<table>
<thead>
<tr>
<th>National Code</th>
<th>Full Name</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>20</td>
</tr>
<tr>
<td>HLTAIN024</td>
<td>Provide First Aid</td>
<td>18</td>
</tr>
<tr>
<td>SISXEMR201A</td>
<td>Respond to Emergency Situations</td>
<td>18</td>
</tr>
<tr>
<td>SISXIND211</td>
<td>Develop and update sport, fitness and recreation industry knowledge</td>
<td>30</td>
</tr>
<tr>
<td>SISXWHS101A</td>
<td>Follow Work Health and Safety policies</td>
<td>10</td>
</tr>
<tr>
<td>ICPMM263C</td>
<td>Access and use the internet</td>
<td>20</td>
</tr>
<tr>
<td>ICAICT102A</td>
<td>Operate word processing applications</td>
<td>15</td>
</tr>
<tr>
<td>SISXFAC201A</td>
<td>Maintain sport, and recreation equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>SISXFAC202A</td>
<td>Maintain sport, and recreation facilities</td>
<td>7</td>
</tr>
<tr>
<td>SISSSC0101</td>
<td>Develop and update knowledge of coaching practices</td>
<td>30</td>
</tr>
<tr>
<td>SISSSDE201</td>
<td>Communicate effectively with others in a sport environment</td>
<td>25</td>
</tr>
<tr>
<td>SISXCAI101A</td>
<td>Provide equipment for activities</td>
<td>10</td>
</tr>
<tr>
<td>SISXCAI102A</td>
<td>Assist in preparing and conducting sport and recreation sessions</td>
<td>15</td>
</tr>
<tr>
<td>SITXMPR401A</td>
<td>Coordinate production of brochures and marketing materials</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total hours** 283
**VET Recognition in the SACE**

**Completion of the SACE Using VET**
To complete the SACE, students must achieve at least 200 SACE credits, 150 of which can be gained through the recognition arrangements for VET in the SACE. Within these 150 VET-based credits, students must also fulfil the literacy and numeracy requirements of the SACE. The Personal Learning Plan and the Research Project are awarded the remaining 20 SACE credits. Students can use a vocational context in completing these subjects.

**Number of VET Qualifications**
Students can use a maximum of two qualifications at any Certificate level to gain credits towards the completion of the SACE.

**SACE Credits**
Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

**Recognition at SACE Stage 1 and/or Stage 2**
All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE. The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at either Stage 1 or Stage 2. However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 1, whereas other units of competency from the same qualifications will be recognised at Stage 2. For details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, refer to the VET Recognition Register on the SACE Board website (www.sace.sa.edu.au) or contact the Project Officer, VET in SACE (telephone 8372 7461).
What is an Australian School Based Apprenticeship (ASBA)?

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

- Attendance at school and work (8 hours per week minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (e.g. SACE, VCE, [Qld]Senior Certificate etc) and a vocational education and training qualification

Who is involved in an ASBA

Student:
- Must be committed to work and study in order to obtain the qualification
- Must fulfil all obligations as defined on the Contract of Training
- Must meet with the regional Apprenticeship Broker and complete an Australian School Based Apprenticeship enrolment form with the school

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

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

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

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

If further information is required about Australian School Based Apprenticeships, please contact the Vet/Work Experience Coordinator at the school
Senior School

COURSE SELECTION
INTRODUCTION TO YEAR 10

The tenth year of schooling is of great importance, as students have moved from Middle Schooling into their Senior Years where the foundation preparation for the SACE (South Australian Certificate of Education) begins.

Subject selection at this level, therefore, is a process that requires careful consideration. The 2015 year 10 course is being offered as 14 semester subjects.

SACE
The SACE is designed to help you gain essential skills and knowledge for work and life. It will help you get the kind of job you want and open the doors to further study and training. The principles which guide the SACE focus on it being:
- flexible and responsive to the needs of students, families, higher and further education and training providers, employers and the community.
- credible in terms of standards used to assess students’ achievements.
- inclusive of all students, cultures and study pathways.
- worthwhile to a student’s aspirations for work and study destinations.
- futures oriented so that students can develop their skills both within and beyond school.
- supportive of quality learning and teaching.

The SACE therefore:
- is a single certificate inclusive of all SACE students.
- provides rigorous studies designed for students to achieve a credential that takes them to a range of further education, training, work and community post-school pathways.
- credits the broad range of learning
- provides flexible structures to enable subjects to be customised.

The SACE needs to be completed over Years 10 -12. To complete your SACE, you must achieve 200 credits. You can gain up to 10 credits for one semester or six months of study in a particular subject.

Personal Learning Plan (PLP)
The PLP is a compulsory component of the SACE. It will help you map out your future and identify the goals you need to achieve as you progress towards work, training or higher education.

The PLP needs to be completed by all students in Year 10. It gives you 10 credit points towards your SACE. As part of this subject, teachers will work with you to improve your literacy, numeracy and ICT skills. They will help you plan your SACE studies and investigate suitable career options.

Subjects for 2016
The following pages show detailed course information with the objectives of each subject and the overall course structure. We hope that the information provided in this booklet, together with advice from teachers will enable each student to make an informed and considered decision about subject choices.

We encourage each student to select a range of subjects that best suits his/her talents and needs, realising that a firm commitment to the chosen course of study is required.

All subject choices will be checked on Course Counselling Day to ensure that they conform to the student’s requirements and to the school’s curriculum requirements. Students should make sure that their curriculum choices enable them to progress to complete their SACE in the senior school (years 11 and 12).

The Curriculum is divided into Learning Areas which identify significant learning outcomes for all students. The Learning Areas are:
- Arts
- Mathematics
- English
- Sciences
- Health & Physical Education
- Humanities & Social Sciences
- Business, Enterprise & Technology
- Cross Disciplinary

Students will undertake at least 1 SACE semester unit at Year 10 level. This is the Personal Learning Plan.
Year 10 Course Overview
Year 10 subjects are arranged in curriculum areas and are offered as semester subjects. Students must undertake 14 semester subjects according to the following pattern:

10 COMPULSORY Semester Subjects
- Full year of English (2)
- Full year of Science (2)
- Full year of Maths (2)
- Semester of History (1)
- Semester of Personal Learning Plan (1) Stage 1
- Health & Physical Education

The precise restrictions for choice are shown on the Year 10 Course Card for 2016 and will be explained in detail during the course counselling sessions for all students.
## YEAR 10 SUBJECT OFFERINGS

### 10 Compulsory Semester Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>Science</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full year Course (2 units)</td>
</tr>
<tr>
<td>History</td>
<td>1 semester (1 unit)</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>1 semester (1 unit) Stage 1</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>1 semester (1 unit)</td>
</tr>
</tbody>
</table>

### Optional Subjects

#### 5 Optional Semester Subjects

Students are to choose 5 semester units from the subjects below. A Maximum of 2 semester units is recommended from any one group.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Performing &amp; Visual Arts:</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
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<tr>
<td>Music</td>
<td></td>
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<tr>
<td>Visual Arts: Design</td>
<td></td>
</tr>
<tr>
<td>Visual Arts: Art</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
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<tr>
<td>Child Studies</td>
<td></td>
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<tr>
<td>Physical Education A &amp; B</td>
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<tr>
<td>Outdoor Education</td>
<td></td>
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<tr>
<td>Humanities &amp; Social Sciences:</td>
<td></td>
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<tr>
<td>Geography</td>
<td></td>
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<tr>
<td>Special Sport Course (SSC)</td>
<td></td>
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<tr>
<td>Technology</td>
<td></td>
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<tr>
<td>Metalwork</td>
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<tr>
<td>Woodwork</td>
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<tr>
<td>Photography</td>
<td></td>
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<tr>
<td>Introduction to Trades</td>
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<tr>
<td>Digital Technology</td>
<td></td>
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<tr>
<td>Race F1 Technology</td>
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<tr>
<td>Food Technology</td>
<td></td>
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<tr>
<td>Fashion Design</td>
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<tr>
<td>Vocational Education &amp; Training</td>
<td></td>
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<tr>
<td>Sport &amp; Recreation Cert 2</td>
<td></td>
</tr>
<tr>
<td>Hospitality Cert 2</td>
<td></td>
</tr>
<tr>
<td>Music Cert 3</td>
<td></td>
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<tr>
<td>3D Animation Cert 2</td>
<td></td>
</tr>
</tbody>
</table>
**VISUAL ARTS: ART**

The study of Visual Art offers student’s opportunity to further refine the skills and techniques for producing paintings, drawing, prints and sculptures gained from the junior programs.

**FOCUS OF STUDY**

Students study and develop key skills and understandings of visual art concepts and techniques. Students will be supported to think about, interpret, analyse and write descriptions of works of art.

Students will explore and experiment with a variety of materials, techniques and technologies. Projects are linked with art movements and cultures. These may include studies of Asia and Aboriginal and Torres Strait Islander Art. Students will also explore concepts of sustainability in art.

**ASSESSMENT**

Students can be assessed in a variety of ways:

- Self-assessment
- Peer assessment
- Participation in class discussion and activities
- Oral presentations
- Summative assessment of major art works and assignments

**FUTURE DIRECTION**

SACE Stage 1 and 2 Visual Art: Art

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**VISUAL ARTS: DESIGN**

The study of Design provides students opportunities to develop skills and appreciation of design by working within the areas of: product design, environmental and communication design.

**FOCUS OF STUDY**

The Study of Design should:

- Develop students’ abilities to solve problems in a creative, original and independent manner;
- Develop students’ skills and abilities to use and understand the design process;
- Develop students’ abilities to conceptualise and visualise ideas.
- Develop students’ understandings of the influence of new technologies on designing.

Students will explore and experiment with a variety of materials, techniques and technologies. Projects are linked with studies of individual designers, design styles and movements in the design industry, both past and present.

**ASSESSMENT**

Students will be assessed in a variety of ways:

- Self & Peer group assessment
- Participation in class discussion and activities
- Oral presentations
- Formative & summative assessment

**FUTURE DIRECTION**

This course leads towards SACE Stage I and Stage 2 Visual Art- Design.
PERFORMING ARTS : DRAMA

Drama aims to build self confidence, teamwork, physical and vocal skills in a variety of performance modes. This subject teaches analytical and review writing skills so that students gain a basic understanding of the development of Drama and can to respond to modern performances.

FOCUS OF STUDY
The Year 10 Drama course involves students in the following ways:
- Personal Skills; commitment to performance work, group or solo.
- Performance and Acting Skills - through rehearsals and workshops.
- Students will reflect on their own drama and the dramatic works of others. They gain a historical understanding of drama and an awareness of contemporary issues related to drama.

The course is designed into three main areas with an emphasis on practical work:
- Improvisation, scripted work and workshops etc.
- History of theatre: the analysis of several genres.
- Review writing : response to stage productions and films.

ASSESSMENT
Assessed areas are:
- Performing skills
- Response, Criticism and Review Writing
- Workshop Exercises
- Stagecraft

FUTURE DIRECTION
This course leads to SACE Stage I Drama and Stage 2 Drama.

PERFORMING ARTS : MUSIC

Prerequisite:
It is expected that students choosing this course will have completed and passed the Year 9 Full Year Music course in 2015.

Year 10 Music Full Year gives students the opportunity to develop their musical skills and knowledge and to advance their practical and performance skills. Each student must be undertaking tuition on an instrument/voice. This tuition can either be outside of school or at school. The focus of the course is on gaining proficiency on the voice/instrument of choice.

Special Consideration: This is a performance and theory/aural /arranging based course.
In order to study music at Year 12, it is assumed that students have had a minimum of 3 years tuition, therefore, students should continue the instrument/voice they started studying in Year 9.

Free tuition provided through the DECD Instrumental Music Service is available at Wirreanda in the following: Vocal Studies (voice tuition together with School Vocal Ensemble), Drum Kit and Percussion, Guitar, Bass, Woodwind Studies (flute, saxophone or clarinet tuition together with School Band)

There are also private tutors who come to the school for students who wish to learn privately.

COURSE OUTLINE
This course consists of 5 integrated areas:
- Solo Performance
- Ensemble Performance
- Theory /Aural
- Composing and Arranging
- Music Appreciation & Music Technology

Students will also have opportunities to be involved in Music Nights and other performances throughout the year.

FUTURE DIRECTIONS
This course prepares students for the study of Music Experience and Music Advanced at Year 11.
**ENGLISH**

**Length**: Full Year

**Assumed Knowledge**: Successful completion of Year 9 English

**Course description**: The year 10 English course will build upon the skills and knowledge gained in years eight and nine. Students will participate in a range of literature and language based experiences that aim to develop their understanding, skill and appreciation in this learning area, and to prepare them for Stage 1 English.

Students will read and respond creatively and analytically to a number of shared texts from a variety of cultures and different historical periods. These will include novels, film, short stories, poetry and a Shakespearean play, as well as media texts. Students will also read and respond to texts that they choose themselves.

The course is designed to develop students’ critical thinking, creativity and understanding of others and therefore of themselves. The subject aims to extend students’ abilities in English so that they can achieve success across all parts of the school curriculum and beyond the classroom.

**Assessment**:
Text response, text production, shared literature and media studies, critical reading and literacy activities, brief and extended learning tasks, group and individual learning, extended language enrichment skills program.

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**MATHEMATICS**

Mathematics provides students with essential mathematical skills and knowledge in the content: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The depth and level of exposure is adjusted to cater for the needs of the students.

**FOCUS OF STUDY**

1. **Mathematical Studies**:
   - Develops a high level of skill in Algebra, Co-ordinate Geometry, Mensuration, Quadratics, Trigonometry, Arithmetic, Probability and Statistics. A scientific calculator is essential (or a Graphics Calculator which will be required for Years 11 and 12).

   Students wishing to study Stage 1 Mathematical Methods & Specialist Maths **MUST** undertake a full year of Year 10 Mathematical Methods.

2. **General Mathematics**
   - This subject develops confidence with mathematical concepts and relations, problem solving techniques and mathematics language in communicating ideas and reasoning.

   This subject is a minimum prerequisite for Stage 1 General Mathematics and leads into Stage 2 General Mathematics.

3. **Essential Mathematics**
   - These subject is offered to students for whom Mathematics is a struggle and therefore the content and depth is flexible in order to meet the needs of these students.

   This course develops knowledge and skills in the areas of Number, Space, Measurement, Chance and Data, plus a brief exposure to some simple Algebra.

   Studying Essential Mathematics in Year 10 should be only adequate for studying Stage 1 Essential Mathematics.

**FUTURE DIRECTIONS**

Successfully passing Mathematics at Stage 1 is a prerequisite for achievement of the SACE. Therefore it is important that students, in consultation with their teacher and families select the appropriate level of Mathematics at Year 10.
HOME ECONOMICS: CHILD STUDIES

This course provides students with the opportunity to investigate the needs of children from conception to 6 years.

FOCUS OF STUDY
This is an activity based course with theoretical components related to the growth and development of children up to the age of 6.

COURSE OUTLINE
Topics include:
- Conception, pregnancy and childbirth
- Child growth and development
- Nutrition during childhood
- Positive behaviour in children
- Childhood Safety

ASSESSMENT
Tasks include:
- Design and make a simple soft toy for a baby
- Research tasks and food practical activities
- Class work
- Exam

FUTURE DIRECTION
Stage 1 and Stage 2 Child Studies

COURSE FEES
$40 per semester

OUTDOOR EDUCATION

Outdoor Education aims to develop an understanding and appreciation of the natural environment and the need for its conservation. This course will also provide students with skills, knowledge and attitudes required for successful participation in a variety of outdoor recreation activities. Outdoor Education also strives to promote a sense of responsibility, cooperation and self-reliance in students, in relation to others and the natural environment.

FOCUS OF STUDY
By the end of this course students will have experienced a variety of outdoor environments in which they will have learnt about the natural environment and how humans impact upon it. Students will be able to demonstrate positive attitudes and behaviours and have knowledge of minimal impact camping. (Subject to weather conditions/alternate programme may take place)

Students will also acquire a range of outdoor recreation skills, be able to plan, organise and participate safely in a small group expedition, and demonstrate a responsibility toward others and an awareness of group needs.

COURSE OUTLINE
This course has a focus on two Outdoor Recreation activities. The first is called the major which entails a four-day camp, and the second a minor which focuses upon skill acquisition (no camp).

The major is cycling and the camp is held in Kuitpo Forest. Students will be taught the use of camp stoves, food planning and preparation, tent pitching, map and compass use, and environmental ethics (minimal impact camping in particular) in classroom based lessons leading up to this camp. This camp is usually held mid Term 2, Semester 1, or later Term 3 Semester 2. The minor is rock-climbing, with the class being introduced to ropes, harnesses and ethics.

ASSESSMENT
- Attendance is compulsory for the camp as it forms the core of the assessment. (or designated field trip)
- Completion of journal work
- Assignments / tests
- Practical skills tests

FUTURE DIRECTION
The Year 11 Stage I and Outdoor Recreation VET courses are available to students wishing to further their skills.

ADDITIONAL ASSOCIATED COSTS
The cost of the camp is approx $120
Aquatics $50 (subject to fee changes)
Equipment Hire $30
Transport
Approx. $200
HEALTH & PHYSICAL EDUCATION

HEALTH & PHYSICAL EDUCATION
(Compulsory)

This is a course that encourages students to participate and gain understanding in a number of ‘sporting and recreational activities.
This subject encourages students to gain information and access a range of community health providers to assist them in making responsible decisions affecting their health and quality of life. Opportunities are provided in the following areas:
Understanding Mental Illness
Respectful Relationships and Sexual Health
Accessing Community Support Services

FOCUS OF STUDY
- To participate in a range of activities, both school-based and community-based, with the view to students exploring activities that they can be involved in for life.
- To develop understanding of lifestyle issues and choices.

COURSE OUTLINE
Practical Activities will be chosen from:
- Team sports
- Individual sports
- Recreation activities
Possible Choices:
- Aquatics
- Lawn Bowls
- Fencing
- Archery
- Wheelchair sports
- Martial Arts
- Yoga/Pilates
Theory topics relate to lifestyle, fitness and our own health.
- Evaluating and applying Health Information from a range of sources:
  - Fitness components
  - Principles and Methods of Training
  - Cardiovascular Disease and Exercise (Issues Analysis)

ASSESSMENT
Topic tests & assignments
Self & Peer Assessment
End of Semester Exam.

FUTURE DIRECTIONS
All Stage 1 courses

COSTS: $0

PLEASE NOTE:
If students choose a recreational sport (eg Yoga, ten pin bowling, squash) will they need to pay extra costs.

PHYSICAL EDUCATION

This is a course that encourages students to participate and gain understanding in a number of ‘sporting and recreational activities.

FOCUS OF STUDY
- To participate in a range of activities, both school-based and community-based, with the view to students exploring activities that they can be involved in for life.
- To develop understanding of lifestyle issues and choices.

COURSE OUTLINE
Aquatics: 6-8 sessions of general, experiential aquatics.
Activities will be chosen from:
- Team sports
- Individual sports
Theory topics relate to lifestyle, fitness and our own health.
- Principles & Methods of Training
- Introduction to Biomechanics and Body Systems

ASSESSMENT
Topic tests & assignments
End of Semester Exam.

FUTURE DIRECTIONS
All Stage 1 courses

COSTS: $50 (If Aquatics Option chosen)

PLEASE NOTE:
If students choose a recreational sport (eg Yoga, ten pin bowling, squash) will they need to pay extra costs.
PERSONAL LEARNING PLAN – (PLP)

Compulsory Subject  10 SACE credit points
Work Placement Required: Work Experience Required

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by:
- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

FOCUS OF STUDY

The PLP aims to develop knowledge and skills that will enable them to:
- Identify appropriate future options
- Choose appropriate subjects and courses for their SACE
- Review their strengths and areas for development, including literacy, numeracy and information and communication technology skills
- Identify goals and plan for improvement
- Monitor their actions and review and adjust plans as needed to achieve their goals
- Identify and develop essential employability skills
- develop skills in seeking appropriate employment
- Identify different learning styles and develop an understanding of their preferred style of learning

COURSE OUTLINE

The following topics are studied throughout the semester:
- Personal strengths, abilities and skills
- Career planning/building/options
- World of Work & Work Experience
- Pathways to work
- Applying for Work
- Employability skills
- Learning styles
- Work, Health & Safety

ASSESSMENT

Assessment is a continuous process with the PLP. Each student provides evidence of his/her learning. The teacher will use all of the evidence to make a judgement of the quality of the student’s performance. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments. Students provide evidence of their learning through a set of five assessments.

Final assessment will include students undertaking a Round Table Assessment.

SCIENCE

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

FOCUS OF STUDY

Science is organised into three strands:
- Science Understanding (content)
- Science as Human Endeavour
- Science Inquiry Skills.

Science Understanding comprises:
- Biological sciences: DNA and genes – transfer of characteristics from one generation to the next, Evolution and natural selection
- Chemical Sciences: Atomic structure, element properties, periodic table, Chemical reactions, using chemical equations
- Earth and Space sciences: Origin of universe, Global systems: carbon cycle, effects of human activity
- Physical Sciences: Energy conservation: transfer and transformation • Motion: Use of laws of physics, speed, acceleration, inertia and force

FUTURE DIRECTIONS

Successfully passing Science at Year 10 is necessary for entry into Stage 1 Physics, Chemistry, Biology, Psychology and Scientific Studies.
HUMANITIES & SOCIAL SCIENCES: HISTORY

This course covers the history of Australia in the Modern World from 1918 until the present. The 20th century was an important period in Australia’s political, social, cultural and economic development. The transformation of the modern world during a period of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

FOCUS OF STUDY/COURSE OUTLINE

Students will consider broad enquiry questions, including:
- Why do nations go to war and how does war change a society?
- How do people struggle for rights and freedoms?
- How does a nation deal with its past and attempt to shape the future?

ASSESSMENT

A final grade is based upon a range of assessment processes including:
- exam
- written reports
- projects
- debates

FUTURE DIRECTION

Stage 1 History, Tourism, Stage 2 Tourism, Studies of Society

HUMANITIES & SOCIAL SCIENCES: GEOGRAPHY

In Year 10 the focus is on environmental sustainability to include a deeper understanding of the ways that humans are dependent on the biophysical environment for their survival.

FOCUS OF STUDY/COURSE OUTLINE

- Biophysical environment natural and human induced environmental change.
- Meaning of environmental Sustainability.
- Sustainability status of Australian and world environments
- Collapse of civilisations
- Population and economic geography.
- Spacial inequalities in human development and welfare at global, national and local levels of scale.
- Investigation of natural and human-induced environmental change;
- An examination of the meaning of environmental sustainability;
- Review of the sustainability status of Australian and world environments including the oceans.
- Critically assess various ways of living more sustainably
- Additional topics of environmental resource(s), urban biophysical environment, the role of the environment in the collapse of civilisations.

ASSESSMENT

A final grade is based upon a range of assessment processes including:
- exam
- written reports
- projects/tests
- debates

FUTURE DIRECTION

Stage 1 History, Tourism, Stage 2 Tourism, Studies of Society

SPECIALIST SPORTS COURSE

This is a full year course available by application only. To undertake the programme a student must have been successful in Year 9 SSC or make application to the Specialist Sport Course and meet a set of criteria for entry.

FOCUS OF STUDY

The major focus is the ongoing development of the student as a skilled performer in their chosen sports. To supplement their player development, theory topics relating to sport coaching and umpiring are studied. These areas of study are summarised in the course outline.

COURSE OUTLINE

Semester I:
- coaching general principles
- conditioning / training principles
- officiating
- Dance specialisation for students successful in being offered a spot in this group for both semesters

Semester II:
- officiating
- prevention and treatment of injuries
- sports media training
- drugs in sport
- Dance specialisation for students successful in being offered a spot in this group for both semesters

ASSESSMENT

Semester I:
- practical performance checklists
- assignments which are sports specific and related to conditioning and coaching principles.
- written tests related to conditioning and coaching principles.
- exam.
- Coaching Practical
- Officiating accreditation

Semester II:
- practical performance checklists
- tests and assignments on sports injuries and drugs in sport.
- Exam
- Officiating Accreditation
- Coaching Practical

FUTURE DIRECTION

This course will provide an excellent background for Stage I and Stage II PE, Stage 1 and Stage 2 Specialist Sport Course & Stage 2 Vocational Studies.

ADDITIONAL ASSOCIATED COSTS

$95 per semester.
DESIGN & TECHNOLOGY

INTRO TO TRADES

This Program has been developed for students with a strong interest in the Building and Construction industry who enjoy practical activities and like working outdoors. This is a pre-entry course to the Doorways 2 Construction Course at Wirreanda Secondary School

FOCUS OF STUDY
A major focus of this course is developing employability skills within the student, learning to work in a team environment and becoming competent in using power tools and using mathematical calculations to build structures. Students will also develop an understanding of OHS&W requirements within the construction industry.

To enable student's success the assessment plan incorporates tasks that are based around practical activities, discussions and team work. It is designed to meet the needs of a group of students with a range of learning abilities including those with NEPs. Students will be required to keep a reflection journal each day whilst undertaking the course.

COURSE OUTLINE
Students will be completing practical projects within the school environment. A focus will be on landscaping with tasks involving gardening, paving, bricklaying, edging and general maintenance work.

Students will experience working in an outdoor practical environment being exposed to a variety of career options and life skills.

ASSESSMENT
Tasks will include:
- Practical assessment task 50% - Based practical activity and 200 word reflection
- Group Activity 20% - Based on an evaluation of student interaction when working in groups. 200 word reflection.
- Folio of work 30% - Based on a journal kept by the student of all activities and tasks covered in this course.

FUTURE DIRECTION
Carpenter, Tiler, Plumber, Gyprocker, Brick & Block Layer, Civil Construction, Estimating, Drafting, Site Management, Engineering, Teaching, Architectural Studies, Project Management, Urban and Regional Planning

COURSE FEES
$ 250.00 (Covers Uniform/Resources /Materials)

DIGITAL TECHNOLOGY

The study of Digital Technology provides students with the opportunity to develop an understanding in the use of a range of industry standard computers programs. Students will develop skills in the application of various software packages.

FOCUS OF STUDY
In this course students will learn skills in
- Flash Animation
- Basic Web Page design
- Video Editing
- 3D Modelling

Students will be using software programs such as Adobe Illustrator, Dreamweaver, Flash and 3D MAX

ASSESSMENT
Students will be assessed in a variety of ways:
- Tutorial application
- Personal Projects
- Written assignment.

FUTURE DIRECTION
SACE Stage 1 Digital Technology and Stage 2 Communications Products
ICT courses at tertiary level (TAFE and University)

COURSE FEES
$20

METALWORK

This course combines the fields of Welding / Fabrication and Metal Machining. New learning will promote the development of skills and procedure in working with metal materials.

FOCUS OF STUDY
The major focus of the course is to develop strong practical skills. Students will have a wide range of experiences in Fabrication techniques and Metal Machining. Later stages of this course will introduce the design process. An emphasis will be placed on practical skill development with projects chosen to give a wide range of experiences in Fabrication techniques and Metal Machining.

Each student is to produce a detailed procedure list of each construction exercise.

COURSE OUTLINE
Skills and techniques that will be covered are Welding
- Oxy Acetylene welding and MIG welding
- Plasma cutting metal
- Welding joints

Metal Machining
- Lathe operation
- Measuring with a Micrometer
- Facing, Parallel and Taper Turning

ASSESSMENT
Students will be assessed on practical skills and written theory assignments

FUTURE DIRECTION
This course leads to year 11 and year 12 Welding and Metal machining

COURSE FEES
$36.00 per Semester
DESIGN & TECHNOLOGY PHOTOGRAPHY

This course will develop knowledge and skill in the area of Digital Photography and Computer imaging. Students will be given a wide range of skills and experiences in the use of the Digital camera and computer imaging technique.

**COURSE OUTLINE**

Students will be learning to use:
- the DSLR camera and its associated accessories,
- Photographic techniques,
- Studio lighting
- Basic image editing
- Photoshop techniques,

**ASSESSMENT**

Assessment of knowledge and understanding will be via written assignment topics and skills demonstrated over the Semester.

**FUTURE DIRECTIONS**

This course leads to SACE Stage I Photography and SACE Stage II Photography.

**COURSE FEES**

$37.00 per Semester

DESIGN & TECHNOLOGY RACE F1 TECHNOLOGY

Race F1 Technology is a course in which students use industry style technologies to design, make and race miniature gas powered balsa wood F1 Cars. Students will be able to enter their car in the F1 in Schools™ Technology Challenge which is a national and international competition.

**FOCUS OF STUDY**

Students will combine elements of design, engineering, manufacturing, science and technology to complete their entry for the F1 in Schools™ Technology Challenge.

The course will teach the following elements:
- Computer Aided Design and Manufacture (CAD/CAM) of a working gas powered balsa wood dragster.
- Branding and marketing of their entry.
- Analysis of materials during the project development process.

**ASSESSMENT**

Students will be assessed on the research, design and practical skills demonstrated and presented throughout the process of producing their F1 in Schools™ Technology Challenge entry.

**FUTURE DIRECTION**

This course provides support to Science, Technology, Maths and Engineering pathways. It can lead to stage 1 & 2 courses in Design & Technology, Stage 1 & 2 courses in Art Design. Possible career pathways may lead to Engineering, Architecture and Graphic Arts & Design.

**COURSE FEES**

$25
DESIGN & TECHNOLOGY
FASHION DESIGN (Textiles)

Fashion and Design provides a pathways from the junior levels of Year 8 & 9 textiles to build upon their skills and knowledge. This course provides an opportunity for students to investigate the use of and develop skills in garment construction and alterations as well as fashion marketing and the social messages of clothing.

FOCUS OF STUDY
Fashion design is both an academic and practical subject which allows students to explore and express their individuality through the fashion and textiles medium and make wise consumer decisions. It emphasises the creative use of textiles and the development and communication of ideas through the design process of design, produce and evaluate.

COURSE OUTLINE
Topics that could be included:

Textiles and Fabrics
- Environment impact
- Sustainability / Recycling Unit
- Dress for Success / on a budget
- Creating a teenage wardrobe
- Dressing for a job interview (what is appropriate)

History of Fashion
Research and comparing fashion from an era to modern dress
- Develop sound investigative skills in the comparison of design concepts

Design Process
- Design briefs and working with a client to meet needs
- Colour theory
- Selecting patterns
- Garment making, right fabric, use of correct technology processes

POSSIBLE FUTURE PATHWAYS FOR FASHION
TAFE Courses:
Certificate II in Applied Fashion Design
Certificate III in Applied Fashion and Design
Advanced Diploma of Applied Fashion and Design and Technology
Cost $60

DESIGN & TECHNOLOGY
FOOD TECHNOLOGY

Food technology provides a means by which students can analyse the food habits and international influence on the Australian diet. Students will also focus on extending hospitality skills in relation to cafe food preparation & presentation.

FOCUS OF STUDY
Students will focus on the development of the Australian Multi-cultural cuisine. Students will also investigate technological developments in food preparation, packaging and promotion.

COURSE OUTLINE
Food practicals are planned to incorporate cookery skills, cooperation & food service (60%). Research assignments will support the various topics (40%).

ASSESSMENT
Students will be assessed on research, ongoing practical skills and exam work.

FUTURE DIRECTION
Provides a good basis for Stage 1 Food.

COURSE FEES
$60.00 for food practicals and activities.
South Australian Certificate of Education
SACE

Stage 1 & 2
Stage 1 SACE Program

In selecting their Stage 1 program, students must incorporate the following:

- Two units of English/Literacy
- One unit of Mathematics/Numeracy
- In addition all Year 11 students will need to choose an Integrated Learning Option in order to best prepare them for the compulsory Research Project at Year 12
- Any other 6 extra units from Stage 1 or 2 subjects and courses

Students should have completed the Personal Learning Plan (PLP) with a grade of "C" or better successfully at year 10.

Students who have not completed the SACE compulsory units at Stage 1 may be precluded from Stage 2 entry. All Stage 1 subjects are a semester (1 unit) in length.

Required SACE credits

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 (Stage 1) or Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses*</td>
<td>up to 60</td>
</tr>
<tr>
<td><strong>Year 11 or 12 (Stages 1 or 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

Stage 1 compulsory subjects and courses
Stage 1 or Stage 2 compulsory subjects and courses
Stage 2 compulsory subjects and courses
Other subjects and courses

*Many students will complete subjects or courses worth more than 70 credits at Stage 2.
# List of SACE Stage 1 Subjects by Learning Area

<table>
<thead>
<tr>
<th>English</th>
<th>Visual &amp; Performing Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Art A &amp; B</td>
</tr>
<tr>
<td>Essential English</td>
<td>Drama</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Studies</td>
<td>Biology A &amp; B</td>
</tr>
<tr>
<td>General Maths</td>
<td>Chemistry A &amp; B</td>
</tr>
<tr>
<td>Essential Maths</td>
<td>Physics A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design &amp; Technology</th>
<th>Humanities &amp; Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabinet &amp; Furniture Construction</td>
<td>Modern History</td>
</tr>
<tr>
<td>Frame Furniture Construction</td>
<td>Tourism</td>
</tr>
<tr>
<td>Photography</td>
<td>Workplace Practices (Stage 2 Subject)</td>
</tr>
<tr>
<td>Welding</td>
<td>Business &amp; Enterprise</td>
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<tr>
<td>Metal Machining</td>
<td></td>
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<tr>
<td>Food &amp; Hospitality</td>
<td></td>
</tr>
<tr>
<td>Digital Technologies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Education</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Recreation Certificate 2</td>
<td>Health A &amp; B</td>
</tr>
<tr>
<td>Hospitality Certificate 2</td>
<td>Outdoor Education</td>
</tr>
<tr>
<td>Music Certificate 3</td>
<td>Physical Education A &amp; B</td>
</tr>
<tr>
<td>D2 Construction Certificate 1</td>
<td>Child Studies</td>
</tr>
<tr>
<td>3D Animation Certificate 2</td>
<td></td>
</tr>
<tr>
<td>SAFTS VET Course</td>
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</table>

<table>
<thead>
<tr>
<th>Cross Disciplinary</th>
<th></th>
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<tbody>
<tr>
<td>Integrated Learning</td>
<td></td>
</tr>
<tr>
<td>Research Project (recommended students only)</td>
<td></td>
</tr>
</tbody>
</table>
VISUAL ARTS: ART A

Course Length: Semester 1 each
SACE Credits: 10 Credits each

This course provides students with the opportunity to create and develop ideas in visual forms which lead to original works of art. Students will explore and build upon Arts skills and ideas from previous years in relation to painting, drawing, printmaking, mixed media, ceramics and/or sculpture.

FOCUS OF STUDY
The study of Art should enable students to:
- Develop students’ understanding of the range of expressive forms used by artists and the skills, techniques and disciplines of making works of art.
- Develop students’ knowledge and appreciation of works of art and artists by researching and developing skills in analysing, interpreting and evaluating works of art.
- Develop students’ understanding and appreciation of the role of art and artists in different cultures.

COURSE OUTLINE
Students are required to:
- Explore materials, techniques and processes associated with visual art.
- Complete major pieces of work, employing different media.
- Present written work which displays a level of perception, understanding and appreciation of art and artists.

ASSESSMENT
Students are to be assessed in these varying ways:
- Self assessment
- Peer group assessment
- Participation in class discussion and activities
- Oral presentation
- Formative assessment and Summative assessment of major works, practical and theory

Practical Work = 70%
Theory Work = 30%

FUTURE DIRECTION
This course leads towards Stage 2 Visual Art.

FEES
Excursions to Art Workshops, exhibitions and galleries will involve additional costs for transport.

VISUAL ARTS: DESIGN A

Course Length: Semester 1 each
SACE Credits: 10 Credits each

The Study of Design provides students with the opportunity to develop further appreciation of design and the design process. Building upon the skills gained from previous years, students may work in one or more of product design, environmental and/or graphic design.

FOCUS OF STUDY
The study of Design should enable students to:
- Present designs using appropriate methods, media and skills.
- Use oral and written language of the subject.
- Show an awareness of, and experience the direct relationship design has to the world of industry, production and commercial marketing.
- Realise the value of good design practices in meeting environmental, economical and human needs.

COURSE OUTLINE
Students are required to:
- Explore and experiment with methods, materials and skills and to present their work in a portfolio.
- Present finished design pieces that include one or more of the 3 main areas: Graphic Design, Product Design and Environmental Design.
- Research, design and designers from a diverse range of cultures, backgrounds or experience.
- Demonstrate skills to critically analyse and respond to design works.
- Students follow the design process establishing the brief, conducting research and generating, creative solutions and resolution in a final form of design.

ASSESSMENT
Students will be assessed in a variety of ways:
- Formative and summative assessment
- Self assessment
- Peer group assessment
- Oral Presentation

Practical Work = 70%
Theory Work = 30%

FUTURE DIRECTION
This course leads towards Stage 2 Visual Art: Design.

FEES
Excursions to Art Workshops, exhibitions and galleries will involve additional costs for transport.
VISUAL ARTS: ART B

Course Length: Semester 1 each
SACE Credits: 10 Credits each

This course builds from Visual Arts: Art A providing students the opportunity to further develop ideas in visual forms which lead to original works of art. Students will explore and build upon Arts skills and ideas from the previous course in relation to painting, drawing, printmaking, mixed media, ceramics and/or sculpture.

FOCUS OF STUDY
The study of Art should enable students to:
• Further develop students’ understanding of the range of expressive forms used by artists and the skills, techniques and disciplines of making works of art.
• Further develop students’ knowledge and appreciation of works of art and artists by researching and developing skills in analysing, interpreting and evaluating works of art.
• Further develop students’ understanding and appreciation of the role of art and artists.

COURSE OUTLINE
Students are required to:
• Explore materials, techniques and processes associated with visual art.
• Complete major pieces of work, employing different media.
• Present written work which displays a level of perception, understanding and appreciation of art and artists.

ASSESSMENT
Students are to be assessed in these varying ways:
• Self assessment
• Peer group assessment
• Participation in class discussion and activities
• Oral presentation
• Formative assessment and Summative assessment of major works, practical and theory

Practical Work = 70%
Theory Work = 30%

FUTURE DIRECTION
Completing Art B provides a solid foundation for completing Stage 2 Visual Art or Design, Creative Arts and Arts related industries.

FEES
Excursions to Art Workshops, exhibitions and galleries may involve additional costs for transport.

VISUAL ARTS: DESIGN B

Course Length: Semester 1 each
SACE Credits: 10 Credits each

This course builds from Visual Arts: Design providing students with the opportunity to develop further appreciation of design and the design process. Building upon the skills gained from Design A, students may work in one or more of product design, environmental and/or graphic design.

FOCUS OF STUDY
The study of Design B should strengthen students skills to:
• Present designs using appropriate methods, media and skills.
• Use oral and written language of the subject.
• Show an awareness of, and experience the direct relationship design has to the world of industry, production and commercial marketing.
• Realise the value of good design practises in meeting environmental, economic and human needs.

COURSE OUTLINE
Students are required to:
• Explore and experiment with methods, materials and skills and to present their work in a portfolio.
• Present finished design pieces that include one or more of the 3 main areas: Graphic Design, Product Design and Environmental Design.
• Research, design and designers from a diverse range of cultures, backgrounds or experience.
• Demonstrate skills to critically analyse and respond to design works.
• Students follow the design process establishing the brief, conducting research and generating, creative solutions and resolution in a final form of design.

ASSESSMENT
Students will be assessed in a variety of ways:
• Formative and summative assessment
• Self assessment
• Peer group assessment
• Oral Presentation

Practical Work = 70%
Theory Work = 30%

FUTURE DIRECTION
Completing Art B provides a solid foundation for completing Stage 2 Visual Art or Design, Creative Arts and Arts related industries.

FEES
Excursions to Art Workshops, exhibitions and galleries may involve additional costs for transport.
CREATIVE ARTS: DANCE A & B

Course Length: Semester 1
SACE Credits: 10 Credits

Through the study of Dance students develop a creative, technical and physical understanding and appreciation of dance as an art form. Students who intend to undertake Stage 2 Dance are encouraged to complete both Dance A & B. The aim of the course is to provide opportunities for students to:

- Develop practical dance techniques in a variety of styles.
- Develop more sophisticated compositional skills through group and individual choreographic projects.
- Develop critical analysis skills through observing and reviewing live performances and the personal reflection of their own and peers performances/ compositions.
- Develop written skills and critical analysis.

COURSE OUTLINE
Students are required to study a range of creative aspects including:

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

WRITTEN RESPONSES
Students produce a review of a live performance
Students explore contemporary dance issues through research, analysis and evaluation of the contribution made to our dance community by existing dance companies/company.

ASSESSMENT
This course is school assessed and includes assessment of a product and folio.

FUTURE DIRECTION
Tertiary studies in performing arts at University and TAFE level.
ARTS - PERFORMING: DRAMA

Stage 1 Drama encourages students to explore and experiment with a wide range of dramatic styles, forms and traditions. Students will extend their understanding of drama development and polish analysis and reviewing skills.

FOCUS OF STUDY
The Study of Drama should enable students to:
- Build practical skills (on and off stage) through a variety of approaches.
- Develop a stronger understanding of theatre history and drama practitioners.
- Become perceptive audiences and reviewers of live theatre or film.

COURSE OUTLINE
Students are required to:
- Participate in performance and developing stagecraft skills.
- Produce either oral or written presentations based on a stagecraft study or character analysis.
- Write reviews in response to live theatre or film.
- Present a Production Log and/or Reflective Writing piece related to: Character portrayal or an off-stage role.

ASSESSMENT
Students are to be assessed in several ways:
- Self/Peer group assessment
- Participation in class discussion and activities
- Oral presentation
- Formative assessment and Summative assessment of major works, practical and theory
- Production – on/off stage

FUTURE DIRECTION
This Unit of Drama aims to prepare students for either Drama or Drama Studies as a Stage 2 subject (Year 12) and possible tertiary study.

ASSOCIATED COSTS
Students are expected to attend at least one live performance. *Tickets will be heavily subsidised by the school and costs will be minimal.

ARTS - PERFORMING: MUSIC A & B

This is a performance based course. Students need to be undertaking tuition on an instrument/voice. This can be outside school or at school.
Free tuition provided through the DECD Instrumental Music Service is available at Wirreanda High School in the following:
- Vocal Studies (voice tuition together with School Vocal ensemble)
- Drum Kit & Percussion
- Guitar
- Bass
- Woodwind Studies (flute, saxophone or clarinet tuition together with the school band)

In order to study Music at Year 12, it is assumed that students have studied their vocal/instrument for a minimum of 3 years. It is strongly recommended that students study music for a full year at Year 11.

Prerequisite:
In order to study this course, students must have passed Year 10 Music, Full Year or single semester.
Students who have not studied music at Year 10 level may be admitted to the course through an audition process only.

FOCUS OF STUDY
Students may choose to undertake the Music Experience units or the Music Advanced units. The Music Experience units focus on performance as a soloist and as a member of an ensemble. The Music Advanced Units have as an equal focus the study of theory, aural, composition and arranging.
Students who choose to study the Music Advanced units need to be prepared to undertake personal study and be capable of independent learning.

COURSE OUTLINE – Music Experience Units
Skills Presentation - 60%
Solo Performance I - 20%
Solo Performance II - 20%
Ensemble Performance & Part Testing - 20%
Skills Development - 20%
Aural Test - 20%
Folio - 20%

COURSE OUTLINE – Music Advanced Units
Skills Presentation - 40%
Solo Performance I - 10%
Solo Performance II - 10%
Ensemble Performance & Part Testing - 20%
Skills Development - 20%
Aural & Theory Test - 20%
Folio - 20%

FUTURE DIRECTION
Students who complete the Music Experience units will be able to study Solo Performance, Ensemble Performance or Music Individual Study at Year 12. Students who complete the Music Advanced Units will also have the choice of studying Musicianship and/or Performance Special Study as well as the above Year 12 units.
BIOLOGY A

Course Length: Semester 1
SACE Credits: 10 Credits

Recommended Background:
Successful completion (C grade or better) Year 10 Science is highly recommended.

CONTENT
This subject develops an understanding of how the key ideas of Biology can be studied at different levels. Topics include:
- The microscope
- Cell structure
- Human digestive system
- Diseases

ASSESSMENT
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation
- Topic tests and an end of semester examination

FUTURE DIRECTIONS
Successful completion of Stage 1 Biology A or B would be sufficient for Stage 2 Biology or Psychology, but not Physics or Chemistry. This subject is not a prerequisite for Stage 1 Biology B.

This subject is not a prerequisite for Stage 2 Biology but is highly recommended.

BIOLOGY B

Course Length: Semester 1
SACE Credits: 10 Credits

Recommended Background:
Successful completion (C grade or better) Year 10 Science is highly recommended – Stage 1 Biology A is not required for this course.

CONTENT
This subject develops an understanding of how the key ideas of Biology can be studied at different levels. Topics include:
- Genetics
- Natural selection & evolution
- Adaptions

ASSESSMENT
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation
- Topic tests and an end of semester examination

FUTURE DIRECTIONS
Successful completion of Stage 1 Biology B would be sufficient for Stage 2 Biology or Psychology, but not Physics or Chemistry.

This subject is not a prerequisite for Stage 2 Biology but is highly recommended.

BUSINESS & ENTERPRISE

Business Studies focuses on an understanding of business processes and functions in local, national and global contexts. It involves recognising and evaluating the role of business activity as it initiates and responds to change and developing work-related skills such as communication, enterprise, problem-solving and interaction with business in the community. Student will apply their knowledge and skills in the operation of their own small enterprise.

Students develop skills and knowledge that enable them to identify, initiate, create, and successfully implement personal, business, work, and community enterprise opportunities. For a 10-credit subject, students undertake one core topic and two or three option topics.

CONTENT:
Core Topic 1: Introduction to Business and Enterprise
This topic gives students opportunities to develop knowledge and understanding of:
- Definitions of business and enterprise
- The nature of business and enterprise
- Key business and enterprise functions
- The role of small and medium-sized enterprises in Australia
- Forms of ownership
- Ethical, moral, and legal issues.

Core Topic 2: Business and Enterprise in Practice
This topic gives students opportunities to develop knowledge and understanding of:
- Developing a business plan
- Financial planning and management
- Marketing
- Communication in business (including the use of appropriate terminology, established formats, and state-of-the-art technology

Plus optional topic/s to choose from of:-
3. Optional Topic: Establishing a Business
4. Optional Topic: Technology for Business
5. Business Plans
6. Business management
7. Financial Planning and management
8. Marketing
9. Employment relations
10. Entrepreneurship
11. Global Business

ASSESSMENT
Assessment Tasks will include:
2-3 X Folio Tasks
1 X Practical
1 X Issues Study.

FUTURE DIRECTION
Provides a valuable background for:
- Stage II Business Studies
- Employment
CHEMISTRY A & B

Course Length: Semester 1 & 2
SACE Credits: 2 x 10 credits

Essential Background:
Successful completion (C grade or better) Year 10 Science is essential for Chemistry A. Chemistry B requires successful completion of Chemistry A.

CONTENT
This subject is organised so that each intended student learning outcome is related to a key chemical idea or concept within five topics.

Chemistry A - Semester 1.
- History of Chemistry
- Atmospheric Chemistry
- Ionic Chemistry
- Organic Chemistry
- Metals & Corrosion

Chemistry B - Semester 2.
- Acids and Bases
- Alcohols
- Electrochemistry
- Controlling Reactions

ASSESSMENT
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation
- Topic tests and an end of Semester Examination.

FUTURE DIRECTIONS
Successful completion of Stage 1 Chemistry A and B is a prerequisite for Stage 2 Chemistry.

Successful completion of Stage 1 Chemistry A would be sufficient for Stage 2 Biology or Psychology, but not Physics.

CHILD STUDIES

In Child Studies (stage 1), students will focus on children and their development from conception to 8 years of age.

FOCUS OF STUDY
Students work independently and in teams to achieve common goals. They investigate contemporary issues that are relevant to children and their development. Students analyse current trends in relation to children, and examine government and global policy for the well-being and protection of children. Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

COURSE OUTLINE
In this subject, students will:
1. apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years
2. develop and apply management skills in an individual or a group context to support the health and well-being of children
3. make and justify decisions about issues related to child development
4. select and use appropriate technology to prepare learning activities for children in a culturally diverse society
5. investigate and reflect on current issues related to the safety, health, and well-being of children
6. work individually and in groups to support the health and well-being of children, and reflect on processes and outcomes
7. reflect on the impact of technology on the health and well-being of children.

ASSESSMENT
All topics are assessed in theory, through action plans, investigations, research tasks, evaluations, and practical areas which include group activities.

FURTHER STUDY
Stage 2 Child studies
Certificate II Community Services (Child Care)

COURSE FEES
A fee of $50 covers practicals and activities.
ENGLISH

Level: Stage 1
Course length: 2 semesters
Credit value: 10 Credit points each Semester

LEARNING REQUIREMENTS
The learning requirements summarise the key knowledge, skills, and understandings that students are expected to develop and demonstrate through their learning in Stage 1 English.

In this subject, students are expected to:
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Analyse ways in which ideas and perspectives are represented in texts and interpreted by readers
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse inter-textual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

CONTENT
Stage 1 English may be studied as a 10-credit subject or a 20-credit subject.
The content includes:
- Responding to Texts
- Creating Texts
- Inter-textual Study.

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students 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.

ESSENTIAL ENGLISH

Level: Stage 1
Course length: 2 semesters
Credit value: 10 Credit points each Semester

LEARNING REQUIREMENTS
The learning requirements summarise the key knowledge, skills, and understandings that students are expected to develop and demonstrate through learning in Stage 1 Essential English.

In this subject, students are expected to:
- Develop communication skills through reading, viewing, writing, listening, and speaking
- Comprehend and interpret information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- Examine, and respond to how the structure and language of texts varies for different purposes, audiences, and contexts
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts
- Express ideas, information, and perspectives using a range of textual conventions.

CONTENT
Stage 1 Essential English may be studied as a 10-credit or a 20-credit subject.
This subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:
- Responding to Texts
- Creating Texts

Decisions about the content of the teaching and learning program should centre on ways in which students use language to establish and maintain connections with people in different contexts. The program may focus on a single context or a range of contexts for different parts of the program. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. In planning a teaching and learning program, teachers work with students to support the achievement of their goals.

Essential English may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.
In this subject students respond to, and create texts in and for a range of, personal, social, cultural, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.
FOOD & HOSPITALITY

In Food and Hospitality (stage 1), students will focus on the dynamic nature of the food and hospitality industry in Australian society. They will develop an understanding of present-day approaches and issues related to food and hospitality.

FOCUS OF STUDY
Students work independently and in teams to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, and meet the terms of current health and safety legislation. Students investigate and debate current food and hospitality issues and existing management practices.

COURSE OUTLINE
In this subject, students will examine:
- practical activities in food and hospitality and reflect on processes and outcomes
- practical skills, including management skills, in an individual and team context
- current issues related to the food and hospitality industry
- correct technology to prepare and serve food, applying safe food-handling practices
- contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- work individually and in teams to prepare and present activities that support healthy eating practices
- new and emerging technologies on food and hospitality.

ASSESSMENT
All topics are assessed in theory, through action plans, investigations, research tasks, evaluations, costing/ordering procedures and practical areas which include group activities.

FURTHER STUDY
Stage 2 Food & Hospitality
Certificate 1 Hospitality (Kitchen Operations)

COURSE FEES
A fee of $55 covers practicals and activities.

HEALTH A

Health A students will identify influences of health & well-being, investigate trends in health status of Australians, analyse key issues in health & the role of community agencies in addressing health issues. Students will work independently & in groups to assess health promotion impact & apply action to improve health. Students will reflect on personal & social health issues.

FOCUS OF STUDY
Personal & Social Health
Students consider the role they can play in promoting & maintaining their health. They will examine many factors that result in differing health outcomes e.g. Economic, physical, political, socio-cultural & spiritual factors.

COURSE OUTLINE
The nature of Health (& improving own health)
The effects of alcohol & other drugs on Health
Determinants of Health
Health Services in our community

ASSESSMENT
Health Issues, Response & Analysis x 2
Group Task & Presentation x 1
Investigation x 1

FUTURE DIRECTION
As a 2-unit sequence when combined with Health B or a stand-alone, Health A will establish a sound base to pursue further studies in Year 12 Health. Students will be able to apply their knowledge and skills to TAFE pathways to Certificate and Diploma level studies in a range of pathways. The course content can assist with future study at University and lead to employment pathways where self confidence and sound life skills are needed.

HEALTH B

Health B expands on personal skill development in managing and coping in today's society. Students will look at health priorities in Australia. It is recommended but not required to do Health A.

FOCUS OF STUDY
The Health of Individuals & Populations
This topic deals with the health of the nation & the effect this has on individuals.
Students will be given the opportunity to gain a first aid certificate.

COURSE OUTLINE
- Health Literacy – its importance
- Environment & Health
- Health of Australians
- Australian Health priorities
- Health & Sexuality
Final topics will be decided through class and teacher negotiation.

ASSESSMENT
Assessment in Stage 1 Health Education consists of the following components:
Component 1: Health Issues Response x 2
Component 2: Group Task x 1
Component 3: Investigation x 1

FUTURE DIRECTION
Year 12 Health as above
MODERN HISTORY

While studying historical events students will gain an understanding of identifying internal and external events and factors that became significant to world-wide history. Students will identify and explain historical concepts, hypotheses and questions in relation to particular events, societies, and cultures using analysed sources of information. Cultural understanding will be enhanced through study of their own and other societies and the influence of change and continuity.

COURSE OUTLINE

The course consists of the skills of historical inquiry and two historical studies and will cater for the needs and interests of the students relating to:

Skills of Historical Inquiry plus,

♦ Issues – such as war, youth culture, oppression and globalisation.
♦ Creative works – such as film, music, art and drama.
♦ Regions – such as Europe, Middle East, Australia and Asia.
♦ Local History
♦ Special Interest – an area of special interest to teachers and students.

Topics will be chosen according to student interest and teacher expertise, which could include:

♦ Hitler and Nazi Germany
♦ The Cold War
♦ Youth Culture
♦ Additional topics of choice.

ASSESSMENT

- Assessment Type 1: Folio- bookwork, reports, debates, multi-media presentations, interviews, exam and essays.
- Assessment Type 2: Sources Analysis- student’s use, interprets, evaluate, and reflect on a selection of different historical sources.
- Assessment Type 3: Investigation- Students undertake at least one investigation in which they inquire into, interpret, and research a historical topic in depth.

FUTURE DIRECTION

Preparation for Stage 2 Modern History, Social Studies, Legal Studies or Tourism. Tertiary courses in Law, Journalism, Arts or areas of research would benefit from the concepts of skills developed in this course.

INTEGRATED LEARNING

Integrated Learning requires students to develop and apply Research Skills to a chosen area of their interest in preparation for Stage 2 and the Research Project. The program is also designed to encourage learning through team work. Students will learn to plan, organise and undertake activities or tasks as a group and create connections with members of the community.

FOCUS OF STUDY

The course aims to develop the individual’s ability to take responsibility for their own learning and enhance specific Research Skills. The focus of the course is on the capability “learning”. The students will:

- plan, organise and conduct research activities and tasks
- collect and analyse data
- report on findings and skills learnt
- evaluate learning and research processes.

COURSE OUTLINE

Students will undertake a number of whole class activities relating to key aspects of learning, including individual group activities.

ASSESSMENT

Assessment will be continuous during the course of the Semester and school-based. Students demonstrate evidence of their learning through the following assessment types:

1. Practical – apply research, knowledge and skills to create a product and critically evaluate processes
2. Group Activity – research skills project
3. Folio & Discussion – demonstration of research activities undertaken.

The assessment criteria are:

- application of knowledge
- investigation
- communication & collaboration
- reflection
- understanding of the learning connections to capabilities

FUTURE DIRECTION

This programme will lead to and support students in achieving success in the Stage 2 Research Project – a compulsory subject at Stage 2 in the SACE.

This course is directly aligned with the requirements of Research Project to prepare students in undertaking a large scale research project.
### GENERAL MATHEMATICS 1

**Course Length**  
Semester 1

**SACE Credits**  
10 Credits

**Essential Background**  
This course is the first of two required for students to proceed to Stage 2 Mathematical Applications. Students choosing this course should have achieved C grades or better in Year 10 Maths (and be recommended) and should continue with Mathematical Applications 2 in the 2nd semester.

**Content**  
The emphasis of this course will be to apply skills and knowledge to a range of real life situations.

This course will consist of the following topics:
- Earning and Spending
- Measurement
- Coordinate Geometry
- Statistics

**Assessment**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*

### GENERAL MATHEMATICS 2

**Course Length**  
Semester 2

**SACE Credits**  
10 Credits

**Essential Background**  
This course is the second of two required for students to proceed to Stage 2 Mathematical Applications. Students choosing this course should have achieved C or better in Year 10 Maths (and be recommended).

**Content**  
The emphasis of this course will be to apply skills and knowledge to a range of real life situations.

This course will consist of the following topics:
- Networks and Matrices
- Saving and Borrowing
- Geometry and Mensuration

**Assessment**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*

### MATHEMATICAL STUDIES 1

**Course Length**  
1 Semester

**SACE Credits**  
10 credits

**Essential Background**  
This course is the first of four required for students to proceed to Stage 2 Specialist Mathematics and/or Mathematical Studies. Students choosing this course should have achieved B grades or better in Year 10 Maths (and be recommended) and should continue with Mathematical Studies 3 & 4 in the 2nd semester.

**Content**  
The aim of this subject is to give students the tools to explore, describe, and explain aspects of the world around them in a mathematical way.

This course will consist of the following topics:
- Statistics
- Trigonometry
- Quadratics

**Assessment**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*

### MATHEMATICAL STUDIES 2

**Course Length**  
1 Semester

**SACE Credits**  
10 credits

**Essential Background**  
This course is the second of four required for students to proceed to Stage 2 Specialist Mathematics and/or Mathematical Studies. Students choosing this course should have achieved B grades or better in Year 10 Maths (and be recommended) and should be continuing on from Semester 1 Mathematical Studies 1 & 2.

**Content**  
The aim of this subject is to give students the tools to explore, describe, and explain aspects of the world around them in a mathematical way.

This course will consist of the following topics:
- Matrices
- Cubics and Quartics
- Models of Growth

**Assessment**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*
**MATHEMATICAL STUDIES 3**

Course Length 1 Semester  
SACE Credits 10 credits

**ESSENTIAL BACKGROUND**  
This course is the third of FOUR required for students to proceed to Stage 2 Specialist Mathematics and/or Mathematical Studies. Students choosing this course should have achieved B grades or better in Year 10 Maths (and must be recommended) and should continue with Mathematical Studies 2 & 3 in the 2nd semester.

**CONTENT**  
The aim of this subject is to give students the tools to explore, describe, and explain aspects of the world around them in a mathematical way.

This course will consist of the following topics:  
- Planar Geometry  
- Coordinate Geometry  
- Functions and Graphs

**ASSESSMENT**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*

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**MATHEMATICAL STUDIES 4**

Course Length 1 Semester  
SACE Credits 10 credits

**ESSENTIAL BACKGROUND**  
This course is the final of FOUR required for students to proceed to Stage 2 Specialist Mathematics and/or Mathematical Studies. Students choosing this course should have achieved B grades or better in Year 10 Maths (and must be recommended) and should be continuing on from Semester 1 Mathematical Studies 1 & 2.

**CONTENT**  
The aim of this subject is to give students the tools to explore, describe, and explain aspects of the world around them in a mathematical way.

This course will consist of the following topics:  
- Introductory Calculus  
- Probability

**ASSESSMENT**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 60% and 2 Folio tasks worth 40%.

A ‘C’ grade or better is required for at least one semester of Numeracy (Maths) for eligibility to achieve the SACE.

*A graphics calculator is essential for this subject.*

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**ESSENTIAL MATHEMATICS**

Course Length Semester 1  
SACE Credits 10 credits

**ESSENTIAL BACKGROUND**  
This course has been developed to prepare students for the Mathematics that they will be exposed to in everyday life. Skills will be developed in the areas of Budgeting, Payment Methods and Saving and Borrowing. A ‘C’ grade or better in this course will meet the necessary Numeracy (Maths) requirements to achieve the SACE.

**CONTENT**  
In their study of Numeracy for Work and Community Life, students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations.

This course will consist of the following topics:  
- Earning & spending  
- Investments and Loans

**ASSESSMENT**  
Assessment consists of 3 Skills and Applications tasks (tests) worth 70% and 2 Folio tasks worth 30%.

*This course will only run in Semester 1*
PHYSICAL EDUCATION A

Physical Education A focuses on the practical and theoretical study of human functioning and physical activity. For students intending to study Stage II Physical Education, we strongly recommend they enrol in Physical Education A and B. The theory and practical differs in PE A to PE B.

FOCUS OF STUDY
Students will be able to:
- Develop communication and leadership skills
- Explore their own physical capacities
- Analyse performance health & lifestyle
- Apply knowledge to practicals
- Develop knowledge and understanding of theoretical learning.

COURSE OUTLINE
3 practical modules from the list below.

PRACTICAL SKILLS – 3 topics selected from
- Badminton
- Aquatics
- Netball/Softball
- Lawn Bowls

THEORY
- The Nature of Physical Activity, Skill Learning, Energy Systems, VO2 Max, Anaerobic threshold, Training Adaptations
- Issues analysis - students will critically analyse issues to do with physical activity.

ASSESSMENT

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio (theory)</td>
<td>40%</td>
</tr>
<tr>
<td>Practical</td>
<td>60%</td>
</tr>
</tbody>
</table>

Practical (60%)
- performance checklists.
- Participation
- Journal

Folio Theory (40%)
- Assignment on the Nature Of Physical Activity
- Issue analysis
- Tests and/or Exam on Nature Of Physical Activity

SACE is based on the students ability to demonstrate:
- Knowledge / understanding
- Practical skills
- Initiative / collaboration
- Analysis / reflection

FUTURE DIRECTION
SACE Stage II Physical Education and provides pathways to higher education and employment in the Sport and Recreation industry.

COST
Aquatics, if selected by the group. Costs to be advised.

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PHYSICAL EDUCATION B

Physical Education B focuses on the practical and theoretical study of human functioning and physical activity. For students intending to study Stage II Physical Education, we strongly recommend they enrol in Physical Education A and B. The theory and practical differs in PE A to PE B.

FOCUS OF STUDY
Students will be able to:
- Develop communication and leadership skills
- Explore their own physical capacities
- Analyse performance health & lifestyle
- Apply knowledge to practicals
- Develop knowledge and understanding of theoretical learning.

COURSE OUTLINE
Students choose 3 practical modules from the list below.

PRACTICAL SKILLS – 3 topics selected from
- Touch
- Softrosse
- Volleyball
- Basketball
- Other topics may be offered

THEORY
- Issues Analysis – students will analyse chosen issues to do with sport & activity.

ASSESSMENT

<table>
<thead>
<tr>
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</tr>
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</tbody>
</table>

Practical (60%)
- Performance checklists.
- Participation
- Journal

Folio Theory (40%)
- Assignment on the Nature Of Physical Activity
- Issue analysis
- Tests and/or Exam on Nature Of Physical Activity

SACE is based on the students ability to demonstrate:
- Knowledge / understanding
- Practical skills
- Initiative / collaboration
- Analysis / reflection

FUTURE DIRECTION
SACE Stage II Physical Education and provides pathways to higher education and employment in the Sport and Recreation industry.

COST
Aquatics, if selected by the group. Costs to be advised.
**OUTDOOR EDUCATION**

**FOCUS OF STUDY**
By the end of this course students will have experienced a variety of outdoor environments in which they will have learnt about the natural environment and how humans impact upon it. Students will be able to demonstrate positive attitudes and behaviours and have knowledge of minimal impact camping. Students will also acquire a range of outdoor recreation skills, be able to plan, organise and participate safely in a small group expedition, and demonstrate responsibility toward others and an awareness of group needs. Specific knowledge on equipment and techniques and identification of potential hazard together with the promotion of independence and self-reliance are also areas of special focus in this course.

**COURSE OUTLINE**
This course has a focus on Recreation activities. There is a 4 day camp which is designed subject to group size, equipment required and season.

**UNITS CONSIST OF:**
- Compass / Navigation / Mapping
- Camp cooking
- Camp preparation such as risk analysis and route plan
- Sustainable Futures Study
- Indoor Rock Climbing and a chosen aquatic activity dependent upon camp focus.

**ASSESSMENT**
Attendance at all lessons. The camp is compulsory and makes up 20% of the students assessment.
Practical – 2 topics 60%
Folio – sustainable Futures. Research plus an A4 pamphlet with max word count of 500 words – 20%
Expedition Report – Max 1000 words or 6 minute if oral or multimodal.

**FUTURE DIRECTION**
Outdoor Recreation Vocational Education & Training courses.

**ADDITIONAL ASSOCIATED COSTS**
Aquatics unit $50 (subject to fee changes)
Camp $140
- Hire of equipment
- Bus transfers
- Site bookings
- Instructor fees
- Vehicle hire
(subject to change based on fee changes / increases.
Field Trips: $50
- bus transfer
- venue entry
Total : $240

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**SCIENTIFIC STUDIES**

**SPORT & NUTRITION A**

Course Length : Semester 1
SACE Credits: 10 credits

**Recommended background :**
Successful completion (C grade or better) Year 10 Science is recommended. However, a keen interest in this area is desirable.

**CONTENT**
Students investigate current nutritional information on the body, the environment and how this information impacts our views of food in society. Students also gain an understanding of physical activity and human functioning in sport and explore their own physical capabilities and analyse performance, health and lifestyle issues.

**ASSESSMENT**
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation

**FUTURE DIRECTIONS**
Successful completion of Stage 1 Scientific Studies Sport & Nutrition Science would be sufficient for Stage 2 Biology if another Stage 1 Science subject is successfully completed.

**SCIENTIFIC STUDIES**

**MARINE SCIENCE B**

Course Length : Semester 2
SACE Credits: 10 credits

**Recommended background :**
Successful completion (C grade or better) Year 10 Science is recommended. However, a keen interest in this area is desirable.

**CONTENT**
In the subject of marine science students will get the opportunity to look at the aspects of the marine environment that impacts on the life that exists there. Some of the key understandings include:
- Composition of sea water
- Tides and waves
- Impact of depth
- Impact of different shorelines
- Animal and plant groups

Some of the possible activities could include field trips (snorkelling) and setting up and maintaining a salt water aquaria.

**ASSESSMENT**
School Assessment includes:
- Design investigations,
- Practical work and reports,
- Issues investigation,

**FUTURE DIRECTIONS**
Successful completion of Stage 1 Scientific Studies Sport & Nutrition Science would be sufficient for Stage 2 Biology if another Stage 1 Science subject is successfully completed.
PHYSICS A & B

**Course Length:** Semester 1 & 2  
**SACE Credits:** 2 x 10 credits

**Essential Background:**  
Successful completion (C grade or better) Year 10 Science is essential for Physics A. Physics B requires successful completion of Physics A.

**CONTENT**  
This subject is organised so that each intended student learning outcome is related to a key Physics idea or concept within the following topics:

**Physics A - Semester 1.**
- Measurement.
- Velocity, acceleration, distance and time relationships.
- Waves and Vibrations
- Forces and Newton’s Laws

**Physics B - Semester 2.**
- Light, reflection and refraction
- Electricity and magnetism
- Atomic and Nuclear Physics

**ASSESSMENT**  
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation
- Topic tests and an end of Semester examination.

**FUTURE DIRECTIONS**  
Successful completion of Stage 1 Physics A and B is a prerequisite for Stage 2 Physics.

Successful completion of Stage 1 Physics would be sufficient for Stage 2 Biology or Psychology, but not Chemistry.

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PSYCHOLOGY

**Course Length:** Semester 1 & 2  
**SACE Credits:** 2 x 10 credits  
**School Contact:** Kirk Dixon / Shane Cunningham

**Recommended background:**  
Successful completion (C grade or better) Year 10 Science is highly recommended.

**CONTENT**  
This subject develops an understanding of how behaviour can be studied.  
Three topics are selected from the following:
- Introduction to Psychology. (Compulsory)
- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

**ASSESSMENT**  
School Assessment includes:
- Design investigations
- Practical work and reports
- Issues investigation

Topic tests and an end of Semester examination.

**FUTURE DIRECTIONS**  
Successful completion of Stage 1 Psychology would be sufficient for Stage 2 Psychology or Biology but not Physics or Chemistry.

*This course is not a prerequisite for Stage 2 Psychology but is highly recommended.*
RESEARCH PROJECT

Students in Year 11 may have the option to undertake Stage 2 Research Project. This must be approved by the Parent/Caregiver and the Coordinator Research Project.

Course length: One Semester
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE).

Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a “C-” grade or better.

In the Research Project Students will:
- choose a topic of interest and develop a question — it may be linked to an interest, social issue or relate to a workplace or community context.
- learn and apply research skills in order to develop knowledge and skills specific to their research topic.
- record and analyse research, apply research to develop conclusions and evaluate their research processes.
- Externally assessed coursework includes a preliminary research plan and a research project

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:
- work independently and with others to initiate an idea, and to plan and manage a large scale research project
- demonstrate the development of the SACE capabilities
- analyse information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- communicate their key findings through the creation of a research outcome
- assess and evaluate the research processes used and the decisions made throughout the project

ASSESSMENT
School-based assessment 70%
1. Folio (preliminary ideas and research proposal, research development and discussion) 30%
2. Research Outcome 40%

External assessment 30%
3. Evaluation (including written summary) 30%

Students have a choice regarding whether or not they undertake Research Project A or B. The differences are as follows:

Research Project A
- 150–200 word written summary of research project, processes used, and outcome.
- a choice of written, oral, and/or multimodal external assessment
- 1500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary)
- does not contribute to the Australian Tertiary Admission Rank (ATAR).

Research Project B
- 150–200 word written summary of research project, processes used, and outcome.
- a common, written external assessment
- 1500 words maximum (excluding summary)
- contributes to the Australian Tertiary Admission Rank (ATAR)

Please speak to the Coordinator Research Project regarding choosing Research Project A.

DESIGN & TECHNOLOGY
CABINET FURNITURE CONSTRUCTION

This course extends students’ knowledge and understanding skills and experience in carcase type joint construction. There is a strong emphasis on designing, production and evaluation. Issues relating to furniture construction will be addressed. A range of sheet materials will be used.

FOCUS OF STUDY
Skills development in portable and fixed power machinery, workshop and machine safety. Shaping forming, joining and finishing various construction materials.

COURSE OUTLINE
Students will work with a range of sheet materials to design, make and appraise a small cabinet. Students will be required to complete a product evaluation assignment.

ASSESSMENT
Tasks will include working to a design brief, practical construction tasks and safe & effective use of portable and fixed power equipment, written tests and completion of a research assignment.

FUTURE DIRECTION
The course leads to Stage 2 Furniture Construction.

COURSE FEES
$52.00 deposit plus cost of additional material if required.

DESIGN & TECHNOLOGY
FRAMED FURNITURE CONSTRUCTION

This course is designed to extend the students’ knowledge and understanding, skills and experience in framing type joint construction. There is a strong emphasis on designing, production and evaluation. Issues relating to furniture construction will be addressed. A range of solid timber will be used.

FOCUS OF STUDY
Students will learn:
- Skills development in portable and fixed power machinery.
- Workshop and Machine Safety.
- Joining solid timber using a variety of joints.
- To address issues relating to safety in the home workshop.

COURSE OUTLINE
Students will work with a range of solid timber to design, make and appraise a framed item of furniture. Students will complete a Product Evaluation Assignment.

ASSESSMENT
Tasks will include:
- Working to a design brief.
- Practical construction tasks.
- Safe and effective use of fixed and portable power equipment.
- Written tests
- Completion of a research assignment.

FUTURE DIRECTION
This course leads to Stage 2 Furniture Construction.

COURSE FEES
$52 deposit plus cost of additional material if required.
In Food and Hospitality (stage 1), students will focus on the dynamic nature of the food and hospitality industry in Australian society. They will develop an understanding of present-day approaches and issues related to food and hospitality.

**FOCUS OF STUDY**
Students work independently and in teams to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, and meet the terms of current health and safety legislation. Students investigate and debate current food and hospitality issues and existing management practices.

**COURSE OUTLINE**
In this subject, students will examine:
- practical activities in food and hospitality and reflect on processes and outcomes
- practical skills, including management skills, in an individual and team context
- current issues related to the food and hospitality industry
- correct technology to prepare and serve food, applying safe food-handling practices
- contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- work individually and in teams to prepare and present activities that support healthy eating practices
- new and emerging technologies on food and hospitality.

**ASSESSMENT**
All topics are assessed in theory, through action plans, investigations, research tasks, evaluations, costing/ordering procedures and practical areas which include group activities.

**FURTHER STUDY**
Stage 2 Food & Hospitality
Certificate 1 Hospitality (Kitchen Operations)

**COURSE FEES**
A fee of $55 covers practicals and activities.
TECHNOLOGY STUDIES
METAL MACHINING

This is a one-unit course in the field of Metal Machining. It aims to build upon the skill base established in Year 10 with expanded areas of study in Product Analysis, Design and Communication, Product Realisation/Evaluation and a Specialist Skills Task.

FOCUS OF STUDY
An emphasis upon practical skill development in using the lathe and associated equipment through a major project or test piece.

COURSE OUTLINE
The completion of a major project using
1. **Product Analysis** – an in-depth study of a commercially produced item from the Metal Machining industry.
2. **Design & Communication** – formulation of a formed design brief and relevant design technique to satisfy this brief.
3. **Product Realisation and Evaluation** – the completion of the designed project and a written evaluation of this and its compliance to the Design Brief.
4. **Specialist Skills Task** – the completion of a set task to a specified accuracy and construction technique.

ASSESSMENT
- **Product Analysis** 20%
- **Design & Communication** 20%
- **Product Realisation & Evaluation** 30%
- **Specialist Skills Task** 30%
Each student must display a competence in each of the four areas to be awarded a passing grade.

FUTURE DIRECTION
This course aims to prepare students for further study at Stage II level with a sound and theoretical base. It also aims to prepare students for further study at TAFE and possible employment.

COURSE FEES
$36 to cover the price of a suitable practical project, test pieces and consumables related to the course.
If a student chooses to make a project above this base cost, then after consultation with parents and staff, a further cost may be incurred.

TECHNOLOGY STUDIES
PHOTOGRAPHY

This course will continue to develop skills and techniques in the use of the Digital SLR camera and the use of image manipulating software such as Photoshop

FOCUS OF STUDY
An emphasis will be placed on creativity and photographic technique. Students will be encouraged to develop their own photographic style. The ability to consistently produce exhibition quality images will be a focus in this course.

COURSE OUTLINE
Students will develop skills in the creative use of the DSLR camera and creative techniques in Photoshop. In preparation for Stage II course students will produce a design-based assignment. Students will participate in excursions to demonstrate a practical application of skills learnt.

ASSESSMENT
Assessment of knowledge and understanding will be via written assignment topics and skills will be assessed via a practical demonstration of the task.

FUTURE DIRECTION
This course will lead to Stage II Photography and will provide students with a portfolio of work for admission to various tertiary courses.

COURSE FEES
$54 per semester

TECHNOLOGY STUDIES
WELDING FABRICATION

FOCUS OF STUDY
An emphasis upon practical skill development in using Welding Fabrication equipment through a major project or test piece.

COURSE OUTLINE
The completion of a major project.
1. **Product Analysis** – an in-depth study of a commercially produced item from the Welding Fabrication industry.
2. **Design & Communication** – formulation of a formed design brief and relevant design technique to satisfy this brief.
3. **Product Realisation and Evaluation** – the completion of the designed project and a written evaluation of this and its compliance to the Design Brief.
4. **Specialist Skills Task** – the completion of a set task to a specified accuracy and construction technique.

ASSESSMENT
- **Product Analysis** 20%
- **Design & Communication** 20%
- **Product Realisation & Evaluation** 30%
- **Specialist Skills Task** 30%

FUTURE DIRECTION
This course aims to prepare students for further study at Stage II level with a sound and theoretical base. It also aims to prepare students for further study at TAFE and possible employment.

COURSE FEES
$40 to cover the price of a suitable practical project, test pieces and consumables related to the course.
If a student chooses to make a project above this base cost, then after consultation with parents and staff, a further cost may be incurred.
**TOURISM**

**Stage 1 Tourism can be studied as a 10-credit subject**

The subject consists of four themes and eleven topics.

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

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.

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

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

**Assessment**

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

- Case Study
- Sources Analysis
- Practical Activity
- Investigation
- Exam

**WORKPLACE PRACTICES – Stage 2**

**Course Length : 2 Semesters**

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education And Training (VET) as provided under the Australian Qualifications Framework (AQF).

**FOCUS OF STUDY**

The subject extends student’s understanding of work in our society by providing opportunities to study a vocational education and training curriculum and to participate in workplace learning. Students gain an awareness of what work is, the skills required to find employment and develop an understanding of the essential employability skills and personal attributes that employers require. Students in Workplace Practices are able to work at their own pace for the majority of the course.

**COURSE OUTLINE**

There are three focus areas of study of this subject:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students must study three or more topics from the list below:
- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic.

**ASSESSMENT**

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
</tr>
<tr>
<td>Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

**FUTURE DIRECTION**

Successful completion of this course will lead to admission to TAFE and University courses. This course may also assist students in gaining employment.

**COURSE FEES**

The cost of any VET course must be borne by the student. Please discuss this subject with the VET Coordinator at the time of subject selection.
Wirreanda Secondary School is excited to be part of the Year 12 Science and Maths Academy (SMAF) at the Flinders University campus at Bedford Park. Students studying Stage 2 Physics, Chemistry and Specialist Maths will be taught at Flinders by senior secondary teachers, and supported by university lecturers and senior students, through lectures and hands-on projects. Students will also be supported at Wirreanda through weekly tutorials with their specialist teachers.

How does the Year 12 Science and Maths Academy at Flinders University benefit you?

• You get to come on campus and have a first-hand look at how universities work.
• You can tap into the vast resources and expertise available at Flinders, particularly in regard to chemistry and physics, where Flinders is a well-recognised international leader.
• You get to use first-rate University laboratories, library and computer facilities.
• You get to learn in a challenging environment with other like-minded science and maths students. You can challenge yourself and learn with the best.
• You can access career development support through our employer liaison and careers advisors.
• You will learn about the wide range science and maths further education options available to you.
• You can find out what careers are available in the science and maths disciplines and the pathway to get there.

You will also have access to facilities such as:
• Café and social spaces
• Internet
• University library and computer facilities

List of SACE Stage 2 Subjects by Learning Area

<table>
<thead>
<tr>
<th>Business, Enterprise &amp; Technology</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Enterprise</td>
<td>Health</td>
</tr>
<tr>
<td>Furniture Construction</td>
<td>Child Studies</td>
</tr>
<tr>
<td>Metals Engineering</td>
<td>Food &amp; Hospitality</td>
</tr>
<tr>
<td>Photography</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Integrated Learning (PE)</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual &amp; Performing Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing Arts - Music</td>
<td>Biology</td>
</tr>
<tr>
<td>Performing Arts - Dance</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Visual Arts - Art</td>
<td>Physics</td>
</tr>
<tr>
<td>Visual Arts - Design</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Disciplinary</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Studies</td>
<td>English Communications</td>
</tr>
<tr>
<td>Research Project (Compulsory)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities &amp; Social Sciences</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society &amp; Culture</td>
<td>Mathematical Studies</td>
</tr>
<tr>
<td>Modern History</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Tourism</td>
<td>Mathematical Applications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocational Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport &amp; Recreation Certificate 2</td>
<td>D2 Construction</td>
</tr>
<tr>
<td>Hospitality Certificate 2</td>
<td>D2 Construction + (plus)</td>
</tr>
<tr>
<td>Music Certificate 3</td>
<td>3D Animation Certificate 2</td>
</tr>
</tbody>
</table>
VISUAL ARTS: ART

Course Length: Full Year (20 credits)
Desired Learnings: Satisfactory Achievement in Stage I Art

Art has important social and cultural functions in many societies. Through art, people conceive works, express shared beliefs, explore personal feelings, record experience and historical events and present concepts and opinions.

COURSE OUTLINE
Visual Art consists of 3 parts:
Visual Thinking/Folio
Includes:
Discussion of the role of the visual arts in shaping personal development and cultural identity.
Encouraging self-analysis and the exploration of students’ own beliefs.
This It is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical presentations, media or material studies and experiments accompanied by written or recorded annotations.

Practical
2 to 3 major works can be resolved using the various practical genres of art, for example:
Video, installation, digital imaging, painting, drawing, mixed media, printmaking, sculpture or ceramics.
Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students also learn how to produce a practitioner’s statement.

Visual Study
Students view, think about and learn to analyse and understand works of art, to research artists or artistic styles:
Studying media and technologies as well as aspects of society, influencing an artist’s work in their time and place.

ASSESSMENT
Visual Thinking/Folio 30%
2 Folios including 30 sheets of visual and or written evidence to support each resolved practical work.

Practical 40%
Minimum of 2 resolved works plus 2 written practitioner’s statements of 500 words per piece.

Visual Study 30%
Maximum of 20 A3 pages integrated with a maximum 2000 words of written text.

FUTURE DIRECTION
Tertiary studies in the visual arts at University or TAFE level.

VISUAL ARTS: DESIGN

Course Length: Full Year (20 credits)
Desired Learnings: Satisfactory Achievement in Stage I Design

Design is a process which uses a critical, creative, problem solving approach to serve human needs. It includes the development and visualisation of ideas within a decision making process which considers aesthetic, cultural, economic, social and environmental concerns.

COURSE OUTLINE
Visual Art/Design consists of 3 parts:
Visual Thinking/folio
Includes:
In Visual Arts Design students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and /or audio visual techniques leading to completed pieces.

Students utilise the design brief that specifies the parameters for the designer. This includes research, analysis, the initiation and development of concepts, the exploration of possibilities, the testing and refining of ideas or concepts, the practising of technical skills and evaluation, before the design outcome is resolved, which may include products that advertise, promote or communicate.

Practical
2 to 3 major works can be completed using the various practical genres of design, for example:
Video, installation, digital imaging, painting, drawing, mixed media, printmaking, sculpture, ceramics, photography, etc.
The three main areas of product design, environmental design and graphic and visual communication will be included. Students learn how to produce a practitioner’s statement.

Visual Study
Students view, think about and learn to analyse and understand works of design, to research designers or design styles: Studying media and technologies as well as aspects of society, influencing the Designer’s work in their time and place.

ASSESSMENT
Visual Thinking/Folio 30%
30 sheets of visual and or written evidence to support each resolved practical work.

Practical 40%
Minimum of 2 resolved works plus 2 written practitioner’s statements of 500 words per piece.

Visual Study 30%
Maximum of 20 A3 pages integrated with a maximum 2000 words of written text.

FUTURE DIRECTION
Tertiary studies in the visual arts or design at University or TAFE level.
ARTS : MUSIC
Solo Performance, Ensemble Performance
Music Individual Study

Course Length: Full Year (20 credits)
Prerequisite: In order to study music at Stage 2, students must have passed Stage 1 Music Experience or Stage 1 Music Advanced.

**COURSE CONTENT:**
Students enrolling in Stage 2 Music will select 2 units of study from 3 options in consultation with their music teacher.
- Solo Performance
- Ensemble Performance
- Music Individual Study

**SPECIAL CONSIDERATIONS:**
- Students who wish to study the Solo Performance unit should, as a guide, have been learning their chosen instrument/voice for a minimum of 3 years.
- Instrumental/Vocal tuition is a COMPLSORY requirement. This can take place outside of school or at school. Free tuition provided by the DECD Instrumental Music Service is available at school in the following areas:
  - Vocal Studies (vocal tuition together with School Vocal Ensemble)
  - Drum Kit and Percussion
  - Guitar
  - Bass
  - Woodwind Studies (either flute, saxophone or clarinet together with School Band).
- Students who wish to study Ensemble Performance are recommended to have tuition and should have had at least 3 years experience on their chosen instrument/voice in order to meet the required performance standard.

**COURSE OUTLINE**

**Solo Performance**
In collaboration with the student’s instrumental / voice teacher students select and prepare repertoire (18 minutes in total) for 2 in-school public performances, with the final 3rd performance being an externally assessed examination.

**Ensemble Performance**
Students participate in one ensemble and present 3 public performances throughout the year (20 minutes in total) The final performance is an externally assessed examination.

**Music Individual Study**
Students choose a project to undertake and present a folio of work for moderation. This unit is similar to the Research Project.

**ASSESSMENT**
School Assessment No. 1 30%
School Assessment No. 2 40%
External Assessment 30%

**FUTURE DIRECTION**
This course can lead to further study at University and TAFE.

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BIOLOGY

Course Length: Full Year
SACE Credits: 20 credits

**Recommended Background:**
Successful completion (C grade or better) of at least 1 semesters from Stage 1 Biology, Chemistry and Physics

**CONTENT**
This subject develops an understanding of how the key ideas of Biology can be studied at different levels. Macromolecules make up cells, cells make up organisms and organisms make up ecosystems. Students are encouraged to develop good communication skills and to use their knowledge of Biology in designing practical work to solve problems and to make informed decisions about biological issues.

**ASSESSMENT**
School Assessment (70%) includes an Investigation Folio with practical reports, manipulative skill activities and social relevance tasks and Skills and Application Tasks including tests. Details of the assessment tasks will be described in the Learning and Assessment Plan. External assessment (30%) is a 3 hour exam at the end of the year.
BUSINESS & ENTERPRISE

Course length: 2 Semesters.
SACE Accreditation: - 10 or 20 units
Desired Learnings: - Nil

FOCUS OF STUDY:
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. Students develop an understanding of how the use of technology has created new and rapidly changing opportunities in many aspects of work and social living.

CONTENT
Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of seven option topics. The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organizations.

Core Topic: The Business Environment
Business in Australia
The social and economic role of business (e.g. the provision of choice, resources, scarcity in the market economy, quality of life, wealth, employment, innovation, and entrepreneurship)

The Nature and Structure of Business
The classification of business by sector, size, industry, and legal structure

The Business Enterprise
Reasons for establishing a business — its prime function and mission statement
The business life cycle — establishment, growth, maturity, and decline.

Types and purposes of business plans, such as feasibility studies, situation analyses, strategic plans, full business plans, and budgets

Plus two of the optional topics:-
- People, Business, and Work.
- Business and the Global Environment.
- Business and Finance.
- Business, Law and Government.
- Business and Technology.
- Business and Marketing.
- Business Research Task/Practical Application

ASSESSMENT
A Folio, Practical, Issue Study and Report are the main assessment components.
20-credit Subject

CHILD STUDIES

Course Length: Full Year (20 SACE Credits)
Can be taken as a 10 Credit (1 Semester) option
Desired experience: Stage 1 Child Studies

CURRICULUM STATEMENT
In Child Studies (stage 2), students will focus on children and their development from conception to 8 years of age. Students will further develop skills and knowledge gained in child Studies stage 1 (desired).

FOCUS OF STUDY
Students work independently and in teams to achieve common goals. They investigate contemporary issues that are relevant to children and their development. Students analyse current trends in relation to children, and examine government and global policy for the well-being and protection of children. Students have opportunities to build their understanding of the range of attitudes, values and beliefs of people in the wider community in relation to children and child-rearing practices.

COURSE OUTLINE
In this subject, students will:
- Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years.
- Develop and apply management skills in an individual or a group context to support the health and well-being of children.
- Make and justify decisions about issues related to child development.
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
- Investigate and reflect on current issues related to the safety, health and well-being of children.
- Work individually and in groups to support the health and well-being of children and reflect on processes and outcomes.
- Reflect on the impact of technology on the health and well-being of children.

ASSESSMENT
School-based Assessment (70%)
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

External Assessment (30%)
Assessment Type 3: Investigation (30%)

FURTHER STUDY
Certificate II Community Services (Child Care)

COURSE FEES
A fee of $50 covers practicals and activities
CHEMISTRY

Course length: Full Year
SACE CREDITS: 20 points

This subject is delivered at Flinders University by specially selected teachers as part of the Year 12 Science Mathematics Academy at Flinders (SMAF) program. For more detail please refer to the SMAF Information pamphlet.

ESSENTIAL BACKGROUND
Successful completion (C grade or better) of 2 semesters of Stage 1 Chemistry (A & B)

COURSE CONTENT:
This subject is organised so that each intended student learning outcome is related to a key chemical idea or concept within five topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

Topics:
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reactions
- Topic 4: Organic and Biological Chemistry
- Materials

ASSESSMENT:
School Assessment (70%) includes an Investigations Folio with practical reports, manipulative skill activities and social relevance tasks, including tests. Details will be described in the Learning and Assessment Plan. External assessment (30%) is a 3 hour exam at the end of the year.

COMMUNITY STUDIES

Course Length: 1 or 2 Semesters
On-line and Off-line Subject
(10 or 20 credits)

CURRICULUM STATEMENT
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

FOCUS OF STUDY
Community Studies enables students to:
- Find an area of study that interests them
- Incorporate their preferred method of learning
- Work at their own pace
- Achieve success
- Have significant interaction with the community

COURSE OUTLINE
Students must negotiate a contract of work with the teacher that must include a major community project, and keep a record of evidence of their learning. Students must gain feedback on their project from a community expert, undertake a presentation on their work, and complete an evaluation. Contracts can be built around existing commitments in a student’s life or anticipated events, e.g part-time work, sport, club membership, leisure activities, career planning or volunteer work. Students must choose from the following areas which can be:
- Arts & the Community
- Business & the Community
- Communication & the Community
- Design Construction & the Community
- Environment and the Community
- Foods & the Community
- Health, Recreation & the Community
- Science & the Community
- Technology & the Community
- Work & the Community

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

<table>
<thead>
<tr>
<th>School-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract of Work</td>
</tr>
<tr>
<td>Folio</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>External Assessment</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
</tbody>
</table>

The focus capabilities for this subject are communication and citizenship.

FUTURE DIRECTION
Community Studies is a useful preparation for a range of occupations which require good organisation, problem solving, team and communication skills.
Please note: Community Studies is not a TAS subject.
**DANCE**

Course length: 2 semesters  
Desired Learning: Satisfactory achievement Stage 1 Dance

**COURSE OUTLINE**  
Through the study of Creative Arts students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.  
Students study technique, composition, choreography, performance, and critical analysis.

**COURSE DESCRIPTION**  
Students will study each of the following sections:
- Creative Arts – Dance Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts – Dance in Practice

**ASSESSMENT**  
- School Based Assessment 70%.
  - Product (50%)
  - Investigation (20%)
- External Assessment 30%.

**FUTURE DIRECTIONS**  
Tertiary studies in performing arts at University and TAFE level.

**Cost**  
Out of hours commitment required and a cost for excursions.

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**ENGLISH COMMUNICATIONS**

Course length: 2 semesters  
Desired Learnings: Stage 1 English/Pre English Communications

**CURRICULUM STATEMENT**  
In English Communications students consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

**FOCUS OF STUDY**  
English Communications focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts.

**COURSE OUTLINE**  
- The course consists of:
- A two part Communication Study
- A Text Study, focusing on a range of shared texts
- A Text Production Study, covering student writing in a range of genre

**ASSESSMENT**  
- 70% of the Assessment for English Communications will be school-based. This consists of:
  - Assessment Type 1: Text Analysis (20%)
  - Assessment Type 2: Text Production (20%)
  - Assessment Type 3: Communication Study (30%)
- 30% of the Assessment for English Communications will be external. This is Assessment Type 4: Folio. Students undertake a Response to an Example of Communication and a Text Production task with Writer’s Statement.

**FUTURE DIRECTIONS**  
English Communications leads to tertiary studies including TAFE and many other career opportunities.
SPECIALIST MATHEMATICS

Course Length: full year
SACE credits: 20 credits

This subject is delivered at Flinders University by specially selected teachers as part of the Year 12 Science Mathematics Academy at Flinders (SMAF) program. For more detail please refer to the SMAF Information Pamphlet.

ESSENTIAL BACKGROUND
Highly successful completion (B grade or better) of of Stage 1 Mathematical Studies (A, B & C).

Students who undertake this subject MUST also be enrolled in Stage 2 Mathematical Studies

COURSE CONTENT:
Specialist Mathematics enables students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment — a view of mathematics that students are likely to find relevant to their world. This subject deals with phenomena from the students’ common experiences, as well as from scientific, professional, and social contexts.

Students can gain from Specialist Mathematics the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology.

The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject. Specialist Mathematics is organised around the following 5 topics:

- Topic 1: Trigonometric Preliminaries
- Topic 2: Polynomials and Complex Numbers
- Topic 3: Vectors and Geometry
- Topic 4: Calculus
- Topic 5: Differential Equations.

ASSESSMENT
School Assessment (70%) includes an Investigations Folio and Skills & Applications tasks (including tests). Details will be described in the Learning and Assessment Plan. External assessment (30%) is a 3 hour exam at the end of the year.

A graphics calculator is essential for this subject.
MATHEMATICAL APPLICATIONS

Course Length: Full Year (2 units)
SACE Credits: 20 Credits

Essential Background
Successful completion (C grade or better) of 2 semesters from Stage 1 Maths Apps or Stage 1 Maths Studies.

Content
This subject enables students to appreciate, experience, and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling, and solving problems drawn from real or realistic contexts. Mathematical Applications is separated into the following 4 topics:

- Topic 1: Statistics and Working with Data
- Topic 2: Small Business
- Topic 3: Investments & Loans
- Topic 4: Matrices

Assessment
School Assessment (70%) includes 3 Folios, and 6 Skills and Application Tasks including tests. Details of the assessment tasks will be described in the Learning and Assessment Plan. External assessment (30%) is a 2 hour exam at the end of the year covering only topics 3 & 4.

A graphics calculator is essential for this subject.

MODERN HISTORY

Course Length: full year/2 semesters
Desired learning’s: desirable if student s have studied history in year 11.

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events since, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. Students have the opportunity to explore social relationships; how people in society treat each other; the influence of individuals on decision-making; the influence and control of governments over individuals; who and which institutions make rules and who interprets them; and who enforces the rules and who resists them.

Topics focused on in the past have been Nazi Germany and the Russian Revolutions.

CONTENT
Stage 2 Modern History is a 20-credit subject that consists of:
- a thematic study
- a depth study
- an essay.

Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Modern History:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Assessment</td>
<td>70%</td>
</tr>
<tr>
<td>Assessment Type 1: Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Type 2: Essay</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Assessment Type 3: Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

In each subject, students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- six to eight assessments for the folio
- one essay
- one examination
PHYSICAL EDUCATION

Course Length: Full Year (20-credits)
Desired Learnings: SACE Stage 1 Physical Education course

CURRICULUM STATEMENT
Physical Education is the study of the science and practice of physical movement. Students are encouraged to develop high level skills in a range of practical and sports-related activities, as well as the scientific and social basis of sports performance and participation.

FOCUS OF STUDY
The course aims to develop:
- Practical sport related skills
- Knowledge of sports science and lifestyle issues and their applications
- Scientific reporting and analysis skills
- Problem solving skills
- Communication and ethical participation skills

COURSE OUTLINE
Theory modules included
1) Exercise Physiology & Physical Activity
2) The Acquisition of Skills and the Biomechanics of Movement

Practical
The three practical activities to be studied will include badminton, aquatics and volleyball.

ASSESSMENT

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
</tr>
</tbody>
</table>

FUTURE DIRECTIONS:
Employment in the Health Occupations
Employment, TAFE or University studies.
Lifestyle skills required or desired for betterment of self and/or others

ADDITIONAL ASSOCIATED COSTS
Aquatics: 3 Full days cost to be advised.

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HEALTH

Course length: Full year (2 semesters) or half year (1 semester)
SACE Accreditation 20 CREDITS full year, 10 CREDITS if half a year.
Desired learning: An interest in health and wellbeing.

CURRICULUM STATEMENT
Health focuses on the health and well-being of individuals, communities, and societies. Students look at various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

FOCUS OF STUDY
The inter-relationship of lifestyle, physical activity, social behaviour, health care, and health care systems.
The challenges of maintaining and promoting healthy environments and healthy living in society.
Interactions between the individual, the family, the wider community, and the environment on the health of populations.
The role of governments and agencies in addressing health priorities.
Students learn to be proactive in promoting lifelong skills.

Topics of study are open to negotiation.

COURSE OUTLINE
Core topics: Students study one of the two.
- Health Literacy
- Social and Economic Determinants of Health.
Optional topics:- we study 1-3 of these.
- Health Promotion
- Health and Environment
- Sexuality and Health
- Risks and challenges to Health
- Stress and Health
- Vocational Studies and Applications in Health
- Health & Relationships

ASSESSMENT

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

FUTURE DIRECTIONS:
Employment in the Health Occupations
Employment, TAFE or University studies.
Lifestyle skills required or desired for betterment of self and/or others

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Stage 2 Course Selection - 75 -
PHYSICAL EDUCATION: INTEGRATED LEARNING

Course Length: Full Year
Desired Learnings: SACE Stage 1 Physical Education

COURSE OUTLINE
Practical
• Three activities are undertaken in detail including Aquatics plus a team and an individual sports. Topics are selected by negotiation.
• Group Activity: To plan, organise and implement a task for others
• Plan and record an area of personal development based on personal folio.

ASSESSMENT

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pracitcals</td>
<td>30%</td>
</tr>
<tr>
<td>Group Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Folio and Discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

EXTERNAL COMPONENT:
Project – max 2000 words or 12 minutes if spoken or multi model form 30%

COURSE FEES
Aquatics: $48 (compulsory)
Bus transfer to local venues: $30
Community facilities may incur a fee for use if negotiated choice. (pay as you go)

PHYSICS

Course Length: Full Year
SACE Credits: 20 credits

This subject is delivered at Flinders University by specially selected teachers as part of the Year 12 Science Mathematics Academy at Flinders (SMAF) program.

ESSENTIAL BACKGROUND:
Successful completion (C grade or better) of 2 Semesters of Stage 1 Physics (A & B). A solid background in Stage 1 Mathematics Studies A, B & C is highly recommended.

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

ASSESSMENT:
School Assessment (70%) includes an Investigation Folio with practical reports, manipulative skill activities and social relevance tasks, including tests. Details will be described in the Learning and Assessment Plan. External assessment (30%) is a 3 hour exam at the end of the year.

PSYCHOLOGY

Course Length: Full Year
SACE Credits: 20 credits

RECOMMENDED BACKGROUND:
Successful completion (C grade or better) of at least 1 semester of any Stage 1 Science subject. Study of Stage 1 Psychology is not essential but it is an advantage as is a solid background in English / Literacy skills.

COURSE CONTENT:
The study of psychology enables students to understand their own behaviours and the behaviours of others. Knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.
Stage 2 Psychology is built around the following 6 topics:
• Topics 1: Introduction to Psychology
• Topics 2: Social Cognition
• Topic 3: Learning
• Topic 4: Personality
• Topic 5: Psychology of Altered States of Awareness
• Topic 6: Healthy Minds

ASSESSMENT:
School Assessment (70%) includes an Investigations Folio with group and individual investigations, and Skills and Application Tasks including tests. Details of the assessment tasks will be described in the Learning and Assessment Plan. External assessment (30%) is a 2 hour exam at the end of the year.
RESEARCH PROJECT

Course length: One Semester
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE).

Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a "C-" grade or better.

In the Research Project Students will:

- choose a topic of interest and develop a question — it may be linked to an interest, social issue or relate to a workplace or community context.
- learn and apply research skills in order to develop knowledge and skills specific to their research topic.
- record and analyse research, apply research to develop conclusions and evaluate their research processes.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:

- work independently and with others to initiate an idea, and to plan and manage a large scale research project
- demonstrate the development of the SACE capabilities
- analyse information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- communicate their key findings through the creation of a research outcome
- evaluate the research processes used and the decisions made throughout the project

ASSSESSMENT

School-based assessment 70%
1. Folio (preliminary ideas and research proposal, research development and discussion) 30%
2. Research Outcome 40%

External assessment 30%
3. Evaluation (including written summary) 30%

Students have a choice regarding whether or not they undertake Research Project A or B. The differences are as follows:

Research Project A
- 150–200 word written summary of research project, processes used, and outcome.
- a choice of written, oral, and/or multimodal external assessment
- 1500 words maximum or 10 minutes maximum if presented orally or multimodally (excluding summary)
- does not contribute to the Australian Tertiary Admission Rank (ATAR).

Research Project B
- 150–200 word written summary of research project, processes used, and outcome.
- a common, written external assessment
- 1500 words maximum (excluding summary)
- contributes to the Australian Tertiary Admission Rank (ATAR).

Please speak to the Coordinator Research Project regarding choosing Research Project A.

SOCIETY & CULTURE

SACE CREDITS: 20 points

CURRICULUM STATEMENT

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate in and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions.

CONTENT

For a 20-credit subject, it is recommended that students study three topics (each from a different group of topics). The key skills of social inquiry should be incorporated in the study of topics. Students also undertake an investigation on a negotiated topic.

Group 1 Topics: Youth Culture
Group 2 Topics: Social Ethics
Group 3 Topics: Global Issues

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Society and Culture:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Assessment</td>
<td>70%</td>
</tr>
<tr>
<td>Assessment Type 1 : Folio</td>
<td>50%</td>
</tr>
<tr>
<td>Assessment Type 2 : Interaction</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Assessment Type 3: Investigation</td>
<td>30%</td>
</tr>
</tbody>
</table>

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

at least three assessments for the folio
at least two assessments for the interaction
one investigation.
TECHNOLOGY STUDIES
FURNITURE CONSTRUCTION

Course Length: Full Year (2 units)
Desired Learnings: Stage 1 Furniture Con. (successful completion)

CURRICULUM STATEMENT
This course extends students’ knowledge and understanding, skills and experience in framing and carcase construction. There is a strong emphasis on designing, making and evaluating with learning being based on group activities and personal projects.

FOCUS OF STUDY
Skills development in:
- Portable and fixed power machinery
- Workshop and Machine Safety
- Shaping, forming, joining and finishing various construction materials
- Associated Technology related to construction
- Design Considerations featuring Investigations, Issues, Devising and Evaluations

COURSE OUTLINE
During the first term emphasis is given to quality framed furniture, and technique of joining members. Spraying skills are taught in order to produce a high quality finish.
For the major project students will focus on cabinet construction, giving consideration to ways in which the appearance can be enhanced.
Drawer construction and door fitting are also part of the exercise.
KD fittings are also utilised and are studied in relation to impact on the furniture industry.

ASSESSMENT
Tasks will include one design folio related to the carcase summative assignment which is used to assess practical skills; one special skills task around framed furniture.

FUTURE DIRECTION
This course forms an excellent background to the Cabinet and Carpentry Industry and provides excellent problem solving and practical skills for recreational purposes.

COURSE FEES
$100.
Students may construct projects beyond this cost but must make up the excess.

TECHNOLOGY STUDIES
METAL ENGINEERING

Course Length: Full Year (2 units)
Desired Learnings: Stage 1 Metal Machining or Welding/Fabrication (successful completion)

CURRICULUM STATEMENT
This is a full year (2-unit) course in the fields of Metal Machining and Welding and Fabrication. It aims to build upon the skills base established in Stage I using the same 4 component structure of Product Analysis, Design and Communication, Product Realisation/Evaluation and a Specialist Skills Task.

COURSE OUTLINE
The completion of a major project using the fore-mentioned components:
1. Product Analysis – an in-depth study of a commercially produced item that combines both machined and fabricated components. Written and graphic description of improvements/changes necessary to fit into specified design criteria. A materials study unit directly related to the product analysis is also included.
2. Design & Communication – formulation of a formed design brief and relevant design technique to satisfy this brief. Production of sketches and a working drawing in order to commence practical production.
3. Product Realisation and Evaluation – the completion of the designed project and a written evaluation of this and its compliance to the Design Brief.
4. Specialist Skills Task – the completion of a set task to a specified accuracy and construction technique.

ASSESSMENT
- Product Analysis  20%
- Design & Communication  20%
- Product Realisation & Evaluation 30%
- Specialist Skills Task  30%

Each student must display a competence in each of the four areas to be awarded a passing grade.

FUTURE DIRECTION
This course aims to prepare students for entry into Tertiary study (TAFE) and into the workforce with a skill base; an understanding of related theory and the ability to problem solve.

COURSE FEES
$86 to cover the test pieces and consumables related to the course and minor project costs.
Project options are a 6 x 4 trailer or a negotiated project.
Parental approval will be required before students commence their major product.

Approximate cost of the 6 x 4 trailer is $750.
TECHNOLOGY STUDIES
DIGITAL TECHNOLOGY

Course Length: Full Year (2 units)
Desired Learnings: Stage 1 Digital Technology

CURRICULUM STATEMENT
Digital Technology at Stage 2 level will continue to extend student knowledge and understanding of computer control systems studied in Stage 1. The course has a specific focus on developing computer apps and computer games. Students will learn to write computer code that has applications to a range of industries. Students will develop skills in the application of various software packages.

FOCUS OF STUDY
In this course students will learn skills in
- Coding HTML
- Using Greenfoot Gaming Software
- Computer App design
- 3D Modelling

Students will be using software programs such as Adobe Illustrator, Dreamweaver, Greenfoot and 3D Studio Max

ASSESSMENT
Students will be assessed in a variety of ways:
- 20% Skills Task
- 30% Folio
- 50% Major and minor product

FUTURE DIRECTION
Computer Science and ICT courses at Tertiary Level (TAFE and University)

COURSE FEES
$40.00

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TECHNOLOGY STUDIES
PHOTOGRAPHY

Course Length: Full Year (2 units)
Desired Learnings: Stage 1 Photography (successful completion preferred)

CURRICULUM STATEMENT
This course will extend learning and skills developed in Stage I Photography. Photographic and Digital technique are core skills this course.

FOCUS OF STUDY
Students will be encouraged to creatively apply the skills and knowledge that they have developed. An emphasis will be placed on experimentation, design and skill development.

COURSE OUTLINE
Students will be involved in the study of a variety of photographic techniques and their creative applications. It is expected that students will focus on real life application of their photographic study. To achieve this, students will be involved in excursions and private study for part of their course.

ASSESSMENT
Students will be assessed on the SACE required topics of Product Analysis, Design Brief and Skills Tasks. An emphasis will be placed on a creative, practical approach to photography.

FUTURE DIRECTION
Successful completion of this course will lead to admission to TAFE and University courses. This course is a recommended prerequisite for any commercial photography and photographic journalist tertiary courses. In this course students will produce a portfolio of work which is required for the interview for admission to these courses.

COURSE FEES
$66.00
TOURISM

Course Length: full year/2 semesters (20 credits)
Desired learning’s: Stage 1 Tourism

CONTENT
The content of the subject consists of themes and topics (listed below) and practical tourism skills (as described in the sections on the capabilities, literacy, and numeracy).

An in-depth understanding of the themes forms a core of knowledge and underpins the development of the topics. Teachers develop a teaching and learning program that best suits the needs of their students based on a combination of themes and topics, incorporating the development and demonstration of relevant practical tourism skills.

Programs must cover each of the 4 themes and should include 3 topics. Teachers, for example, may develop a program in which the themes are incorporated in three topics. Alternatively, the themes may be developed independently before the topics are studied.

THEMES
• Operations and Structures of the Tourism Industry
• Travelers Perceptions and the Interaction of Host Community and Visitor
• Planning for and Managing Sustainable Tourism
• Evaluating the Nature of Work in the Tourism Industry

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

EVIDENCE OF LEARNING
The following assessment types enable students to demonstrate their learning in Stage 2 Tourism:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Assessment</td>
<td>(70%)</td>
</tr>
<tr>
<td>Assessment Type 1: Folio</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Type 2: Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment Type 3: Investigation</td>
<td>25%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>(30%)</td>
</tr>
<tr>
<td>Assessment Type 4: Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Students should provide evidence of their learning through 6 to 8 assessments, including the external assessment.
• At least 2 assessments for the folio
• At least 2 practical activities
• one investigation
• one examination
WORKPLACE PRACTICES

Course Length: 2 Semesters
(20 credits)

CURRICULUM STATEMENT
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET).

FOCUS OF STUDY
The subject extends student’s understanding of work in our society by providing opportunities to study a vocational education and training curriculum and to participate in workplace learning. Students gain an awareness of what work is, the skills required to find employment and develop an understanding of the essential employability skills and personal attributes that employers require. Students in Workplace Practices are able to work at their own pace for the majority of the course.

COURSE OUTLINE
There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students must study three or more topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic.

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

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folio</td>
<td>25%</td>
</tr>
<tr>
<td>Performance</td>
<td>25%</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
</tr>
<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Investigation or Practical</td>
<td>30%</td>
</tr>
</tbody>
</table>

FUTURE DIRECTION
Successful completion of this course will lead to admission to TAFE and University courses. This course may also assist students in gaining employment.

COURSE FEES
The cost of any VET course must be borne by the student. Please discuss this subject with the VET Coordinator at the time of subject selection.
Terms and Definitions

ASSUMED KNOWLEDGE
Background knowledge in a SACE Stage 1 or 2 subject or an identified skill, which is expected to enhance a student’s understanding of the content of a given tertiary course.

PRECLUDED COMBINATION
A named pair of SACE Stage II subjects that cannot both be counted when calculating the university aggregate.

SCALING
The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects, which have different objectives, content, and assessment processes. The raw scores are scaled to ensure they are comparable before they are added together to produce the university aggregate.

SUBJECT ACHIEVEMENT SCORE
The score that represents the assessment of a student’s achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus.

PERFORMANCE STANDARD
A set of descriptors of what students performance in different grade bands will look like for the various components of a subject. Performance standards are developed using the criteria for judging performance from the curriculum statement.