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Introduction

This curriculum course handbook describes the curriculum offered in year 9–12 at Hallett Cove School for 2015. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work. This information has been prepared to assist students and parents in considering the range of course options available to students at Hallett Cove School. The SACE requires students in year 11 and 12 to select from relatively new subject frameworks and its compulsory requirements for literacy and numeracy, and the Research Project (at year 11). The Personal Project (at year 10) is a compulsory subject in the SACE at year 10.

The curriculum at Hallett Cove School is aligned with both state and national expectations for all schools. From 2013 the Australian Curriculum will gradually replace the South Australian Curriculum, Standards and Accountability Framework as the mandated curriculum. The South Australian Teaching for Effective Learning Framework (TfEL) will support the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners. The National Professional Standards for Teachers (AITSL, 2011) provide a framework about the quality of the teaching at Hallett Cove School.

At this stage the South Australian Certificate of Education (SACE) continues to be the mandated Curriculum in the senior years. In keeping with the Melbourne Declaration Educational Goals for Young Australians (2008) we aim to provide and lead best practice for curriculum delivery and assessment and improve the educational outcomes for all students. We want the students to graduate with 21st Century skills. This requires:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts (International Society for Technology in Education (ISTE), 2012)

21st Century learners at Hallett Cove School value personalised, student-centred learning, and expect digitally rich pedagogy. They want to represent their understandings in a variety of ways that will enable them to become global citizens.

Vocational Education and Training (VET) pathways are critical in course selection and are available from year 10 – 12. The Southern Adelaide & Fleurieu Trade School (SAFTS) represents the collaborative partnership and regional provision of VET in Southern Adelaide. The SAFT compile courses that compliment student interests, school specialisations, regional and national skill shortage areas. For 2015 the SAFT continues to offer a broad range of courses across a variety of learning environments for senior students to study. VET refers to the national vocational qualifications that are endorsed by industry. VET courses provide students with the opportunity to work to attain nationally accredited certification against the Australian Qualifications Training Framework, and; Achieve their South Australian Certificate of Education (SACE) through diverse and rigorous learning experiences.

MARY ASIKAS
PRINCIPAL
### Support Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Head of Senior Senior School</td>
<td>Anne Thornton</td>
</tr>
<tr>
<td>Student Counsellors:</td>
<td>Niccy Pallant</td>
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<td></td>
<td>John Ovens</td>
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<tr>
<td>VET Coordinator:</td>
<td>Tony Nicholls</td>
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<tr>
<td>Year 10 Manager</td>
<td>Di Schriever</td>
</tr>
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<td>Year 11 Manager:</td>
<td>Vicki Nield</td>
</tr>
<tr>
<td>Year 12 Manager:</td>
<td>Anne Thornton</td>
</tr>
<tr>
<td>SACE Coordinator:</td>
<td>Anne Thornton</td>
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</table>
Course Selection

In selecting subjects for Senior School, it is important that students and parents/caregivers give due consideration to the following:

Consider

STUDENT’S ABILITIES
- Consider achievement at school so far, current progress and work rate - and the preparedness of the student to commit to the necessary demands of study at this level.

STUDENT’S INTERESTS
- Consider the student’s main interests and success in certain subject fields.

CAREER CHOICES
- Consider possible career pathways.

ADDITIONAL INFORMATION
- Consider whether there is any professional assistance or advice needed from appropriate staff members. Persons to contact with regard to specific subjects are indicated in the Subject Descriptors.

Read carefully

SUBJECTS ON OFFER
- Read which subjects each Area of Study is offering.
- Subject Descriptors
- Read the details about what each subject involves and where it leads.

FUTURE SUBJECT POSSIBILITIES
- Read the section ‘STUDY PATHWAYS’ in the Subject Descriptors. Certain careers and tertiary courses require certain Senior School subjects. This information is available in the Job Guide and in the Tertiary Entrance Guide.

Understand

PATHWAYS
- Understand the “Subject Pathways” (flowcharts) within each Area of Study.

SUBJECT CHANGES
Students need to understand that changes to their final choices of subjects will be difficult and limited:
- changes are only permissible where there is a genuine change in future direction, verified by parent/caregiver, or the need to rethink and rechoose because of poor achievement;
- while the computer program we use to create our Timetable is very powerful and makes most student choices viable, once the Timetable is set, it is usually very difficult for students to change their subject choices.

Therefore
- Students need to think carefully about the subjects they choose and be committed to undertaking them.
The SACE

What is the SACE?
The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (years 11 and 12).
The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

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

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

The requirements to achieve the SACE
To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.
Some elements of the SACE are compulsory. These are:
• a Personal Learning Plan (PLP) at Stage 1 (undertaken in Year 10), worth 10 credits
• at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
• at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
• a Research Project – an in-depth major project – accredited at Stage 2, worth 10 credits
• completion of at least 60 additional credits in Stage 2 subjects and courses.
The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C in these subjects to complete the SACE successfully.
In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.
The SACE

**Subjects**

- **Stage 1 - Years 10 & 11**
  - Personal Learning Plan (compulsory)
  - Numeracy (compulsory) from a range of mathematics subjects
  - Literacy (compulsory) from a range of English subjects

- **Stage 2 - Year 12**
  - Research Project (compulsory)
  - Project 10 Credits
  - Mathematics 40 Credits
  - English 40 Credits

**Free choice subjects from either Stage 1 or Stage 2** 90 Credits

**Stage 2 subjects** 80 Credits

**SACE = 200 Credits**

- Compulsory Stage 1 = 40 Credits
- Compulsory Stage 2 = 70 Credits
- Free choice = 90 Credits
Vocational Education and Training

VET at Hallett Cove School

Hallett Cove School is part of the Southern Adelaide & Fleurieu Trade School (SAFTS). This 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. Schools share facilities to offer courses to students across the region. For example Hallett Cove School delivers Certificate 1 in Construction with a Plumbing focus, part of Certificate 3 in Roof Plumbing and Certificate 2 in Electronics through PEER training. Certificate 2 in Music is also offered to the year 10 music class. Young people doing VET courses 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. Some certificate 3 courses can be used towards the ATAR (and university entry).

Courses offered in the region include:

Automotive - Students will gain automotive industry relevant skills and experiences, and a clear pathway for employment opportunities in the automotive industry.

Business - These courses provide an introduction to the industry through the development of practical skills.

Information and Communication Technology ICT - The ICT industry is responsible for the storage and transmission of information products via electronic, wireless, optical and other means.

Digital Media - This qualification is designed to reflect the role of employees working in the Multimedia industry including radio, television and live programs.

Retail - This course is designed as an introductory program for students who are contemplating working in the retail industry or who are already employed in this area.

Doorways 2 Construction - These courses have been developed to provide clear pathways and a range of skills and opportunities for students to prepare for employment in the construction industry.

Electrotechnology - Students develop industry relevant skills and knowledge in the fields of Electricity and Electronics.

Engineering - These courses provide the opportunity for students to fast track through the early training requirements for many facets of the Engineering and Manufacturing industry.

Hair and Fashion - The hair and fashion industry is an important growth industry, which includes some of the most popular personal service professions.

Community Services - Courses in Community Services will lead to employment in the areas of health services, childcare, disability services and community development.
Vocational Education and Training

Health - This sector provides a wide variety of services including public and private hospitals, primary care services, public health services, specialist medical services and allied health services.

Performing Arts - These courses have been developed to introduce students to the Performing Arts industry. Programs cover a range of practical skills to provide a pathway to the industry.

Primary Industries - Primary Industry pathways include Rural Operations, Horticulture, Conservation and Land Management, Stable Hand, Aquaculture and Viticulture.

Sports and Recreation - These courses are designed to introduce students to the Sports and Recreation industry. Courses combine training, equipment setup, supervising recreational activities, facility maintenance, coaching and administration.

Hospitality and Tourism - The Hospitality and Tourism industry is a major employer in the Southern & Fleurieu area. These courses prepare students for work in a vibrant and exciting industry through practical experience of food preparation, hygiene and customer service.

TAFE also offers a range of VET for Schools courses — fees apply.

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

Training Guarantee for SACE Students – TGSS

The Training Guarantee for SACE Students (TGSS) is for students who know they want to start a planned vocational pathway whilst still at school as part of their SACE and then continue after they leave school.

HOW DOES IT WORK?

Through TGSS, the South Australian Government will pay funding to a Skills for All Provider (like TAFE or other Registered Training Organisation RTO) for students who are 16 years of age or older as an integrated part of SACE in Certificate II or III qualifications that are listed on the Prescribed Qualifications List (PQL).

Students who are approved under TGSS will have a guaranteed funded place at TAFE or other RTO post school to complete the qualification pathway the student has commenced, with the exception of ‘trades’ qualifications.

Certificate II qualifications are fully funded by DFEEST, there are fees towards Certificate III qualifications. Students will need to purchase personal items such as clothing, knives, scissors etc.
Vocational Education and Training

ELIGIBILITY FOR TGSS

• be a South Australian student who is 16 years of age or over and working towards completing their SACE (or equivalent)
• be undertaking at least 210 nominal hours (30 SACE credits) of nationally accredited VET as an integrated part of the senior secondary program and which contribute towards Certificate III or higher (some of which may already have been completed), this qualification needs to be on the Skills for All Subsidised Training List
• be planning to complete a Certificate III qualification (or higher) soon after leaving school
• be undertaking at least 140 hours of work placement that is relevant to the qualifications being studied
• once students have completed SACE and left school, they transition to TAFE or RTO and complete a Certificate III qualification or higher

WHAT NEXT?

1. More information can be found on the Skills for All website: www.skills.sa.gov.au and from the Mr Tony Nicholls VET Coordinator, who, if the student is eligible will begin the process of completing the relevant forms.
2. Students, parents, school and TAFE/RTO will finalise the paperwork and offer a place if available.

The subsidised qualifications SACE students are able to access is constantly under review and can be viewed at: http://www.skills.sa.gov.au/DesktopModules/SearchBoost/DownloadDoc.ashx?filepid=0&file=799 or by searching for the TGSS Prescribed Qualifications List.

For more information about the SAFTS, TGSS and VET for Schools courses at TAFE speak to Tony Nicholls, the VET Coordinator at HCS and check the website - www.safts.sa.edu.au.
Information for Year 9 Students

This booklet contains the course selection information for those students who will be enrolled in Year 9 at Hallett Cove School in 2014. The Middle School at Hallett Cove offers students a broad-based curriculum, which covers all required Areas of Study. At Year 9 all students will undertake compulsory studies in: - English, Health & Physical Education, Mathematics, Science, and Society & Environment. Year 9 students also exercise some curriculum choice as is appropriate for students in their last year of Middle School.

The choices determine the degree of their participation in the following Areas of Study: - Arts, Health & Physical Education, Languages and Technology. Japanese is the Language choice for Year 9. Students who are aiming to do Japanese in Year 10 and beyond must take it for the whole year. Japanese can also be taken as a Semester 1 choice, however students who take up this option are unable to study Japanese in year 10.

PLEASE BE AWARE THAT:

• Students can undertake studies in more than one subject from an Area of Study.
• Generally choice subjects are of one semester duration.
• Students cannot manufacture a full year course in the choice subjects by choosing the same subject twice except in MUSIC, ART and LOTE. (Languages must be chosen as a full year course comprising two consecutive semesters if students wish to continue with Japanese in the senior years).
• Students should carefully consider the future study implications of their subject choices and avoid developing curriculum participation that is overly specialised or convergent.
• The counselling process will include adjustments to student choices where insufficient student numbers mean that it is not possible to staff a class.

SUBJECT SELECTION COUNSELLING

Further information should in the first instance come from Homegroup teachers and Area of Study Coordinators. The Year Level Coordinators, Assistant Principals, Head of Middle School and Deputy Principal, are also able to provide additional information if required.

SCHOOL CARD HOLDERS

Course fees for some subjects at Year 9 are covered in the composite School Fee for Middle School. Fees / costs which may be optional and for negotiated projects within some courses, can be deducted from any remaining school card balance.
COMPULSORY AREAS OF STUDY
The subjects below involve 4 lessons per week for 2 semesters
• English or English as an Additional Language or Dialect (EALD)
• Maths
• Science
• Humanities & Social Sciences
The subjects below involve 4 lessons per week for 1 semester
• Arts (Students must choose one) Art A, Drama, Theatre Arts, Music A
• Technology (Students must choose one) Design & Technology Materials, Digital Technology, Graphics & Photography, Construction Technology, Clothing & Textiles, Information Technology
• Health & Physical Education (must do 1 semester)

CHOICE SEMESTERS
Students must choose a total of 3 SEMESTERS from this group and cannot duplicate any previous choices in compulsory Area of Study Section.
The subjects below involve 4 lessons per week for 2 semesters
• Japanese
• Music
• Art
The subjects below involve 4 lessons per week for 1 semester
• Drama
• Physical Education
• Japanese
• Theatre Arts
• Volleyball Focus Class
• Digital Technology
• Clothing & Textiles
• Photography and Graphics
• Construction Technology
• Food & Nutrition
• IT

NEP / SPECIAL NEEDS / EALD STUDENTS
Special need and EALD students may wish to consult with Mary Marston, Coordinator Special Programs.

SUBJECT SELECTION
A reminder, students at Year 9 do exercise significant choice about their participation in the curriculum. Parents and students need to discuss these important decisions that will affect future career and study options. Time will be spent in class clarifying the selection process and subject options. On the following pages you will find a series of brief course descriptions. If you are unsure about any of the courses please do not hesitate to seek further information. The Homegroup teacher is the appropriate first contact person. Area of Study Coordinators can clarify specific curriculum pathways for their area of learning. When selections have been made, please sign the Subject Choice Sheet and return promptly to the class Homegroup Teacher.
# Information for Year 9 Students

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<th>HEALTH &amp; PHYSICAL EDUCATION</th>
<th>LANGUAGES</th>
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<td>Health and Physical Education (Core)</td>
<td>Japanese A</td>
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<td>Physical Education A</td>
<td>Japanese B</td>
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<td>Drama</td>
<td>Physical Education B</td>
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<tr>
<td>Theatre Arts</td>
<td>Volleyball Focus</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Music A</td>
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<td>Music B</td>
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<th>MATHEMATICS</th>
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<td>English</td>
<td>Food &amp; Nutrition</td>
<td>Maths</td>
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<td>Fashion &amp; Textiles</td>
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<thead>
<tr>
<th>HUMANITIES &amp; SOCIAL SCIENCES</th>
<th>SCIENCE</th>
<th>TECHNOLOGY</th>
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<td>Science</td>
<td>Construction Technology</td>
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<tr>
<td>Geography</td>
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<td>Graphics &amp; Photography</td>
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<tr>
<td>Civic and Citizenship</td>
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<tr>
<td>Economics and Business</td>
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<tr>
<th>INFORMATION TECHNOLOGY</th>
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<tr>
<td>Introduction to Multi Media</td>
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Information for Year 10 Students

Year 10 students in 2015 will be undertaking studies in their first year of Senior School at Hallett Cove School. This level of study is designated as Senior School Year 10. Student planning and preparation are crucial at this stage as Year 10 lays the foundation for the successful completion of secondary studies or other work pathways.

The importance of correct subject choices at this level is emphasised by the fact that students in the Senior School will be working towards completing the SACE. This certificate has particular curriculum requirements. Therefore Year 10 subject combinations and personal effort and achievement will ensure that students are in a position to embark on an appropriate curriculum at Stage 1 in Year 11.

The organisation and presentation of Senior School Year 10 subjects is based on the semester unit. This organisation provides significant flexibility in student subject choice and ensures that, while completing compulsory units, students will also have the opportunity to undertake units of study of particular interest to them. It is important that students take this opportunity to choose a personal curriculum appropriate to their needs, interests, abilities and future aspirations. Students will stay in homegroups for the core subjects and then choose remaining subjects to make a full load.

The characteristics of a Year 10 student’s course at Hallett Cove School are:

1. It will consist of **14 semester units of study.**
2. It will contain 12 compulsory units.
   - 2 units of ENGLISH
   - 2 units of MATHEMATICS
   - 2 units of SCIENCE
   - 2 units of HUMANITIES and SOCIAL SCIENCES
   - 1 semester of HEALTH & PE.
   - 1 unit of THE PERSONAL LEARNING PLAN (PLP)

Choose from:
- 1 unit from the ARTS Area of Study
- 1 unit from the TECHNOLOGY Area of Study

3. It will contain an additional 2 units of choice from any of the following:
   - Arts
   - Health and Physical Education
   - Home Economics
   - Languages
   - Technology

Full details of each unit subject are contained in this guide.
## Information for Year 10 Students

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<th>TECHNOLOGY</th>
<th>HEALTH &amp; PHYSICAL EDUCATION</th>
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<td>Programming and Animation</td>
<td>Health</td>
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<td>Art B</td>
<td>Publishing and Presentation</td>
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<td>Design A</td>
<td>Metal Construction</td>
<td>Phys Education A: General</td>
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<td>Wood Construction</td>
<td>Phys Education A: Volleyball Focus</td>
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<td>Computer Graphics</td>
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<td>Clothing and Textiles</td>
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## SOUTHERN AREA & FLEURIEU TRADE SCHOOL

INFO FOR YEAR 9
INFO FOR YEAR 10
STAGE 1 SUBJECTS
STAGE 2 SUBJECTS
PATHWAYS
# Stage 1 Subjects

Full details for each Stage One subject is set out in this Handbook within their Area of Study groupings.

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<th>SUBJECT</th>
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<td>Drama A &amp; B</td>
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<td>Music A &amp; B</td>
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<td>Flexible Learning</td>
<td>Mind Based Stress Reduction (MBSR)</td>
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<td>Health and Physical Education</td>
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<td>Information Technology</td>
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<td>Languages Other Then English (LOTE)</td>
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<td>Maths Applications A &amp; B</td>
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<td>Biology A &amp; B</td>
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<td>Chemistry A &amp; B</td>
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### Stage 2 Subjects

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<tr>
<td>Workplace Practices</td>
<td>Flexible Learning</td>
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</tbody>
</table>

*Tertiary Admissions Subject* subject is a subject which has been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies.
Post School Pathways

University Entrance Requirements

SELECTION INTO UNIVERSITY COURSES/PROGRAMS

• Selection 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.

TO BE ELIGIBLE FOR SELECTION INTO A UNIVERSITY COURSE/PROGRAM YOU MUST:

• qualify for the SACE
• obtain a ATAR (Australian Admission Rank)
• meet any prerequisite subject requirements for the course/program.

THE UNIVERSITY AGGREGATE AND THE AUSTRALIAN ADMISSION RANK (ATAR):

• Your ATAR is calculated from your university aggregate.

TO OBTAIN A UNIVERSITY AGGREGATE AND AN ATAR YOU MUST:

• comply with the rules regarding Precluded Combinations
• comply with the rules regarding Counting Restrictions
• complete at least 90 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS and a maximum of 20 credits can be recognised studies.

TAFE SA Entrance Requirements

TAFE SA courses offered through SATAC have Course Admission Requirements (CAR) which all applicants must meet in order to be eligible for selection. CAR differ according to the level and type of course.

COURSE ADMISSION REQUIREMENTS

Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

There are no CAR for non-competitive Certificate I, II, and III level courses at TAFE SA. Admission requirements into competitive Certificate I, II, and III level courses will vary, and interested applicants are advised to refer to specific course details at www.tafesa.edu.au. Entrance into competitive courses is based on merit.

All higher level qualifications including Certificate IV, Diploma and Advanced Diploma courses, whether competitive or non-competitive, will have specified entry requirements. These will vary by course and will be either:

• satisfactory completion of SACE Stage 2 (or equivalent);
• any Certificate III;
• satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS);
• specific prerequisite subjects or related study.

Some TAFE courses attract significant fees – check with TAFE before enrolling.

Information about specific course entry requirements is available at www.tafesa.edu.au
### Art

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<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<td>Design A and/or Design A and/or Design B</td>
<td>Art A and/or Art B and/or Art B and/or Design B and/or Design B</td>
<td>Visual Arts – Art or Visual Arts – Design</td>
</tr>
</tbody>
</table>

**Note:** Stage 2 Art and Design are full year courses and students can not select both.
The Arts - Art

Year 9 Art (A & B)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr David O’Callaghan

Year 9 Art can be selected either for one semester (A) or for a full year (A & B).

The curriculum in Year 9 Art B builds on and extends the skills and knowledge developed in the Art A course.

COURSE DESCRIPTION

Year 9 Art is an extension of the general Art course offered in Year 8. This course focuses on extending skills and creative development in the areas of drawing, painting, design and printmaking. Students will also be involved in research and analysis tasks, which will broaden their knowledge and appreciation of art and develop literacy skills. This course is designed for students wishing to undertake studies in the visual arts in Year 10, which includes both Art and Design. This course is an ideal grounding for further study in the Visual Arts.

STUDY PATHWAY

Successful completion of at least one unit of Art in Year 9 is preferred to undertake an Art or Design course in Year 10.
The Arts - Art

Year 10 Art (A & B)

LENGTH OF COURSE: One Semester each

CONTACT: Mr David O’Callaghan

Year 10 Art can be selected either for one semester (A) or for a full year (A & B).

The curriculum in Year 10 Art B builds on and extends the skills and knowledge developed in the Art A course.

COURSE DESCRIPTION

Students will have the opportunity to develop their practical art skills in drawing, painting, sculpture and printmaking. Students will work in a variety of different media, document their work processes and learn how to develop their visual ideas to create finished artworks. In the theory component, students will complete a variety of tasks including the study of an historical art movement and an artist study. Students will develop art terminology and learn how to examine and critically analyse a variety of artworks.

ASSESSMENT TASKS

Students are required to undertake both practical and written assessment tasks and assignments as determined by the teacher.

COST

Some costs may be involved for materials used in major practical work.

STUDY PATHWAY

Successful completion of at least one unit of Art or Design at Year 10 is required to undertake a Stage 1 Art course.
Year 10 Design (A & B)

LENGTH OF COURSE: One Semester each

CONTACT: Mr David O’Callaghan

Year 10 Design can be selected either for one semester (A) or for a full year (A & B).

The curriculum in Year 10 Design B builds on and extends the skills and knowledge developed in the Design A course.

COURSE DESCRIPTION

Design is about creating for a purpose, whereby students are given a set brief with limitations, and must work creatively within those limitations to solve the problem. Students electing to study Design will have the opportunity to work in the areas of:

- **Environmental Design**: architecture, landscape, interior design, etc.
- **Product Design**: appliances, fashion, transport, etc
- **Graphic Design**: posters, corporate graphics, illustration, etc

The emphasis of the course is on learning the design process and generating creative ideas to solve a set problem. Students will learn to use a variety of different techniques and materials to present their ideas. In the theory component, students will complete a variety of tasks including the study of a design movement and a designer’s work. Students will be introduced to new design terminology and learn how to critically analyse the work of different designers.

ASSESSMENT TASKS

Students are required to undertake both practical and written assessment tasks and assignments as determined by the teacher.

COST

Some costs may be involved for materials used in major practical work.

STUDY PATHWAY

Successful completion of at least one unit of Art or Design
The Arts - Art

Stage 1 Art (A & B)

LENGTH OF COURSE: One Semester each

ASSUMED BACKGROUND
At least one unit of Art or Design at Year 10.

CONTACT PERSON: Mr David O'Callaghan

Stage 1 Art can be selected either for one semester (A) or for a full year (A & B).

The curriculum in Stage 1 Art B builds on and extends the skills and knowledge developed in the Stage 1 Art A course.

LEARNING REQUIREMENTS
In this subject students are expected to;

• Develop practical art making skills in drawing, painting, sculpture, printmaking and digital media
• Produce one major artwork with appropriate support materials
• Research, analyse and interpret artworks in written format
• Develop and demonstrate subject-specific terminology

CONTENT

• Visual Thinking: Students create a folio documenting their planning, thinking, experimentation and learning during the process of creating their major artwork. Students will learn to use a variety of different techniques and materials to present their ideas. Diverse methods of documentation are encouraged, including the use of sketches, models, notes, photographs and multimedia.
• Practical Resolution: Students produce one major artwork, based on the learning documented in their folio. Students may choose to work with a wide range of materials and/or techniques. A Practitioners Statement must be written to accompany the major work, outlining the overall process, artistic influences and intended meaning or message of the work.
• Visual Arts in Context: Students explore a selected element of Arts practice, which may include an artistic style, material, technique or technology, through individual research and examination of other artists’ work as well as practical application and skill development.

ASSESSMENT
Assessment will include both practical and written assessment tasks and assignments as determined by the teacher.

COST
Some costs may be involved for materials used in major practical tasks.

STUDY PATHWAY
Stage 2 Art or Stage 2 Design
The Arts - Art

Stage 1 Design (A & B)

LENGTH OF COURSE: One Semester each

CONTACT PERSON: Mr David O'Callaghan

ASSUMED BACKGROUND
At least one unit of Art or Design at Year 10
Stage 1 Design can be selected either for one semester (A) or for a full year (A & B).
The curriculum in Stage 1 Design B builds on and extends the skills and knowledge developed in the Stage 1 Design A course.

LEARNING REQUIREMENTS
In this subject students are given a set brief with limitations, and must work creatively within those limitations to solve a problem. Students electing to study Design will have the opportunity to work in the areas of:

• Environmental Design: architecture, landscape, interior design, etc
• Product Design: appliances, fashion, transport, etc
• Graphic Design: posters, corporate graphics, illustration, etc.

CONTENT
• Visual Thinking: Students create a folio documenting their planning, thinking, experimentation and learning during the process of creating their major design work. Students will learn to use a variety of different techniques and materials to present their ideas. Diverse methods of documentation are encouraged, including the use of sketches, models, notes, photographs and multimedia.
• Practical Resolution: Students produce one major design work, based on the learning documented in their folio. Students may choose to create works of Environmental Design (architecture, landscape, interior design, etc), Product Design (appliances, fashion, transport, etc), All Graphic Design (posters, corporate graphics, illustration, etc). A Practitioners Statement must be written to accompany the major work, outlining the overall process, influences and intended function of the work.
• Visual Arts in Context: Students explore a selected element of Design, which may include a style, material, technique or technology, through individual research and examination of other designers' work as well as practical application and skill development.

ASSESSMENT
Assessment will include both practical and written assessment tasks and assignments as determined by the teacher.

COSTS
Some costs may be involved for materials used in major practical work.

STUDY PATHWAY
Stage 2 Design.
The Arts - Art

Stage 2 Art

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mr David O'Callaghan

ASSUMED BACKGROUND
Successful completion of least one unit of Art or Design at Stage 1 recommended.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Develop practical art making skills using selected media and techniques
• Produce two major artworks with appropriate support materials
• Research, analyse and effectively communicate knowledge and understanding of own and others’ work
• Develop and demonstrate subject-specific terminology

CONTENT
• Visual Thinking: Students create a folio documenting their planning, thinking, experimentation and learning during the process of creating their major art works. Students will learn to use a variety of different techniques and materials to present their ideas. Diverse methods of documentation are encouraged, including the use of sketches, models, notes, photographs, and multimedia
• Practical Resolution: Students produce two major artworks, based on the learning documented in their folio. Students may choose to work with a wide range of materials and/or techniques. A Practitioner’s Statement must be written to accompany each major work, outlining the overall process, artistic influences and intended meaning or message of the work
• Visual Arts in Context: Students explore a selected element of Arts practice, which may include an artistic style, material, technique or technology, through individual research and examination of other artists’ work as well as practical application and skill development

ASSESSMENT
Assessment will include two major practical art works, along with Practitioners’ Statements (40%), two folios of support materials (30%) and a Visual Study (30%).

COST
Some costs may be involved for materials used in major practical tasks.

STUDY PATHWAY
Stage 2 Art provides appropriate preparation for a range of further education and employment options, including University and TAFE courses, industry and self-employment.
The Arts - Art

Stage 2 Design

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr David O’Callaghan

ASSUMED BACKGROUND

Successful completion of least one unit of Art or Design at Stage 1 recommended.

LEARNING REQUIREMENTS

In this subject students are expected to;

- Demonstrate and understanding of the design process
- Develop and apply practical design skills to solve problems
- Produce two major design works with appropriate support materials
- Research, analyse and effectively communicate knowledge and understanding of own and others’ work
- Develop and demonstrate subject-specific terminology

CONTENT

- **Visual Thinking:** Students create a folio documenting their planning, thinking, experimentation and learning during the process of creating their major design works. Students will learn to use a variety of different techniques and materials to present their ideas. Diverse methods of documentation are encouraged, including the use of sketches, models, notes, photographs, and multimedia.

- **Practical Resolution:** Students produce two major design works, based on the learning documented in their folio. Students may choose create works of Environmental Design (architecture, landscape, interior design, etc), Product Design (appliances, fashion, transport, etc), or Graphic Design (posters, corporate graphics, illustration, etc). A Practitioner’s Statement must be written to accompany each major work, outlining the overall process, influences and intended function of the work.

- **Visual Arts in Context:** Students explore a selected element of design, which may include a style, material, technique or technology, through individual research and examination of other designers’ work as well as practical application and skill development.

ASSESSMENT

Assessment will include two major practical design works, along with Practitioners’ Statements (40%), two folios of support materials (30%) and a Visual Study (30%).

COST

Some costs may be involved for materials used in major practical work.

STUDY PATHWAY

Stage 2 Design provides appropriate preparation for a range of further education and employment options, including University and TAFE courses, industry and self-employment.
Curriculum

THE ARTS
  ART
  DRAMA
  MUSIC
ENGLISH
FLEXIBLE LEARNING
HEALTH & PHYSICAL EDUCATION
  HEALTH & P.E.
HOME ECONOMICS
HUMANITIES
INFORMATION TECHNOLOGY
INFORMATION PROCESSING & PUBLISHING
INFORMATION TECHNOLOGY
LANGUAGES
MATHEMATICS
SCIENCE
TECHNOLOGY

Drama

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<td>Drama</td>
<td>Drama A &amp; B</td>
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<td>Drama B</td>
<td>Dance A &amp; B</td>
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<td>Filmmaking</td>
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<td>Dance</td>
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<td>(one semester only)</td>
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Note: Stage 2 Drama is full year course.
The Arts - Drama

Year 9 Drama

CONTACT PERSON: Mrs Jenny Huston

COURSE LENGTH: 1 Semester

COURSE DESCRIPTION
This course further develops skills learned in Year 8 Drama. Students will explore characterisation, improvisation and movement in performance. Theory work is related to class topics and may include a Technical Theatre project. A commitment to developing ensemble skills and a willingness to perform in front of an audience is essential.

ASSESSMENT TASKS
Assessment is based on workshops and performances, as well as associated theory tasks.

STUDY PATHWAYS
Successful completion of at least one semester of Drama is recommended for students to undertake Year 10 Drama.
Year 9 Theatre Arts

CONTACT PERSON: Ms Katrina Bilney

COURSE LENGTH: 1 Semester

COURSE DESCRIPTION
This course will cover the technical and design aspects of theatre production as well as basic film making. Students will analyse and learn the skills involved in each area and then apply what they have learned in a practical project.

Topics to be studied will be selected from:

- Set Design
- Costume & Makeup
- Sound Lighting
- Film Making
- Publicity

There is a substantial theory and analysis component to this subject. Because this course is run in a theatre environment with expensive equipment students must be prepared to be responsible, follow instruction and use their initiative.

ASSESSMENT TASKS
Assessment will be based on both the practical and theory aspects of the course.
The Arts - Drama

Year 9 Dance (A & B)

CONTACT PERSON: Mrs Jenny Huston

COURSE LENGTH: Dance can be selected either for one semester (A), or for a full year (A and B).

COURSE DESCRIPTION:
Students experience at least two dance genres which may include Jazz, Contemporary, Hip-hop, Ballet and Cultural Dance. Students will participate in both teacher directed and self-directed compositions. Theory is based around safe dance practices, anatomy and careers in dance. A commitment to working with others and willingness to perform to an audience is essential.

ASSESSMENT TASKS:
Technique, composition, performance and theory tasks.

STUDY PATHWAYS:
Successful completion of at least one semester of Year 9 Dance is recommended for students to undertake Year 10 Dance.
The Arts - Drama

Year 10 Drama (A & B)

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mrs Jenny Huston

COURSE DESCRIPTION
Students will be exposed to at least two genres which may include Melodrama, Realism, Brechtian, Classical and Comic Drama. Students will participate in both teacher directed and self directed performance with emphasis on developing theatrical, social and creative skills. Theory includes reflective writing, investigations & projects, and script production. Students will be required to perform in front of an audience.

ASSESSMENT TASKS
Students must participate in compulsory public performance as directed by the teacher. Students must also undertake both practical and written tasks as required. Some out of hours rehearsal/performance may be required.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Successful completion of one unit of Drama at Year 10 is required to undertake Stage 1 Drama A and/or B.
The Arts - Drama

Year 10 Dance (A & B)

CONTACT PERSON: Mrs Jenny Huston

COURSE LENGTH: Dance can be selected either for one semester (A), or for a full year (A and B).

COURSE DESCRIPTION:
Students experience at least two dance genres which may include Jazz, Contemporary, Hip-hop, Ballet and Cultural Dance. They are given opportunities to create, evaluate and present dance. Theory topics compliment class technique and innovators of dance. A commitment to working with others and willingness to perform to an audience is essential.

ASSESSMENT TASKS:
Technique, composition, performance and theory tasks.

STUDY PATHWAYS:
Successful completion of Year 10 Dance is recommended for students hoping to undertake Dance at a higher level.
Stage 1 Drama A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mrs Jenny Huston

ASSUMED BACKGROUND
Successful completion of Year 10 Drama A or B

LEARNING REQUIREMENTS
In this subject students are expected to:
- Participate in the planning, rehearsal and performance of a dramatic work – the Group Production
- Plan and present an Individual Investigation, undertaking either an on or off-stage role
- Analyse and interpret dramatic texts, genres or styles of performance in both practical and written modes
- Demonstrate their understanding of the roles of a range of theatre practitioners – actors, designers, directors, technicians
- Develop subject-specific terminology
- Communicate effectively in performance, discussion and in writing

Content
- Presentation of Dramatic Work – the Group Production
- Dramatic Theory and Practice
- Individual Investigation and Presentation

ASSESSMENT TASKS
Assessment will include Performance (Group Production), Folio (Review, Essay, Evaluation, Analysis) and Individual Investigation and Presentation.

COST
There may be excursion and/or workshop costs (attendance at a live theatre performance).

STUDY PATHWAY
Stage 1 Drama B and /or Stage 2 Drama
The Arts - Drama

Stage 1 Drama

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mrs Jenny Huston

ASSUMED BACKGROUND
Successful completion of Year 10 Drama A or B and / or Stage 1 Drama A.

LEARNING REQUIREMENTS
In this subject students are expected to;
• Participate in the planning, rehearsal and performance of a dramatic work – the Group Production
• Plan and present an Individual Investigation, undertaking either an on or off-stage role
• Analyse and interpret dramatic texts, genres or styles of performance in both practical and written modes
• Demonstrate their understanding of the roles of a range of theatre practitioners – actors, designers, directors, technicians
• Develop subject-specific terminology
• Communicate effectively in performance, discussion and in writing

Content
• Presentation of Dramatic Work – the Group Production
• Dramatic Theory and Practice
• Individual Investigation and Presentation

ASSESSMENT TASKS
Assessment will include Performance (Group Production), Folio (Review, Essay, Evaluation, Analysis) and Individual Investigation and Presentation.

STUDY PATHWAY
Stage 2 Drama

COST
There may be excursion and/or workshop costs (attendance at a live theatre performance)
Stage 1 Creative Arts – Film Making

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Katrina Bilney

ASSUMED BACKGROUND
Successful completion of a Year 10 Arts subject

LEARNING REQUIREMENTS
In this subject students are expected to:
• demonstrate knowledge and understanding of the core concepts specific to film making
• investigate the nature and processes of working productively within the film making sector
• develop knowledge of working creatively through an exploration of creative film media, materials, techniques, processes, and technologies
• develop and demonstrate practical skills, techniques, and processes to work creatively for a purpose
• work individually and collaboratively to develop and present creative film products
• communicate and reflect on creative film making ideas, processes, products, and opinions.

Content
• Camera skills and techniques including lighting and sound.
• Film making roles (director, camera operator, etc)
• Short film production and editing techniques
• Film Analysis
• Negotiated Skill Development (this may include such things a community courses or workshops)

ASSESSMENT TASKS
Assessment will include a short film and process journal, and Investigation Report, skill development, reflection, practical exercises, homework.

COST
There may be a cost involved in the Negotiated Skill Development topic.

STUDY PATHWAY
This is a stand alone unit of work.
The Arts - Drama

Stage 2 Drama

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mrs Jenny Huston

ASSUMED BACKGROUND
Successful completion of Year 11 Drama A or B.

LEARNING REQUIREMENTS
In this subject students are expected to;

• Apply knowledge and skills in developing, creating, planning and evaluating dramatic works like the major group production
• Respond to a performed drama and dramatic texts in an analytical, critical and reflective manner
• Investigate the world of drama and then evaluate information and ideas to create own works
• Work both independently and collaboratively to achieve dramatic outcomes
• Develop subject-specific terminology

Content

• Presentation of Dramatic Works
• Review and Reflection
• Interpretative Study

ASSESSMENT TASKS
Assessment will include Group Presentation (Text Analysis), Folio (Report, Reviews), Interpretative Study (Innovator Study) and Performance (Group Production)

STUDY PATHWAY
Drama can lead to further study and careers in the performing arts and entertainment industry

COST
There will be excursion costs (attendance at live theatre performances).
**Curriculum**

**Music**

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<th>Stage 1</th>
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<tr>
<td><strong>Music</strong></td>
<td>Music A</td>
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<td>Note: Completion of both Music A and B is desirable to undertake Year Stage 1 Music</td>
<td>Note: Completion of both Music A and B is desirable to undertake Year Stage 2 Music</td>
<td>Note: Stage 2 Music is full year course.</td>
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</tbody>
</table>
The Arts - Music

Year 9 Music A

COURSE LENGTH: One Semester
CONTACT PERSON: Mr Rafael Godoy

ASSUMED BACKGROUND
This course is designed for students with a strong interest in Music who either currently have instrumental or vocal skills OR who wish to learn an instrument or voice.

COURSE DESCRIPTION
Students MUST undertake weekly tuition on their instrument or voice. Cost of tuition is ADDITIONAL and can be arranged through the school if required. Information about tuition can be obtained from Mr Godoy.

Students learn music theory and extend their listening skills. Students will undertake regular performances and undertake other creative activities. Students are expected to practice regularly at home and will perform both as a soloist and ensemble member.

ASSESSMENT TASKS
The course involves both written and practical assessment tasks.
The Arts - Music

Year 9 Music B

COURSE LENGTH: One Semester
CONTACT PERSON: Mr Rafael Godoy
ASSUMED BACKGROUND
This unit can ONLY be chosen by students who have also chosen Music A.

COURSE DESCRIPTION
This course extends student’s practical skills to include performances to an audience. Students further extend their knowledge of music theory, composition and listening skills.

ASSESSMENT TASKS
This course involves both written and practical assessment tasks.

STUDY PATHWAY
Students who successfully complete a full year of Music will have the opportunity to continue music into Year 10.
The Arts - Music

Year 10 Music A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Rafael Godoy

ASSUMED BACKGROUND
Performance skills as an instrumentalist or vocalist and a willingness to commence or continue tuition on that instrument.

COURSE DESCRIPTION
The course includes music production, song-writing and ensemble performance. Students examine different styles of contemporary music and learn structured methods of song-writing. Students also participate in public ensemble performances, learn to set up and use small PAs and explore diverse aspects of music technology.

Hallett Cove School offers a nationally accredited VET (Vocational Education and Training) program where students gain a Certificate II in Music and also 25 SACE Stage 1 Credits. This program is being offered as part of the Year 10 Music program as a full year course. The accredited program has a fee associated with being auspiced through ACAS (Australian Centre for Advanced Studies) and COSAMP (College of Sound and Music Production) Registered Training Organisation (RTO). Students have the option to be in this class without enrolling in the VET course, however in order to gain the Certificate II qualification and SACE credits students must pay the associated fee and achieve all the required competencies.

ASSESSMENT TASKS
Students are required to undertake continuous assessments including performances, theory and aural tests, and assignments.

COST
Students enrolling in the VET Certificate II Music Course for the full year must pay the $150 fee for accreditation. There is no fee for other students, however theory books and manuscript paper will need to be purchased by all students undertaking this course.

Instrumental/Vocal tuition can be arranged through the school for most instruments including voice or students may learn privately from accredited teachers. Students should complete the appropriate application form for tuition at the beginning of the school year. These will be available from the Music teacher.

There may be excursion costs where relevant.

STUDY PATHWAY
A full year of Year 10 Music (Music A and B) is recommended for students wishing to study Music in Year 11. Completion of the Certificate II course can lead to a Certificate III in Music. Career pathways include musician, singer, production crew member, music therapist, music teacher, music journalism and music retail.
The Arts - Music

Year 10 Music B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Rafael Godoy

ASSUMED BACKGROUND
Students can only select Year 10 Music B in conjunction with Year 10 Music A.

COURSE DESCRIPTION
Students continue to develop their performance skills both as soloists and ensemble members, and participate in public performances. Students build on their knowledge of music production and theory, further exploring different styles of contemporary music and song-writing structures. Students enrolled on the Certificate II VET Music course will continue with competency based assessments to gain this accreditation, along with 25 SACE Stage 1 Credits. Students have the option to be in this class without enrolling in the VET course, however in order to gain the Certificate II qualification and SACE credits students must pay the associated fee and achieve all the required competencies.

ASSESSMENT TASKS
Students are required to undertake continuous assessments including performances, theory and aural tests, and assignments.

COST
The $150 fee for the Certificate II VET Music course covers the full year, so there is no additional cost in Semester 2. Theory books and manuscript paper will need to be purchased by all students undertaking this course.
Instrumental/Vocal tuition on the student’s chosen instrument or voice is recommended.
There may be excursion costs where relevant.

STUDY PATH WAY
A full year of Year 10 Music (Music A and B) is recommended for students wishing to study Music in Year 11. Completion of the Certificate II course can lead to a Certificate III in Music. Career pathways include musician, singer, production crew member, music therapist, music teacher, music journalism and music retail.
The Arts - Music

Stage 1 Music A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Rafael Godoy
ASSUMED BACKGROUND
Successful completion of Year 10 Music A and B, including theoretical knowledge and ability to perform on a musical instrument or voice.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Demonstrate technical skill, accuracy and musicianship as an instrumentalist or vocalist
• Demonstrate effective and creative use of new music technology, composition and arranging skills
• Develop and apply knowledge of musical notations and vocabulary
• Aurally and visually identify musical elements, stylistic features and the structure of musical works
• Listen to, analyse, reflect on and communicate ideas about music using appropriate terminology
• Experience and reflect on music in historical, social and cultural contexts

Content
• Performing as a soloist or an ensemble on a chosen instrument or voice with an emphasis in Jazz
• Composing and Improvising
• Developing Theory and Aural Skills
• Mixing, recording audio.
• Songwriting

ASSESSMENT TASKS
Assessment will include Skills Presentations (Both Solo and Ensemble), Skills Development (Theory, Aural, Composition) and Folio (Review and Research) and Concert Practice performances.

COST
Instrumental/Vocal Music Tuition (from $75 per term), plus costs of sheet music etc.

STUDY PATHWAY
Stage 1 Music B and then Stage 2 Music
The Arts - Music

Stage 1 Music B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Rafael Godoy

ASSUMED BACKGROUND
Successful completion of Year 11 Music A, including theoretical knowledge and ability to perform on a musical instrument or voice.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Demonstrate technical skill, accuracy and musicianship as an instrumentalist or vocalist
• Demonstrate effective and creative use of new music technology, composition and arranging skills
• Develop and apply knowledge of musical notations and vocabulary
• Aurally and visually identify musical elements, stylistic features and the structure of musical works
• Listen to, analyse, reflect on and communicate ideas about music using appropriate terminology
• Experience and reflect on music in historical, social and cultural contexts with an emphasis on Rock music throughout the world.

Content
• Performing as a soloist or instrumentalist on a chosen instrument or voice
• Performing as an ensemble member on a chosen instrument or voice
• Composing and improvising including the making of a CD
• Setting up and operating a PA system
• Music production
• Rock music throughout the world

N.B. Students are expected to demonstrate advancement in practical skills development.

ASSESSMENT TASKS
Assessment will include Skills Presentations (Both Solo and Ensemble), Skills Development (Theory, Aural, Composition) and Folio (Review and Research) and Concert Practice performances.

COSTS
Instrumental/Vocal Music Tuition (from $75 per term), plus costs of sheet music etc.

STUDY PATHWAY
Stage 2 Music
Stage 2 Music

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Rafael Godoy

ASSUMED BACKGROUND
Successful completion of Stage 1 Music.

LEARNING REQUIREMENTS
The areas of study offered at Hallett Cove will be – Solo Performance, Ensemble Performance, Musicianship and Individual Study. Students are required to undertake 2 of these areas.

In this subject students are expected to:
• Demonstrate technical skill, accuracy and musicianship as a solo and/or ensemble performer, present a repertoire of contrasting works and engage an audience in public performances.
• Musicianship – understand and use music terminology, identify and recognise rhythm, pitch tonality and harmony and present a score and recording of an arrangement.
• Individual study – demonstrate skills to plan, negotiate and implement an individual study, demonstrate regular reviews of the process and adapt goals as required and demonstrate evaluation skills.

CONTENT
• Solo Performance develops students’ skills on a chosen instrument or their voice and in preparing and presenting public performances.
• Ensemble Performance develops students’ skills on their chosen instrument or voice, develops their ability to musically perform publically and to develop musical rapport with the other ensemble members.
• Musicianship has three components – 1. Theory, Aural Recognition and Musical Techniques, 2. Harmony, 3. Arrangement
• Individual Study allows students to study in a musical area that holds a special interest to them. It is a negotiated topic which is not covered by any other Stage 2 Music subject.

ASSESSMENT TASKS
Solo and Ensemble Performance have two summative assessments within the school (30% and 40% respectively) and a third which is externally moderated (30%).

Musicianship has a 70% school based assessment and a 30% external examination

Individual study has three components – the first two are school assessed and the third is externally assessed. 1. Folio (30%), 2. Product (40%) and 3. Report (30%).

COST
Instrumental/Vocal tuition (from $75 per term), plus costs of sheet music etc.

STUDY PATHWAY
Stage 2 Music provides appropriate preparation for a range of Tertiary Music courses.
# English

## Curriculum

**THE ARTS**
- ART
- DRAMA
- MUSIC

**ENGLISH**
- FLEXIBLE LEARNING
- HEALTH & PHYSICAL EDUCATION
- HEALTH & P.E.
- HOME ECONOMICS
- HUMANITIES
- INFORMATION TECHNOLOGY
- INFORMATION PROCESSING & PUBLISHING
- INFORMATION TECHNOLOGY

**LANGUAGES**
- MATHEMATICS
- SCIENCE
- TECHNOLOGY

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English as an Additional language or Dialect (EALD) is designed for students for whom English is an additional language or dialect including students who were born in Australia but speak another language at home. Students who are eligible will be identified and supported. Stage 1 EALD allows students to achieve the literacy requirements in the SACE.
English

Year 9 English

CONTACT PERSON: Mrs Julie Lambert

COURSE DESCRIPTION

The Year 9 English course encourages students to develop a command of a range of standard text types and features, and to explore the writing and reading of longer texts which discuss challenging topics and issues. They learn to understand important elements of how texts are constructed and experiment with these elements in their own writing.

Year 9 students work independently, as well as collaboratively, in formal groups, where they take on roles, responsibilities and tasks. They plan and deliver formal spoken presentations to their peers.

Year 9 students use a variety of text types to write at length and with some sense of complexity. In writing longer pieces, they ensure clarity by checking layout and grammar. Emphasis is placed on refining essential skills in spelling and punctuation, and in building broader vocabularies. A mastery of self-editing techniques is encouraged and is essential before entry to Senior School English.

Increasingly, students use computer technology in their learning and communications.

ASSESSMENT TASKS

Various assessment strategies are employed to determine student progress and achievement in individual and group tasks. Students are encouraged to reflect upon their own progress and achievement.
Year 9 English as an Additional Language or Dialect (EALD)

CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
This course can only be undertaken by students whose first language is not English, including students who were born in Australia but speak another language at home.
It can be chosen instead of English.

COURSE DESCRIPTION
Students will develop their language and communication skills in the areas of speaking, listening, reading, writing and viewing. They will study the structure and function of the English language. Students will gain more confidence in their ability to use English across all curriculum areas.

ASSESSMENT TASKS
Students will be required to undertake written and verbal tasks as determined by the teacher.

COSTS
There may be excursion costs where relevant.
Year 10 English

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mrs Julie Lambert

COURSE DESCRIPTION
Topics will vary from class to class. Students will continue to develop their understanding of the world and themselves through the study of a range of texts, including everyday texts, media and literature. They will develop their ability to read, write, speak/listen and view with increasing depth of understanding.

ASSESSMENT TASKS
Students will be required to undertake written and verbal tasks. Students will keep a folio of their marked work and task sheets.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Year 10 English B.
Year 10 English as an Additional Language or Dialect A and B

LENGTH OF COURSE: One or Two Semesters
CONTACT PERSON: Mrs Julie Lambert / Mrs Marlene Sampson

ASSUMED BACKGROUND
This course can only be undertaken by students whose first language is not English, including students who were born in Australia but speak another language at home.

COURSE DESCRIPTION
Students will develop their language and communication skills in the areas of speaking, listening, reading, writing and viewing. They will study the structure and function of the English language. Students will gain more confidence in their ability to use English across all curriculum areas.

ASSESSMENT TASKS
Students will be required to undertake written and verbal tasks as determined by the teacher.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 1 EALD or Stage 1 English or English Pathways
Stage 1 English Pathways A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mrs Julie Lambert
ASSUMED BACKGROUND
Successful completion of Year 10 English A and B
LEARNING REQUIREMENTS
This course involves exploring, responding to and composing texts which may be vocational, personal or social. Students are expected to use language to make connections with experiences in the workplace and society, for interacting with other people, for solving problems and for personal, vocational and creative purposes.
CONTENT
Students will read or view and respond to films, documentaries, short stories, speeches, blogs, websites, advertisements, technical and vocational texts, safety and instructional manuals and legal documents.
Students will compose a range of texts for different practical purposes in written, oral or multimodal forms. Eg. written reports, business letters, notes, messages, debates, telephone enquiries, film reviews, meeting minutes, websites. Students will complete a range of tasks from a range of topics depending on class, individual student need and interest.
ASSESSMENT TASKS
Each semester students will be required to submit four to five pieces for formal assessment, although more assignments will be set.
COST
Nil
STUDY PATHWAY
Year 12 English Pathways
Stage 1 English Pathways B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
Successful completion of Year 10 English A and B.

LEARNING REQUIREMENTS
This course involves exploring, responding to and composing texts which may be vocational, personal or social. Students are expected to use language to make connections with experiences in the workplace and society, for interacting with other people, for solving problems and for personal, vocational and creative purposes.

CONTENT
Students will read or view and respond to films, documentaries, short stories, speeches, blogs, websites, advertisements, technical and vocational texts, safety and instructional manuals and legal documents.

Students will compose a range of texts for different practical purposes in written, oral or multimodal forms. Eg. written reports, business letters, notes, messages, debates, telephone enquiries, film reviews, meeting minutes, websites.

Students will complete a variety of tasks from a range of topics depending on class, individual student need and interest.

ASSESSMENT TASKS
Each semester students will be required to submit four to five pieces for formal assessment, although more assignments will be set.

COST
Nil

STUDY PATHWAY
Year 12 English Pathways
Stage 1 English A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
Successful completion of Year 10 English A and B

LEARNING REQUIREMENTS
This course involves exploring, responding to and composing a range of texts which can be literary, personal, social or cultural. Students are also expected to analyse and appreciate a wide range of texts to develop their skills, knowledge and understandings of the ways texts are constructed.

CONTENT
Topics will vary from class to class. All classes will focus on the development of the core skills of reading, writing, listening/speaking and viewing. Students will investigate a variety of forms of language that operate in our society and how communication occurs in varied ways. Students will be able to negotiate some tasks and presentations with the teacher.

Students must complete a range of tasks from the following categories each semester:

- Reading and responding to texts – ‘texts’ refer to novels, films, short stories, speeches, advertisements. Students will read, view and listen to a range of texts and respond in writing, orally or multimodal forms
- Producing texts - students will compose a range of texts in either the written, oral or multimodal forms
- Extended Study - students will complete ONE of the following studies during each semester:
  - Language Study – a study on an aspect of language beyond school
  - Connected Text Study – a connected study of two texts
  - A Student Negotiated Study – a negotiated language - focussed study

ASSESSMENT TASKS
Students will be required to undertake written and verbal tasks as determined by the teacher. Students will be required to maintain an English folio, which they will submit at the end of the semester. This will need to include four pieces of writing, evidence of at least one oral presentation and a language study.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 1 English B Pre Communications or Stage 1 Pre-Studies or English Pathways
Stage 1 Pre English Communications B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mrs Julie Lambert
ASSUMED BACKGROUND
Successful completion of Stage One English A

CONTENT
Students develop their skills in written and spoken language. A wide variety of texts is studied and students develop the skills to respond to these texts critically, creatively and personally. Students create their own texts, putting into practice the techniques they have studied. Students develop the skills to participate in English Communications at Stage 2.

ASSESSMENT TASKS
As for Stage 1 English A except that a comparative text study will replace the language study.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 2 English Pathways, English Communications or English Studies.
English

Stage 1 Pre-English Studies B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
Successful completion of Year 10 English A and B

CONTENT
In this course students read and respond to a number of texts, primarily literature texts. They develop skills in written responses as preparation for English Studies at Stage 2. Students analyse text; identify structural, conventional and linguistic features; compare and contrast texts; further develop critical awareness of how texts are constructed and understand how the interpretation of texts is generated. This leads to English Studies or English Communications in Year 12.

ASSESSMENT TASKS
As for Stage 1 English A except that a comparative text study will replace the language study. Students will participate in a 90 minute end of semester exam.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 2 English Pathways, English Communications or English Studies
Stage 1 English as Additional Language or Dialect A & B

LENGTH OF COURSE: One or Two Semesters
CONTACT PERSON: Mrs Julie Lambert / Mrs Marlene Sampson

ASSUMED BACKGROUND
Successful completion of Year 10 English or EALD

This course can only be undertaken by students whose first language is not English, including students who were born in Australia but speak another language at home.

CONTENT
The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

Text Study
Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

Investigative Study
Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice, and to develop further skills through investigation of wider information about the topic of their interview.

Communication Study
The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the uses of texts to persuade, influence, and instruct other people, to develop critical understanding of effective communication skills.

ASSESSMENT TASKS
Students complete 4-5 assessments from all components of the course, each with a weighting of at least 20%.

Students demonstrate evidence of learning through
• knowledge and understanding
• analysis
• application
• communication

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 2 EALD
Stage 2 English Studies

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
Achievement of at least a ‘B’ in Stage 1 Pre English Studies or written recommendation by Stage 1 English teacher.

LEARNING REQUIREMENTS
Students undertake written and oral tasks within the following categories:

Text Study
In the Text Study students will read and view a range of texts including novels, short stories and films, poetry from the past, contemporary texts, and those from everyday experience. The emphasis is on in-depth analysis of texts and developing logical and convincing responses in written and oral forms.

Text Production Study
Students compose texts, both written and oral covering a range of text types e.g. narrative, persuasive, expository, and descriptive.

ASSESSMENT TASKS
- Shared Text Studies: 30%
- Text Production: 20%
- Individual Study: 20%

External Assessment
- Folio: 30%

STUDY PATHWAY
This is a TAS subject and can be used for University and TAFE entrance.
Stage 2 English Communications

LENGTH OF COURSE: Full year
CONTACT PERSON: Mrs Julie Lambert
ASSUMED BACKGROUND
Achievement of a B grade in English in Semester 1 or 2 or a written subject teacher recommendation.

LEARNING REQUIREMENTS
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 situations. By reading, writing, viewing, listening and speaking students develop a wide range of literacy skills.

CONTENT
Students undertake tasks within the following:
- Text Study
- Text Production Study
- Communication Study (consists of two parts)

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

School-based Assessment
Text Analysis 20%
Text Production 20%
Communication Study 30%

External Assessment
Folio 30%

ASSESSMENT TASKS
Students complete a Folio containing work from both:
- Part 1: Response to an example of communication
- Part 2: Text production with writer’s statement.

The total length of the writing in the Folio is up to a maximum of 2000 words.
The folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the folio with reference to the performance standards.

STUDY PATHWAY
This is a TAS subject and can be used for University and TAFE entrance.
English

Stage 2 English Pathways

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
A pass at Stage 1 English.

CONTENT
Students undertake written and oral tasks within the following categories:

Reading and Responding to Text Study
In the Reading and Responding to Text Study students will read and view a range of shared or class texts which have a connection with people and experiences in a range of vocational, social or cultural situations and respond to them in writing, orally or in the multimodal form.

Text Production
Student will study the construction of a range of written and oral texts; the conventions of style, grammar, content, vocabulary and format and develop their own texts based on examples of good practice. There will be an emphasis on planning, drafting and self-editing of student developed texts.

Language Study
Students will undertake an independent study that has a major focus of the use of language by a group of people in a chosen situation or context.

ASSESSMENT TASKS

School-based Assessment
Text analysis 35%
Text production 35%

External Assessment
Language Study 30%

STUDY PATHWAY
This is a TAS subject and be used for University and TAFE entrance.
Stage 2 English as Additional Language or Dialect

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mrs Julie Lambert / Mrs Marlene Sampson

ASSUMED BACKGROUND
This course can only be undertaken by students whose first language is not English, including students who were born in Australia but speak another language at home.

COURSE DESCRIPTION
Experience of Stage 1 EALD is an advantage. Students will develop their language and communication skills in the areas of speaking, listening, reading, writing and viewing. They will study the structure and function of the English language. Students will gain more confidence in their ability to use English across all curriculum areas. The topics will extend student’s understanding and appreciation of Australia as a multi-cultural society.

ASSESSMENT TASKS
Students will need to demonstrate their ability to use English in activities that involve the skills of reading, speaking, listening, writing and viewing. They will complete a folio of summative work that includes pieces of written work, oral tasks and speaking and listening tasks. These tasks make up 70% of the final mark. An externally assessed Investigation is worth 30%.

School-based Assessment
Communication Study  20%
Text Production  30%
Language Application  20%

External Assessment
Investigation  30%

COST
There may be excursion costs where relevant.

STUDY PATHWAY
This is a TAS subject and can therefore be used for University and TAFE entrance.
Stage 2 English as Additional Language or Dialect Studies

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mrs Julie Lambert

ASSUMED BACKGROUND
This course can only be undertaken by students whose first language is not English, including students who were born in Australia but speak another language at home.

COURSE DESCRIPTION
Experience of Stage 1 EALD would be an advantage. This course aims to develop student’s competence in the use of the English language in the areas of speaking, writing, reading, listening and viewing. It focuses on the structure and function of the English language to further develop student’s literacy skills. Students will use language to communicate in appropriate way for different purposes.

ASSESSMENT TASKS
School assessment includes an Investigation, text production and oral presentations, discussion and written work about a text. External assessment – SACE Board exam

School-based Assessment
Issues Analysis 20%
Text Production 20%
Investigation 30%

External Assessment
Examination 30%

COST
There may be excursion costs where relevant.

STUDY PATHWAY
This is a TAS subject and can therefore be used for University and TAFE entrance.
## Curriculum

- **THE ARTS**
  - ART
  - DRAMA
  - MUSIC
- **ENGLISH**
- **FLEXIBLE LEARNING**
- **HEALTH & PHYSICAL EDUCATION**
  - HEALTH & P.E.
- **HOME ECONOMICS**
- **HUMANITIES**
- **INFORMATION TECHNOLOGY**
  - INFORMATION PROCESSING & PUBLISHING
  - INFORMATION TECHNOLOGY
- **LANGUAGES**
- **MATHEMATICS**
- **SCIENCE**
- **TECHNOLOGY**

### Flexible Learning

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Year 10 Personal Learning Plan (PLP)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Vicki Nield

COURSE DESCRIPTION
The Personal Learning Plan is a compulsory SACE subject, which will be undertaken in Year 10 and must be completed at ‘C’ grade or better to achieve SACE. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

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

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

ASSESSMENT TASKS
The PLP will contain a range of Assessment Tasks including written, research, self-reflection, work experience, and oral tasks.

COST
Nil

STUDY PATHWAY
The PLP subject will form the basis for further student personal and pathway development opportunities in Year 11 and Year 12. Students must gain ‘C’ grade minimum to achieve SACE.
Flexible Learning

Stage 1 MBSR – Mindful Based Stress Reduction

CONTACT PERSON: Ms Niccy Pallant
LENGTH OF COURSE: One or Two semester
MBSR can be selected either for one semester (A or B) or for a full year (A & B) Stage 1 or 2

COURSE DESCRIPTION
The course focuses on developing skills for managing stress and anxiety.
Students will be involved in regular mindful based activities such as meditation and movement that will assist them to learn about the central nervous system, managing emotions, improve their memory, and build a stronger immunity system and many other personal health benefits.

ASSESSMENT TASKS
Practical 60%
Theory - group activity, folio, discussion 40%

COST
Nil

STUDY PATHWAY
This course is designed for students wishing to undertake studies in health and personal development. This course is an ideal grounding for further study in all other subjects and fields.
Flexible Learning

Stage 2 MBSR – Mindful Based Stress Reduction

CONTACT PERSON: Ms Niccy Pallant

LENGTH OF COURSE: One or Two semester

MBSR can be selected either for one semester (A or B) or for a full year (A & B) Stage 1 or 2

COURSE DESCRIPTION

The course focuses on developing skills for managing stress and anxiety. Students will be involved in regular mindful based activities such as meditation and movement that will assist them to learn about the central nervous system, managing emotions, improve their memory, and build a stronger immunity system and many other personal health benefits.

ASSESSMENT TASKS

Practical 30%
Group Activity 20%
Folio & Discussion 20%
Project 30%

COST

Nil

STUDY PATHWAY

This course is designed for students wishing to undertake studies in health and personal development. This course is an ideal grounding for further study in all other subjects and fields.
Flexible Learning

Stage 2 Research Project A

CONTACT PERSON: Ms Anne Thornton
LENGTH OF COURSE: One Semester
ASSUMED BACKGROUND: Nil

LEARNING REQUIREMENTS
The Research Project is a compulsory 10-credit subject that students need to complete with a ‘C’ grade or better to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

CONTENT
In this subject students will have opportunities to develop the five capabilities:

- communication
- citizenship
- personal development
- work
- learning.

Students will also have the opportunity to develop their research skills.

Students select one of the following capabilities that they consider to be particularly relevant to their research project - communication, citizenship, personal development, or work. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

The Research Project can take many forms, for example:

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

ASSESSMENT TASKS
Assessment is based on 70% school based assessment. This includes a record of research, discussion of research and findings of research. External assessment makes up the remaining 30%.

COST
May depend on an individual’s choice of research project.

STUDY PATHWAY
Students must gain a “C” grade minimum to achieve their SACE.

This subject cannot be used for an ATAR
Flexible Learning

Stage 2 Research Project B

CONTACT PERSON: Ms Anne Thornton
LENGTH OF COURSE: One Semester
ASSUMED BACKGROUND: Nil

LEARNING REQUIREMENTS
The Research Project is a compulsory 10-credit subject that students need to complete with a ‘C’ grade or better to achieve the SACE. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

CONTENT
In this subject students will have opportunities to develop the five capabilities:

- communication
- citizenship
- personal development
- work
- learning.

Students will also have the opportunity to develop their research skills.

Students select one of the following capabilities that they consider to be particularly relevant to their research project - communication, citizenship, personal development, or work. The demonstration, development, and evaluation of the selected capability will be incorporated in the external assessment of this subject.

The Research Project can take many forms, for example:

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

ASSESSMENT TASKS
Assessment is based on 70% school based assessment. This includes a record of research, discussion of research and findings of research. External assessment makes up the remaining 30%.

COST
May depend on an individual’s choice of research project.

STUDY PATHWAY
Students must gain a “C” grade minimum to achieve their SACE. This subject cannot be used for an ATAR
Stage 2 Work Place Practices

LENGTH OF COURSE: Full Year
CONTACT PERSON: Mr Tony Nicholls
ASSUMED BACKGROUND: Nil

LEARNING REQUIREMENTS
In this subject students are expected to:
  • Develop knowledge and skills and understanding of the nature, type and structure of the workplace
  • Learn about the changing nature of work, industrial relations, safe and sustainable workplace practices, locally, nationally and globally.

CONTENT
  • Industry and Work knowledge
  • Vocational Learning and/or VET (Vocational Education and Training)

ASSESSMENT TASKS
School Based Assessment (70%) – Marked internally and moderated by the SACE Board

Assessment type one: Folio (25%)
Three assessment pieces which may take the form of an investigation, an oral, a skills demonstration or a report

Assessment type two: Performance (25%)
Assessment pieces which provide evidence of the student’s Vocational learning. Students will be expected to organise and complete 50-60 hours of placements

Assessment type three: Reflection (20%)
Two assessment pieces in which students critically reflect on their learning to demonstrate their understanding of workplace practices, conditions and cultures. This may be written and/or oral reflection.

Assessment type four: External Assessment (30%) – Marked by the SACE Board. Either practical or issue based investigation. of 2000 words or 12 minute oral

COST
Students enrolled in VET courses will incur costs and there may be costs associated with completing work placements

STUDY PATHWAY
This is a TAS subject and can be used for University and TAFE pathways.
## Health & Physical Education

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### Year 8
- **Health/Phys Ed** (One Semester - Compulsory)
- **Phys Ed A &/or B** (Elective)
- **Volleyball Focus** (Full Year - Elective)

### Year 9
- **Health/Phys Ed** (One Semester - Compulsory)
- **Phys Ed A &/or B** (Elective)
- **Volleyball Focus** (Full Year - Elective)

### Year 10
- **Health/Phys Ed** (One Semester - Compulsory)
- **Phys Ed A &/or B** (Elective)
- **Volleyball Focus** (Full Year - Elective)

### Stage 1
- **Health** (1 Semester only)
- **Phys Ed A & B** (1 Semester only)
- **Outdoor Education** (1 Semester only)
- **Volleyball Focus** (Full Year - Elective)

### Stage 2
- **Health Education**
- **Physical Education**
- **Sports Studies**
- **Recreation Studies** (Semester 2 only)
Year 9 Health And Physical Education (Core)

CORE – (COMPULSORY)
CONTACT PERSON: Mr Scott Heywood
COURSE LENGTH: One Semester

COURSE DESCRIPTION
In this compulsory unit, students will take part in a variety of practical physical activities, which provide the opportunity to develop their interests, skills and knowledge towards leisure pursuits for the future. School-based activities will include topics such as European Handball, Lacrosse and Table Tennis. There will also be a focus on healthy lifestyle choices and physical fitness.

Students will also explore a number of relevant health topics, which will provide them with up to date information and the skills necessary in making healthy decisions about their lifestyles and interactions with others. Issues are explored using individual and group skills. These are developed through communication, cooperation, assertiveness, decision-making and the exploration of values. Topics include Stereotyping, Drugs (including emphasis on Alcohol and Marijuana) and Sexuality (Physiology, Relationships, Contraception, and Sexually Transmitted Infections).

ASSESSMENT TASKS
Physical Education 50%
Health Education 50%

STUDY PATHWAY
All Year 10 Health/Physical Education Courses
Year 9 Physical Education (Elective)

CONTACT PERSON: Mr Scott Heywood

COURSE LENGTH: One Semester (A and/or B)

COURSE DESCRIPTION
This is an elective subject. This is a practical semester course enabling students to maintain involvement in physical activity throughout the year when combined with a compulsory semester of Health and Physical Education.

Students may elect to take part in activities such as:

- Athletics
- Soccer
- Volleyball
- Softball
- Badminton
- Table Tennis
- Basketball
- Cricket
- Touch
- Netball
- Golf
- Lacrosse

ASSESSMENT TASKS
All practical activities will be assessed according to skills and ability, effort and attitude.

STUDY PATHWAY
All Year 10 Health/Physical Education Courses
Health & Physical Education

Year 9 Volleyball Focus Class (VFC)

CONTACT PERSON: Mr Grant Glover
COURSE LENGTH: Full Year
PREREQUISITES
Successful completion of Year 8 VFC and recommended to continue by VFC staff or through successful application and trial (a probationary period may apply).

COURSE DESCRIPTION
The course is largely practical with a small theory component. Fitness and one other negotiated sport will be conducted per semester. Students will also cover the Health components of the year 9 curriculum in this course.

Practical
This class provides the opportunity for students to develop their volleyball skills, knowledge and tactical awareness. The VFC will include Beach and Outdoor Volleyball, Indoor Volleyball, and one other elective sport per semester — to be negotiated. Students will be offered competition opportunities including; Beach Volleyball Tournaments, Junior League (Friday nights during terms 2 and 3) and Knockout teams as well as ‘challenges’ against other schools.

The Volleyball Focus Class will require an extra-curricular commitment (lunchtimes and before or after school trainings) in preparation for the State Schools Cup in term 3 and Australian Schools Cup in Melbourne late in term 4.

A selection / confirmation process will take place for this course in Term 4 (2014).

This course will include the Year 9 Health Education curriculum.

Theory
Students will explore a number of relevant Health topics, which will provide them with up to date information and the skills necessary in making healthy decisions about their lifestyles and interactions with others. Issues are explored using individual and group skills.

ASSESSMENT TASKS
Skill -60%- Skills checklists-skill and strategic development, leadership, game intensity & performance.
Attitude - 20%- Approach to individual & team tasks, playing intensity, contribution to the program.
Theory - 20%- Assignment and other written tasks, including all Health tasks.

COSTS
Either $160 – for continuing students: This includes school admin fees, State Schools up fees, equipment fees, nomination fees and transport to some Volleyball ‘challenges’.
OR $270 – for students new to the VFC: This includes a playing shirt, knee pads, whistle, and Level 1 referees course in addition to the costs outlined above.

STUDY PATHWAYS
Year 10 Volleyball Focus Class or All Year 10 Health/ Physical Education Courses
Year 10 Health

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION

This course aims to help students make informed choices about health issues and to develop an understanding of the factors which affect their health.

Topics to be studied may include a selection from the following:

• Group & Interpersonal skills – including group dynamics, assertiveness, communication and self esteem.
• Sexuality issues - including relationships, sexual safety, and current issues including teenage pregnancy.
• Drug use and harm-minimization – emphasis on the topics of alcohol and marijuana. Includes value clarification, decision-making and knowledge of current issues.
• Health and Lifestyle Diseases / Management – obesity, cardiovascular diseases, diabetes.
• Personal Health – mental health / illness, stress and its management, community issues and impact

COST

Possible excursion costs.

ASSESSMENT TASKS

Appropriate participation in whole class and group discussions is assessed throughout. In addition, a selection of any of the following: Reflections, Dilemma-Solving, Analysis, Tests, Research, Oral Presentations.

STUDY PATHWAY

Successful completion of this unit provides the desired background for Health Education at SACE Stage 1.
Curriculum

THE ARTS
  ART
  DRAMA
  MUSIC
ENGLISH
FLEXIBLE LEARNING
HEALTH & PHYSICAL EDUCATION
  HEALTH & P.E.
HOME ECONOMICS
HUMANITIES
INFORMATION TECHNOLOGY
  INFORMATION PROCESSING & PUBLISHING
  INFORMATION TECHNOLOGY
LANGUAGES
MATHEMATICS
SCIENCE
TECHNOLOGY

Health & Physical Education

Year 10 Health/Physical Education

CORE – (COMPULSORY)
LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION
In this compulsory unit, students will take part in a variety of practical physical activities, which provide the opportunity to develop their interests, skills and knowledge towards leisure pursuits for the future. According to demand the activities that may be offered include:

- Archery
- Table Tennis
- Fitness
- Indoor Bowls
- European Handball
- Other recreational pursuits by negotiation

Students will explore a number of relevant Health topics, which will provide them with up to date information and the skills necessary in making healthy decisions about their lifestyles and interactions with others. Issues are explored using individual and group skills.

ASSESSMENT TASKS
Practical activities 50%
Health Education 50%

COST
Costs according to the community activities selected.

STUDY PATHWAY
All Stage 1 Health/Physical Education Courses
Year 10 Physical Education (Girls Only)

(SEMESTER 1 OR 2 - ELECTIVE)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION

Generally there is a reduction in girls’ participation in PE at this year level. A range of social, emotional and physical barriers are associated with PE drop out and reduced daily physical activity. Currently we are able to split some 10HPE (Core) classes into single gender classes (when class numbers permit) and have observed notable increases in girls’ participation levels in these classes.

The Girls Only PE elective will be a specifically catered course where female students will have an input into a largely negotiated curriculum. In traditional settings, females’ choices are often out-voted in mixed gender classes where the majority of the students are males. Girls will have the opportunity to participate in a range of individual and team-based physical activities and recreational pursuits in a supportive single gender environment.

This is largely a practically orientated course designed to encourage (female only) students to develop skills and confidence in a range of sporting and recreational activities.

- 2x negotiated sport practicals – using the Sport Education model which allows students to not only participate, but referee, coach, manage, take statistics etc. – 4 weeks each
- 1x recreation based practical – students research, explore and visit local community based options for physical activity – 4 weeks
- Fitness/Weights - innovative activities of fitness, eg. yoga, pilates, Zumba, Circuit Training, walking with pedometers etc. – 4 weeks
- Personal Exercise/Diet Plan – analyse physical activity trends, exploring nutrition, tracking KJs, including Principles of Training – 4 weeks

ASSESSMENT TASKS

Practical – skill development and improvement 40%

Attitude – Participation, cooperation, communication and initiative 40%

Theory – Principles of Training & Personal Exercise/Diet Plan 20%

Subject Combinations

Girls are able to enrol in Girls Only PE as well as 10 PE Elective (co-ed) and/or 10 VFC. (i.e. girls can select both ‘Girls Only’ and ‘Elective (co-ed) PE’. Female volleyballers can also select ‘Girls Only’ PE.) Female students can select all 3 PE subject offerings by negotiation.

COST

Student charges minimal (<$60) TBA. Costs according to the community activities/ venues selected.

STUDY PATHWAY

Stage 1 Physical Education and/or

Stage 1 Recreation Studies.
Year 10 Physical Education - A

(Semester 1 Elective)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION
A practically orientated course designed to encourage students to develop skills and confidence in a range of sporting and recreational activities. According to demand the activities that may be offered include:

- Athletics
- Softball
- Baseball
- Soccer
- Basketball
- Volleyball

The course includes a theory component.

ASSESSMENT TASKS
Practical activities 50%
Attitude and Cooperation 30%
Theory tasks relating to Sports Injuries 20%

COST
Costs according to the community activities selected

STUDY PATHWAY
Stage 1 Physical Education and/or
Stage 1 Recreation Studies
Health & Physical Education

Year 10 Physical Education - B
(Semester 2 Elective)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION
A practically orientated course designed to encourage students to develop skills and confidence in a range of sporting and recreational activities. According to demand the activities that may be offered include:

- Badminton
- Touch
- Lacrosse
- Golf
- Floor Hockey
- Netball
- Football

The course includes a theory component.

ASSESSMENT TASKS
Practical activities 50%
Attitude and Cooperation 30%
Theory tasks relating to Exercise Physiology 20%

COST
Costs according to the community activities selected

STUDY PATHWAY
Stage 1 Physical Education and/or
Stage 1 Recreation Studies
Health & Physical Education

Year 10 Volleyball Focus Class (VFC)

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Grant Glover

ASSUMED BACKGROUND
Successful completion of Year 9 VFC and recommended to continue by VFC staff or through successful application and trial (a probationary period may apply)

COURSE DESCRIPTION
The course involves practical, theory and Health.

Practical
This class provides the opportunity for students to develop their volleyball skills, knowledge and tactical awareness. The VFC will include Beach and Outdoor Volleyball, Indoor Volleyball, and one other elective sport per semester – to be negotiated. Students will be offered competition opportunities including; Beach Volleyball Tournaments, Junior League (Friday nights during terms 2 and 3) and Knockout teams as well as ‘challenges’ against other schools.

The Volleyball Focus Class will require an extra-curricular commitment (lunchtimes and before or after school trainings) in preparation for the State Schools Cup in term 3 and Australian Schools Cup in Melbourne late in term 4.

A selection / confirmation process will take place for this course in Term 4 (2014).

Theory
This subject has a theory component which includes a study of sports injuries (semester 1), exercise physiology (semester 2) and some aspects of Health Education.

ASSESSMENT TASKS
Skill 60% Skills checklists - skill and strategic development, game intensity & performance, leadership

Attitude 20% Approach to individual & team tasks, playing intensity, contribution to program

Theory (inc Health) 20% Tests, assignments and other written tasks.

COST
Either $160 – for continuing students: This includes school admin fees, State Schools up fees, equipment fees, nomination fees and transport to some Volleyball ‘challenges’.

OR $270 – for students new to the VFC: This includes the items listed above, plus a playing shirt, knee pads, whistle and Level 1 referees course.

STUDY PATHWAY
Stage 1 Volleyball Focus Class or
Stage 1 Physical Education and/or
Stage 1 Recreation Studies
Health & Physical Education

Year 10 Outdoor Education

LENGTH OF COURSE: One Semester  
CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION
The course runs for one semester and culminates in a three day self reliant bush walk. Students develop skills related to bush craft, outdoor camping, First Aid, survival skills, team skills, safety and caring for the environment. Practical activities include; Bushwalking, Orienteering, Rock Climbing and Canoeing (subject to negotiation).

ASSESSMENT TASKS
Preparation, participation in and evaluation of three day bushwalk 30%
First Aid 20%
Canoeing 20%
Theory Tasks 30%

COST
Approx. $250.00. The bulk of the cost is associated with the three day bush walk. The school does have tents, cooking equipment, backpacks, waterproof jackets and sleeping mats. Students are expected to provide their own sleeping bags.

STUDY PATHWAY
Stage 1 Outdoor Education and/or
Stage 1 Recreation Studies
Health & Physical Education

Stage 1 Health

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

ASSUMED BACKGROUND
Keen interest in health related issues and a willingness to participate in discussions and group work

LEARNING REQUIREMENTS
In this subject, students are expected to:

• Identify and understand influences on personal and community health and wellbeing
• Investigate the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities
• Analyse current trends and key issues impacting on the health of Australians and the role of education and health promotion in enhancing health outcomes
• Work independently and in groups to develop participation, interpersonal, and group skills and apply them in a practical area related to health
• Initiate and reflect on personal and social actions for improving the health of individuals and communities and fostering sustainable environments.

CONTENT
Core Concepts
• Ways of Defining Health – Definitions of Health, Indicators/Components of Health
• Health Literacy – Responsibility for Health, Improvement and Maintenance of health, Health Inequities, Environment and Health

Option Studies
Each option study may be approached through one or more focus topics. The list of suggested topics for each option study is neither prescriptive nor exhaustive. Teachers and students may negotiate appropriate topics that support the study of one or more options from:

• Health and Participation in an Active Lifestyle, The Effects of Alcohol, Tobacco, and Other Drugs on Health, Health and the Environment, Contemporary Health Priorities in Australia
• Health and Relationships, Mental and Emotional Health, Growing up Healthy, Careers and Vocational Studies in Health, Open Topic

ASSESSMENT TASKS
Issues Response 20%
Media Response 20%
Group Activity 30%
Investigation 30%

COST Costs may apply if excursions are conducted.

STUDY PATHWAY Stage 2 Health or careers in Health Care or Health Education.
Health & Physical Education

Stage 1 Physical Education A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Scott Heywood

ASSUMED BACKGROUND
A passing grade in Year 10 PE is recommended for this subject

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Demonstrate practical skills and techniques specific to a variety of human physical activities
• Interpret and apply (independently, with groups/ in teams) effective skills, specific concepts and, strategies, techniques, rules, and guidelines
• Demonstrate knowledge and understanding of the nature of physical activity
• Analyse and reflect on the implications of physical activity for personal and community health and well-being
• Interact collaboratively and demonstrate initiative and leadership.

CONTENT
Practical Skills and Applications
Students complete three practicals selected from:
Athletics, Surfing, Badminton, Touch, Archery, Indoor Cricket, Soccer, Baseball, Softball, Fitness

Course Work
1. The Nature of Physical Activity
This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
Training Principles and Methods - Intensity, Duration, Progressive Overload, Specificity, Continuous, Interval and Resistance Training.

2. Issues Analysis
Students analyse issues that are relevant to local, national or global communities through topics of interest to them.
Topics focus on physical activity and could include:
alcohol, tobacco and other drugs; children; corruption; cultural diversity; fitness; disability; equal opportunity; health risk factors; play education; professionalism in sport; safety, risk management; sport in society; sports injuries; gender

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
Practical — (3 topics) Skills Test, Observation Checklist, Video Analysis, etc.  60%
Theory – Assignments, Tests, Lab Reports, Issues Analysis, Exam  40%

COST Costs may apply if community based practical topics are selected

STUDY PATHWAY
Stage 2 Physical Education and/or Stage 2 Sports Studies
Stage 1 Physical Education B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Scott Heywood

ASSUMED BACKGROUND
A passing grade in Year 10 PE is recommended for this subject

LEARNING REQUIREMENTS
In this subject, students are expected to:
- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques and rules
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively and demonstrate initiative and leadership.

CONTENT
Practical Skills and Applications
Students complete three practicals. Selected from:
- AFL, Basketball, Fitness, Floor Hockey, Golf, Table Tennis, Netball, Tennis, Soccer

Course Work
1. The Nature of Physical Activity
This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
- Skill Learning and Biomechanics – Types of skill, Stages of Learning, Information Processing Model, Forces, Motion, Friction, Resistance, Levers
- Children in Sport – Principles of Coaching, Planning a lesson/s, Coaching a lesson/s.

2. Issues Analysis
Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:
- Alcohol, tobacco and other drugs; children; corruption; cultural diversity; fitness; disability; equal opportunity; health risk factors; play education;
- Professionalism in sport; safety, risk management; sport in society; sports injuries; gender

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Practical – (3 topics) Skills Test, Observation Checklists, Video Analysis, etc. 60%
- Theory – Assignments, Tests, Lab Reports, Issues Analysis, Exam 40%

COST
Costs may apply if community based practical topics are selected.

STUDY PATHWAY
Stage 2 Physical Education and/or Stage 2 Sports Studies
Health & Physical Education

Stage 1 Outdoor & Environmental Education

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Scott Heywood

COURSE DESCRIPTION
Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Practical activities may include; Bushwalking, Camping, Orienteering, Rock Climbing and Aquatics.

ASSESSMENT TASKS
Preparation, participation in and evaluation of Camp  50%
Environmental Project  25%
Folio - Journal entries and Assignments  25%

COST
$250.00 - $300.00. The bulk of the cost is associated with the three-day bush walk. The school does have tents, cooking equipment, backpacks, waterproof jackets and sleeping mats. Students are expected to provide their own sleeping bags.

STUDY PATHWAY
Stage 2 Sports Studies or related TAFE courses.
Stage 1 Volleyball Focus Class (VFC)

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Grant Glover

ASSUMED BACKGROUND
Successful completion of Year 10 VFC and recommended to continue by VFC staff or through successful application and trial (a probationary period may apply)

LEARNING REQUIREMENTS
In this subject, students are expected to:

- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively and demonstrate initiative and leadership.

CONTENT

Practical Skills and Applications
This class provides the opportunity for students to extend their volleyball skills, knowledge and tactical awareness. The VFC will include Beach Volleyball, Indoor Volleyball, plus one of Badminton, Touch or other activity by negotiation per semester. Students will be offered competition opportunities including; Beach Volleyball, Junior League (Friday nights during terms 2&3) and Knockout teams as well as informal ‘challenges’ against against other schools.

Semester 1: Theory Content – This area of study requires an experimental, analytical approach to physical activity and well-being.
Fitness Components – Training Principles and Methods

Semester 2: Theory Content – This area of study requires an experimental, analytical approach to physical activity and well-being.
Issues Analysis – Students analyse issues that are relevant to local, national or global communities through topics of interest to them.

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

Practical 60% Skills checklists - skill and strategic development, game intensity & performance, leadership
Theory 40% Tests, assignments, lab reports and exam

COST
Either $160 – for continuing students: This includes school admin fees, State Schools up fees, equipment fees, nomination fees and transport to some Volleyball ‘challenges’. OR $270 – for students new to the VFC: This includes the items listed above, plus a playing shirt, knee pads, whistle and Level 1 referees course.

STUDY PATHWAY
Stage 2 Physical Education or Stage 2 Sports Studies
Health & Physical Education

Stage 1 Recreation Studies

LENGTH OF COURSE: One Semester (2nd Semester only)
CONTACT PERSON: Mr Scott Heywood
ASSUMED BACKGROUND: Nil

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Develop and apply knowledge, concepts, and skills to achieve success in recreational pursuits
• Identify and investigate concepts, ideas, and skills from different perspectives, using a range of sources
• Work collaboratively with a range of people
• Demonstrate self-awareness in reflecting on, and critically evaluating, learning
• Communicate ideas and informed opinions
• Understand and develop connections between the program focus and the capability in each chosen key area.

CONTENT
Practical Activities
Students complete 3-4 practical activities selected from aquatics, racquet, combative, target, team and aerobic sports.

Course Work
Group Activity – Plan, organise or implement an activity or project
Folio – Assignments, reports, notes, journal
Discussion – students respond to various questions.

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
Practical – (3-4 topics) Skills Test, Observation Checklists 60%
Theory - Group Activity, Folio, Discussion 40%

COST
$100-$200. Final costs determined by topics chosen.

STUDY PATHWAY
Leads to Stage 2 Sports Studies
Health & Physical Education

Stage 2 Health Education

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Scott Heywood
ASSUMED BACKGROUND
Keen interest in health related issues.
LEARNING REQUIREMENTS
In this subject, students are expected to:

• Demonstrate a critical understanding of influences on personal and community health and well-being
• Investigate and critique the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities
• Critically analyse current trends and issues affecting the health status of individuals and communities in Australia and globally, and the role of education in promoting and enhancing health outcomes
• Demonstrate participation, interpersonal, practical, and group skills as applied to an area related to health
• Initiate and evaluate personal and social actions to promote improved health outcomes for individuals and communities
• Demonstrate a critical understanding of, and apply, health literacy skills.

CONTENT
Students will study:
One of the following Core Concepts: Health Literacy; The Social & Economic Determinants of Health
Three of the following Option Topics: Health Promotion in the community; Stress and Health; Health and the environment; Sexuality and Health; Health and Relationship; Risks and Challenges to Health; Vocational Studies and Applications in Health

ASSESSMENT TASKS
School Based Assessment
1 Group Investigation & Presentation 30%
4 Source Analyses 20%
2 Practical Activities 20%

External Assessment
Investigation 30%

COST
Possible excursion costs. Possible cost for First Aid Certificate (if offered) is approximately $100.

STUDY PATHWAY
This is a TAS subject and can be used for University or TAFE pathways.
Health & Physical Education

Stage 2 Physical Education

LENGTH OF COURSE: Full year

CONTACT PERSON: Mr Scott Heywood

ASSUMED BACKGROUND

Successful completion of the theory component of Stage 1 PE is recommended for this subject.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria.
- Critically analyse and evaluate the personal, community, and/or global implications of physical activity.
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement, and skills acquisition, and communicate using appropriate terminology.
- Demonstrate knowledge and understanding of physical education concepts relevant to physical activities.
- Apply and reflect on principles and issues related to physical performance and activity and skills acquisition.
- Demonstrate initiative, self-reliance, collaborative skills, leadership, and effective interpersonal skills.

CONTENT

The course involves both practical and theory. 60% of lessons will be theory based. The course provides students with opportunities to develop their physical performance in three different sports and to increase their knowledge and experiences in the world of sport.

Practical activities that may be offered include: Badminton, Netball, Volleyball, Touch Football, Aquatics, and Tennis.

Theory topics include Exercise Physiology, Skill Learning and Biomechanics.

ASSESSMENT TASKS

Theory

Course work including Tests, Assignments, Lab Reports & Issues Analysis 20%

External exam set and marked by the SACE Board 30%

Practical

Performance Checklists will assess the practical work, including moderator visits. 50%

COST

$140 covers PE Workbook, Exam Revision Workbook and Kayaking fees.

STUDY PATHWAY

This is a TAS subject and can be used for University or TAFE pathways.
Health & Physical Education

Stage 2 Sports Studies

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Scott Heywood/Mr Matt Maxwell

ASSUMED BACKGROUND
Students should have a keen interest in physical activity, personal health and wellbeing. Independent working skills and well developed negotiation skills will be required.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Develop and apply knowledge, concepts, and skills to achieve a purpose
• Identify and investigate concepts, ideas, and skills from different perspectives, using a variety of sources
• Work collaboratively with others
• Demonstrate self-awareness in reflecting on, and critically evaluating, learning
• Communicate ideas and informed opinions
• Develop and understand connections between the program focus and the capability in each chosen key area.

CONTENT
Students will participate and develop a broad range of skills and understandings in three different sporting activities. Each practical task will require 20 hours of participation. Students then select a physical activity of interest which demonstrates their leadership and interpersonal skills and their tactical and analytical understanding of the chosen sporting activity. Students will negotiate the specific aspects of the assessment format that best demonstrates the quality of learning in that activity.

ASSESSMENT TASKS
School Based Assessment
Practical 30%
Group Activity 20%
Folio and Discussion 20%

External Assessment
Project 30%

COST
Approx $250.00 to cover transport and equipment hire costs associated with external practical options such as Aquatics.

STUDY PATHWAY
Related TAFE courses could include Fitness Instructor, Personal Trainer, Massage Therapist, Recreation Officer, Sports Development Officer.
### Curriculum

**Home Economics**

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**THE ARTS**
- ART
- DRAMA
- MUSIC

**ENGLISH**

**FLEXIBLE LEARNING**

**HEALTH & PHYSICAL EDUCATION**
- HEALTH & P.E.

**HOME ECONOMICS**

**HUMANITIES**

**INFORMATION TECHNOLOGY**
- INFORMATION PROCESSING & PUBLISHING
- INFORMATION TECHNOLOGY

**LANGUAGES**

**MATHEMATICS**

**SCIENCE**

**TECHNOLOGY**

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[Home Cove School]

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Year 9 Textile Design

COURSE DESCRIPTION
This is a practical course in which students will spend one semester extending their skills and knowledge related to the use and decoration of fabrics.
Topics covered include:
• Sewing machine and over-locking techniques
• Making an item of clothing such as boxer shorts or pj pants.
• Using the design process.

COST
A cost of $20.00 will be invoiced to cover the costs of first article materials, patterns and all other sewing notions required in the semester. Clothing fabrics need to be purchased by students separately from this charge.
Home Economics

Year 9 Food & Nutrition

CONTACT PERSON: Ms Vicki Nield

COURSE DESCRIPTION
This is a practical course in which students spend one semester developing their food preparation skills and applying nutritional knowledge to make healthy food choices.
Students will make a range of nutritious snacks and meals.

Topics covered include:
• Food preparation and handling skills
• Using the Australian Healthy Eating Guide in conjunction with the Australian Dietary Guidelines to make informed food decisions.
• Recognising how fat, salt and sugar are added to foods and the ways in which fibre is reduced in foods.

COST
A cost of $25 will be invoiced to cover the costs of basic ingredients for practical classes. On occasion, students may need to bring extra ingredients for specialised practical activities.
Home Economics

Year 10 Café Skills

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Vicki Nield

ASSUMED BACKGROUND
Successful completion of Year 9 Food and Nutrition is desirable.

COURSE DESCRIPTION
Latte with one, and a chocolate caramel slice to share please…
Students prepare a range of food products with emphasis on café style foods, beverage and service.

ASSESSMENT TASKS
Practical food preparation, food hygiene and safety, written work will include a café investigation and written tasks

COSTS
A cost of $40 will be invoiced to cover the cost of basic ingredients for practical classes. On occasion, students may wish to bring some items for specialised practical activities.

STUDY PATHWAYS
Stage 1 Food and Hospitality, Stage 1 Child Studies, Stage 1 Food Technology and related VET courses
Year 10 Fashion & Textiles

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Tracy Holtze
COURSE DESCRIPTION
This practical course involves students designing, making and decorating a range of articles and garments using commercial patterns. Students will use the design process to gather, analyse and apply information to solve problems. This is a course to begin your career as a fashion designer or textile artist. Inspiration and creativity are encouraged.

ASSESSMENT TASKS
Practical course work including samples and experimental approaches, reflection and research tasks, demonstrations and finished textile items will be assessed.

COST
Students will need to provide their own garment fabric, needles and pins, and a commercial pattern for a major garment. A cost of $20.00 will be invoiced for the cost of basic materials and patterns used in ongoing course work.

STUDY PATHWAY
VET courses, Stage 1 Textile Studies
Year 10 Food Technology

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Vicki Nield

ASSUMED BACKGROUND
Successful completion of Year 9 Food and Nutrition is desirable.

COURSE DESCRIPTION
Experiments you can eat! Why does chocolate melt in your mouth?
Students prepare and investigate a range of food products with emphasis on key foods and technological appliances.

ASSESSMENT TASKS
Practical food preparation, food hygiene and safety, written work will include a series of food experiments, development of a ‘new food product’ and written tasks.

COSTS
A cost of $40 will be invoiced to cover the cost of basic ingredients for practical classes. On occasion, students may wish to bring some items for specialised practical activities.

STUDY PATHWAYS
Stage 1 Food and Hospitalitys
Stage 1 Child Studies

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Jenny Georgeson

ASSUMED BACKGROUND
Successful completion of a Year 10 Home Economics course

LEARNING REQUIREMENTS
In this subject, students are expected to:

• 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 implement management skills in an individual or a collaborative 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 contemporary issues related to the safety, health, and well-being of children
• Work individually and collaboratively 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.

CONTENT
In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society. This course includes experience with the computerised “Baby Think It Over” programme.

The five main topic areas are:

• The Nature of Childhood and the Socialisation and Development of Children
• Children in Wider Society
• Children
• Rights
• Safety

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through practical, both individual and group tasks and Investigation / Research task

COST
A cost of $20 will be invoiced to cover the cost of basic ingredients and materials for practical classes. On occasion, students may need to bring some materials for specialised practical activities.

STUDY PATHWAY Leads to Stage 2 Child Studies
Home Economics

Stage 1 Fashion & Textiles

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Tracy Holtze
ASSUMED BACKGROUND
Successful completion of Year 10 Textiles.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Investigate the purpose, design concepts and production techniques of existing textile products (looking at the way fashion is created and promoted).
• Create and communicate design ideas for textile products (garments).
• Use the design process to gather, analyse and apply information to solve problems (fashion sketching and pattern making).
• Use a range of appropriate skills, procedures and techniques (learning the tricks of the trade).
• Examine the impact of work practices and products on the safety and wellbeing of individuals (workplace safety, impact of technology, globalisation of the rag trade, employment prospects including self employment).

CONTENT
This course involves aspects of fashion design and advanced garment making. Students will be required to complete at least two major textile projects. At least one of these will need to be a fitted or structured garment for themselves.

ASSESSMENT TASKS
Skill assignments and sample work 20%
Design Folio 20%
Completed articles and evaluation 60%

COST
Material costs will vary according to the students individual major projects and they will need to provide their own fabric, pins, patterns and thread for these. A cost of $20.00 will be invoiced for each student to cover the basic materials and supplies needed for class work and samples.

STUDY PATHWAY
This course leads to Stage 2 Textiles or related TAFE courses.
Curriculum

THE ARTS
- ART
- DRAMA
- MUSIC

ENGLISH

FLEXIBLE LEARNING

HEALTH & PHYSICAL EDUCATION
- HEALTH & P.E.

HOME ECONOMICS

HUMANITIES

INFORMATION TECHNOLOGY
- INFORMATION PROCESSING & PUBLISHING

LANGUAGES

MATHEMATICS

SCIENCE

TECHNOLOGY

STAGE 1

Home Economics

Stage 1 Food and Hospitality

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Yvonne Ashton

ASSUMED BACKGROUND
Successful completion of a Year 10 Home Economics course

LEARNING REQUIREMENTS
In this subject, students are expected to:

• Apply knowledge and problem-solving skills to perform a range of practical tasks
• Develop and implement practical skills, including management skills, in an individual or group context
• Make informed decisions about and reflect on contemporary issues related to the Food and Hospitality industry
• Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
• Investigate contemporary issues related to the Food and Hospitality industry or to food and hospitality in family and community settings
• Collaborate in the preparation and presentation of various health-promoting enterprise experiences
• Reflect on the use of language and communication technologies relevant to Food and Hospitality in family and community settings.

CONTENT
The Food and Hospitality industry is dynamic and changing. In this subject students examine some of the factors that influence peoples’ food choices and the health implications of those choices. They also understand the diverse purposes of the Hospitality industry in meeting the needs of both local people and visitors.

The five main topic areas are:

• Food, the Individual, and the Family
• Local and Global Issues in Food and Hospitality
• Trends in Food and Culture
• Food and Safety
• Food and Hospitality Careers

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through practical, both individual and group tasks plus Investigation / Research tasks.

COST
A cost of $40. will be invoiced to cover the costs of basic ingredients for practical classes. On occasion, students may need to bring some items for specialised practical activities.

STUDY PATHWAY
Leads to Stage 2 Food and Hospitality or Stage 2 Food Technology
Home Economics

Stage 1 Food Technology

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Yvonne Ashton
ASSUMED BACKGROUND
Successful completion of a Year 10 Home Economics subject is desirable
LEARNING REQUIREMENTS
In this subject, students are expected to:

• Investigate the purpose, design concepts and production techniques of existing food products
• Create and communicate design ideas for food products
• Use the design process to gather, analyse and apply information to solve problems
• Use a range of appropriate skills, procedures and techniques
• Examine the impact of work practices and products on the safety and wellbeing of individuals (HACCP and food safety).

CONTENT
This course involves food product development and food preparation experiments. Students will be required to complete at least two major food product development projects.

ASSESSMENT TASKS
Skill development assignments and food sample experiments
Design Folio
 Completed products and evaluation

COST
A cost of $40.00 will be invoiced for each student to cover the basic materials and supplies needed for class work and experiments.

STUDY PATHWAY
This course leads to Stage 2 Food Technology, Stage 2 Food and Hospitality or related TAFE courses.
Home Economics

Stage 2 Fashion & Textiles

LENGTH OF COURSE: Full year

CONTACT PERSON: Ms Tracy Holtze

ASSUMED BACKGROUND
Should have achieved a C grade at Stage 1 Textiles or a written subject teacher recommendation.

LEARNING REQUIREMENTS
In this subject students are expected to:

• Apply a design model that is creative and cyclic. A four-part designing model – investigating, planning, producing and evaluating – is used in this subject.
• Preparing sequences, sketches, concept drawings and working drawings.
• Testing, modifying and validating ideas.
• Selecting and justifying appropriate solutions.
• Creating products to the design specifications.
• Developing solutions to technical problems that may arise.
• Evaluating, individually and/or collaboratively, how well the requirements of the design brief specifications have been met.

CONTENT
This course will focus on the design and production of fashion garments and accessories. Emphasis is placed on the development of creative use of textiles within current fashion trends. Students will have the opportunity to develop skills and confidence in pattern making and alteration, and fashion sketching. The use of available technology will be investigated and the possible career pathways from the rising popularity of internet craft and fashion online buying will also be investigated. Emphasis is also placed on safety and correct production technique. Students will complete skill exercises involving the manufacture of their garments and the applicable advanced construction techniques.

ASSESSMENT TASKS
Assessment will involve practical and theory components:
Skills and Applications Tasks 20%
Production (Major garment) 50%
Folio (Externally Assessed) 30%

COST
Material costs will vary according to the students individual major projects and they will need to provide their own fabric, pins, pattern and thread for these. A cost of $20.00 will be invoiced for each student to cover the provision of basic materials and supplies needed for class work and samples.

STUDY PATHWAY
This subject attracts an ATAR for the purpose of University and TAFE entrance.
Home Economics

Stage 2 Food and Hospitality

LENGTH OF COURSE: Full Year
CONTACT PERSON: Ms Yvonne Ashton
ASSUMED BACKGROUND
Successful completion of a Year 11 Home Economics course

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate processes and outcomes
• Apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
• Make and justify decisions about issues related to food and hospitality
• Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
• Investigate, critically analyse, and evaluate contemporary trends and/or issues related to food and hospitality
• Work individually and collaboratively to prepare and present activities that support healthy eating practices
• Evaluate the impact of technology, and/or sustainable practices or globalisation, on the food and hospitality industry.

CONTENT
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. The five main topic areas are:
• Contemporary and future issues
• Economic and Environmental Influences
• Political and Legal Influences
• Socio-cultural Influences
• Technological Influences

ASSESSMENT TASKS
Assessment at Stage 2 is 70% School Based and 30% Externally Moderated. Students demonstrate evidence of their learning through Practical Activities, Group Practical Activities and Investigation / Research task.

COST
A cost of $100 will be invoiced to cover the costs of basic ingredients for practical classes and an excursion. On occasion, students may need to bring some ingredients for specialised practical activities.

STUDY PATHWAYS
This subject attracts an ATAR for the purpose of University and TAFE entrance.
Home Economics

Stage 2 Food Technology

LENGTH OF COURSE: Full year

CONTACT PERSON: Ms Yvonne Ashton

ASSUMED BACKGROUND
Successful completion of Stage 1 Home Economics course.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Apply a design model that is creative and cyclic. A four-part designing model – investigating, planning, producing and evaluating – is used to develop food products in this subject
• Prepare practical sequences, concept drawings and working drawings.
• Testing, modifying and validating ideas- including food based experiments
• Selecting and justifying appropriate solutions.
• Creating food products to the design specifications.
• Developing solutions to technical problems that may arise.
• Evaluating, individually and/or collaboratively, how well the requirements of the design brief specifications have been met by their food product.

CONTENT
This course will focus on the design and production of food products and their packaging and marketing. Emphasis is placed on the development of creative food products within current food trends. Students will have the opportunity to develop skills and confidence in use of technological appliances and development of complex recipes. Emphasis is also placed on safety and quality assurance of food products. Students will complete skill exercises involving the investigation of key foods and applicable advanced preparation techniques.

ASSESSMENT TASKS
Assessment will involve practical and theory components of which 70% is School based assessment and 30% Externally moderated. Students demonstrate evidence of their learning through Skills and Applications Tasks
• Production (Major food product produced, packaged and marketed)
• Folio (Externally Assessed)

COST
A cost of $100.00 will be invoiced for each student to cover the basic materials and supplies needed for class work and experiments

STUDY PATHWAY
This subject attracts an ATAR for the purpose of University and TAFE entrance.
Home Economics

Stage 2 Child Studies

LENGTH OF COURSE: Full Year

CONTACT PERSON: Ms Jenny Georgeson

ASSUMED BACKGROUND: Successful completion of a Year 11 Home Economics course

LEARNING REQUIREMENTS

In this subject, students are expected to:
• Apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development from conception to 8 years
• Apply management, organisational, and problem-solving skills that demonstrate an understanding of issues related to 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, critically analyse, and evaluate contemporary trends and/or issues related to the health and well-being of children
• Work individually and collaboratively to support the health and well-being of children, and evaluate processes and outcomes
• Evaluate the impact of technology on the health and well-being of children.

CONTENT

Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. Childhood is a unique, intense period of growth and development. Children’s lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities. The five main topic areas are:
• Contemporary and future issues
• Economic and Environmental Influences
• Political and Legal Influences
• Socio-cultural Influences
• Technological Influences

ASSESSMENT TASKS

Assessment at Stage 2 is 70% School Based and 30% Externally Moderated. Students demonstrate evidence of their learning through Practical Activities, Group Activities and Investigation / Research

COST

A cost of $30 will be invoiced to cover the costs of basic ingredients and materials for practical classes. On occasion, students may need to bring some materials for specialised practical activities.

STUDY PATHWAYS

This subject attracts an ATAR for the purpose of University and TAFE entrance.
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Humanities & Social Sciences

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Humanities & Social Sciences

Year 9 Humanities an Social Sciences

CONTACT PERSON: Mr Ashley Lindner

COURSE DESCRIPTION

This course is broken into a semester of History and Geography.

In History, students study the making of the modern world from 1750 to 1918. As part of the course students cover the following topics: Movement of Peoples (1750 - 1901), Making a Nation, and World War One.

In Geography, students cover the role of the environment and its effect on food and fibre production. Topics covered are: the Environment and Food Security, and the Geographics of Interconnections.

ASSESSMENT TASKS

Assessment is based on the evaluation of literacy skills of completed student work and in particular the level of development of analytical, communication, social and research skills.
Year 10 Humanities an Social Sciences

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Ashley Lindner

COURSE DESCRIPTION
This course is broken into a semester of History and Geography.
In History, students study the modern world and Australia from 1918 to the present. Topics covered are World War Two, Rights and Freedom, and Migration Experiences 1945 to the present.
In Geography, students focus on Environmental Change and Human Wellbeing

ASSESSMENT TASKS
Students will be required to undertake a wide variety of tasks as determined by the teacher with an emphasis on developing information processing skills related to research and analysis and written communication skills.

STUDY PATHWAY
Stage 1: Ancient Studies, Geography, World History, Legal Studies, and Tourism
Stage 1 Ancient Studies

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Ashley Lindner

ASSUMED BACKGROUND: Successful completion of a Year 10 Humanities & Social Sciences subject.

LEARNING REQUIREMENTS
Students examine and study particular ancient societies (for example, Egypt, Greece, Rome) to gain an appreciation and understanding of their importance. In doing so, students will also gain knowledge and an understanding of archaeological methods and techniques used to reconstruct the past.

CONTENT
Topics could include:
- Mythology and Religion
- Slavery
- Daily Life
- Warfare
- Structure of Society

ASSESSMENT TASKS
Assessment consists of three components:
- A folio of work consisting of a variety of written and oral tasks
- Source Analysis
- A special Study of up to 1,000 words

STUDY PATHWAY
Stage 2 History, Society and Culture, Tourism
Humanities & Social Sciences

Stage 1 Geography

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr David Corbett

ASSUMED BACKGROUND
Successful completion of Year 10 Humanities & social Science subject

LEARNING REQUIREMENTS
In this subject students are expected to;

• Demonstrate knowledge and understanding of geographical concepts
• Demonstrate knowledge and understanding of economic, social, natural and built characteristics of the place in which they live
• Apply a range of geographical skills, including spatial technologies, to identify and examine geographical features and issues
• Investigate spatial patterns and processes that operate in physical and human environments
• Analyse the interactions and interdependence of people and environments at local, national and global levels.

CONTENT
Topics can include,

• Mapping Skills, including computer map generation
• Weather and Climate, with a special focus on South Australian weather
• Development, looking at low economically developed countries
• Rivers and Water resources, with a focus on the River Murray and Adelaide’s water supply.

ASSESSMENT TASKS
Assessment will include an investigation report, a field inquiry report, oral presentation, essay, homework exercises, research assignments and a ninety minute semester examination.

STUDY PATHWAY
Stage 2 Tourism, Society and Culture
Stage 1 History

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Ashley Lindner

ASSUMED BACKGROUND
Successful Completion of Year 10 Humanities & Social Science subject.

LEARNING REQUIREMENTS
The study of history involves investigating past events, actions and individuals to gain an understanding of human nature and ways in which individuals and societies function, and in doing so students develop skills of critical enquiry.

CONTENT
Topics include:
- Revolution and Change
- International crises
- Creative works e.g.: film, novels
- Regions : Asia, Europe

ASSESSMENT TASKS
Assessment consists of three components
- A folio consisting of a variety of written and oral presentations
- Source Analysis: An individual investigation of an event or individual of up to 1,000 words.

STUDY PATHWAY
Stage 2 History, Tourism, Society and Culture
Stage 1 Legal Studies

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Ashley Lindner
ASSUMED BACKGROUND: Successful Completion of Year 10 Humanities & Social Science subject

LEARNING REQUIREMENTS
Students examine the Australian legal system. They read about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

CONTENT
Topics include:
- Law and Society
- Justice and Society
- Law-making

ASSESSMENT TASKS
Assessment consists of three components:
- A folio consisting of tests, written and oral tasks.
- An individual investigation of a legal issue.
- A presentation involving a mock trial.

STUDY PATHWAY
Stage 2 History, Tourism, Society and Culture
Stage 1 Tourism

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr David Corbett

ASSUMED BACKGROUND
Successful completion of Year 10 Humanities & Social Science subject.

LEARNING REQUIREMENTS
In this subject students are expected to;
- Understand tourism knowledge, including the nature of tourists, tourism and the tourism industry
- Apply an understanding of tourism concepts, in a local, national and global context
- Investigate and analyse emerging tourism trends, developments and contemporary tourism issues
- Interpret and analyse information about tourism from different perspectives and clarifying their own perspectives

CONTENT
Topics can include,
- Appreciating Tourism in Australia
- Exploring Tourism in the Local Area
- Understanding Tourism and Natural Environments
- Preparing for International Travel.

ASSESSMENT TASKS
Assessment will include a Case Study, Oral and Written Data Analysis Reports, Fieldwork, Surveys, Interviews, an Essay and an Issue Investigation.

STUDY PATHWAY
Stage 2 History, Tourism, Society and Culture
Stage 2 Modern History

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Ashley Lindner

ASSUMED KNOWLEDGE: Successful completion of Stage 1 Society & Environment subject and Stage 1 English.

LEARNING REQUIREMENTS

• demonstrate knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c. 1500
• formulate hypotheses and/or focusing questions and apply them to explain historical concepts
• apply the skills of historical inquiry, including critical analysis
• construct reasoned historical arguments based on a critical understanding of evidence from sources
• reflect on the short-term and long-term impacts of individuals, events, and phenomena
• evaluate why individuals and groups acted in certain ways at particular times
• communicate informed and relevant arguments using subject-specific language and conventions.

CONTENT

Thematic Study  The thematic study requires students to undertake a critical analysis of a period, phenomenon, or event. The analysis involves a comparison of people, ideas, and events within one or more case studies.

Topic 3: Revolutions and Turmoil: Social and Political Upheavals since c. 1500

The following four key areas for inquiry provide the focus for a thematic study in this topic:
• the nature of pre-revolutionary society and government
• the role of external and/or internal forces in the collapse of the old order and in the seizure of power
• the consolidation of power by the revolutionaries
• internal and external threats to the revolution, and how they were dealt with.

Depth Study  The depth study requires students to undertake an analysis that leads to an appreciable depth of involvement in the processes of historical inquiry; this is also known as depth-in-discipline analysis. Through this approach, students gain detailed knowledge of the topic under investigation.


The following four key areas for inquiry provide the focus for a depth study in this topic:
• the origins of the Cold War
• the nature of the Cold War
• changes in one or more societies since the Second World War
• the collapse of Soviet-style communism, and the consequences of the collapse.

ASSESSMENT TASKS

Type 1: Folio  50%
Type 2: Research Essay  20%
Type 3: Examination 3 Hours  30%

STUDY PATHWAY  This is a TAS subject and can be used for University and TAFE entrance.
Stage 2 Society and Culture

LENGTH OF COURSE: Full Year
Contact: Mr Ashley Lindner

ASSUMED BACKGROUND: Successful completion of Stage 1 Society & Environment subject and Stage 1 English.

LEARNING REQUIREMENTS
• investigate and critically analyze a range of aspects of, and issues related to, contemporary societies and cultures in local and global contexts
• demonstrate knowledge and understanding of the nature and causes of social change
• investigate and critically analyze the ways in which power structures operate in societies
• evaluate and use a range of sources and perspectives to communicate informed ideas about societies and social and cultural issues
• collaboratively undertake and evaluate informed social action as a result of an inquiry
• demonstrate understanding of ways in which societies and cultures are connected and interdependent.

CONTENT
The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analyzing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them.

Group 1 Topics: Culture
• Youth Culture

Group 2 Topics: Contemporary Challenges
• Social Ethics

Group 3 Topics: Global Issues
• A Question of Rights

ASSESSMENT TASKS
Assessment Type 1: Folio 50%
Assessment Type 2: Interaction 20%
Assessment Type 3: Investigation 30%

STUDY PATHWAY
This is a TAS subject and can be used for University and TAFE entrance.
Stage 2 Tourism

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr David Corbett

ASSUMED BACKGROUND: Successful completion of any Stage 1 Society and Environment course, preferably Geography A or B, and Stage 1 English are desirable. The ability to write fluently, complete maps, conduct fieldwork, research and analyse both written and oral information and present findings in an organized manner is required.

LEARNING REQUIREMENTS

In this subject, students are expected to:

• Understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry
• Understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts — local, national, and global
• Investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues
• Apply practical tourism skills in different contexts
• Interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions, and recommendations
• Communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

CONTENT

The content of the subject consists of:

Themes:

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

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 Tourism

ASSESSMENT TASKS

School-based Assessment

Assessment Type 1: Folio 20%
Assessment Type 2: Practical Activity 25%
Assessment Type 3: Investigation 25%

External Assessment

Assessment Type 4: Examination 30%

COST

The course has a high internet commitment and students are expected to maintain an active internet account. Students must participate in excursions and activities outside of the school. Costs associated with these activities must be met by the students.

STUDY PATHWAY

This is a TAS subject and can be used for University and TAFE entrance.
## Information Technology

Information Processing & Publishing

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### Curriculum

- **THE ARTS**
  - ART
  - DRAMA
  - MUSIC
- **ENGLISH**
- **FLEXIBLE LEARNING**
- **HEALTH & PHYSICAL EDUCATION**
  - HEALTH & P.E.
- **HOME ECONOMICS**
- **HUMANITIES**
- **INFORMATION TECHNOLOGY**
  - INFORMATION PROCESSING & PUBLISHING
- **LANGUAGE**
- **MATHEMATICS**
- **SCIENCE**
- **TECHNOLOGY**
Year 10 Publishing and Presentation

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Steve Nicholls

COURSE DESCRIPTION
This course will develop touch typing skills. Students will use appropriate software programs to introduce them to the skills of Desktop Publishing.

COST
Additional printing and Internet credits may be required

ASSESSMENT TASKS
Students will aim for a typing speed of 25 words per minute for 5 minutes with 98% accuracy. Additional practical assignments will assess Desktop Publishing skills.

STUDY PATHWAY
Stage 1 Information Processing and Publishing
Information Processing & Publishing

Stage 1 Information Processing and Publishing A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Steve Nicholls

ASSUMED BACKGROUND

There are no specific entry requirements for the course: however your reading and writing skills and general maths concepts should be equivalent to a year 10 qualification.

LEARNING REQUIREMENTS

In this subject students are expected to:

Focus on the application of practical skills to provide creative solutions to text based communication tasks.

Students create both hard copy and electronic text-based publication and evaluate the development process.

Students use technology to design and implement information processing solutions and identify, choose and use the appropriate hardware and software to process, manage and communicate information in a range of contexts.

CONTENT

- Data Entry (Touch typing)
- Personal Publishing
- Assessment
- Practical Skills
- A range of tasks, 3-4 summative
- Design Brief – Product (Portfolio including examples from each of the Learning Requirements as set out in course work) and Documentation (evaluation of product design and final product).
- Issues Analysis of social and ethical use of technology (300 words)

COST

Students will be required to maintain an adequate level of printing and internet credit.

STUDY PATHWAY

Together with IPPB, this subject leads to Stage 2 Information Processing and Publishing
Stage 1 Information Processing and Publishing B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Steve Nicholls

ASSUMED BACKGROUND
There are no specific entry requirements for the course; however your reading and writing skills and general maths concepts should be equivalent to a year 10 qualification.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Focus on the application of practical skills to provide creative solutions to text based communication tasks.
• Students create both hard copy and electronic text-based publication and evaluate the development process.
• Students use technology to design and implement information processing solutions and identify, choose and use the appropriate hardware and software to process, manage and communicate information in a range of contexts.

CONTENT
• Digital Presentations
• Digital Publishing
• Assessment
• Practical Skills
• A range of tasks, 3-4 summative.
• Design Brief – Product (Portfolio including examples from each of the Learning Requirements as set out in course work) and Documentation (evaluation of product design and final product)
• Issues Analysis of social and ethical use of technology (300 words)

COSTS
Students will be required to maintain an adequate level of printing and internet credit.

STUDY PATHWAY
Together with IPPA, this subject leads to Stage 2 Information Processing and Publishing.
Stage 2 Information Processing And Publishing

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Steve Nicholls

COURSE DESCRIPTION
- Semester One Personal Information Processing.
  Learning and demonstrating a wide range of skills using a variety of software programs.
- Semester Two Desktop Publishing
  Includes proficiency with a range of software. There is an emphasis on Design and the Design Process. The theory tasks examine the design process and the practical tasks apply the design process to practical situations.

ASSESSMENT TASKS
Each unit of work has four assessment components:
- Practical Skills.
- Design and Skills Application.
- Issues Analysis.
- Technical and Operational Understandings.

COSTS
Students must maintain sufficient printing balance.

STUDY PATHWAY
Practical skills from this course are of great value in the presentation of written or published work in any further study.
## Information Technology

Information Technology is embedded in all subjects.

### Year 8
- Introduction to Multi Media

### Year 9
- Programming and Animation

### Year 10
- Information Technology
- Introduction to Multi Media

### Stage 1
- Information Technology is embedded in all subjects

### Stage 2
- Year 10

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**Languages**

- Mathematics
- Science
- Technology

**Curriculum**

- THE ARTS
  - ART
  - DRAMA
  - MUSIC
- ENGLISH
- FLEXIBLE LEARNING
- HEALTH & PHYSICAL EDUCATION
  - HEALTH & P.E.
- HOME ECONOMICS
- HUMANITIES
- INFORMATION TECHNOLOGY
  - INFORMATION PROCESSING & PUBLISHING
- INFORMATION TECHNOLOGY
Year 9 Information Technology

CONTACT PERSON: Mr Steve Nicholls

ASSUMED BACKGROUND
Information literacy is a large component of this course as students need to be able to follow written directions and make critical choices as well as document tasks effectively.

LEARNING REQUIREMENTS
• A Design and Technology subject.
• In this course students will be using industry standard programs to manipulate images. They will create a narrative using images they have modified and manipulated using computer based tools.
• Aspects of Multimedia are introduced and a short animated film is produced following design principles.
This course is designed to build on to skills acquired in the Year 8 course and to build a base for further studies in ICT.

ASSESSMENT
Students will:
• Develop a portfolio of examples of their work
• Plan, create and produce long term projects in teams and individually

COST
Some extra printing and internet balance may be required.

STUDY PATHWAY
Year 10 Programming and Animation
Year 10 Programming and Animation

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Steve Nicholls

COURSE DESCRIPTION
This course will focus on programming concepts, the use of various software packages to produce animation and the social implications of Information Technology. Learning Activities will include mainly practical tasks, some investigations and long-term projects.

PERSONAL REQUIREMENTS
• Interested in information technology
• Reading at a Year 10 level
• Enjoy working in a team

ASSESSMENT TASKS
Student’s achievements will be assessed using a variety of assignments that may include reports, investigative assignments, and projects.

COST
Additional printing and Internet credits may be required

STUDY PATHWAY
Certificate II ICT
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Languages - Japanese

Year 9 Japanese A & B

CONTACT PERSON: Ms Caron Williams / Ms Melanie Low

COURSE DESCRIPTION

This course aims to develop further the student's understanding and knowledge of Japanese script, both Hiragana and Katakana, vocabulary and structures. Students will be able to respond increasingly to different language situations and communicate in Japanese, using familiar structures and vocabulary from the textbook Mirai 2. In the second half of the year students will progress to text Mirai 3/4.

The skills are developed through the study of the following topics:

• Japanese Housing
• Everyday Life
• Restaurant
• Wants & Needs
• Locations
• Lifestyle Activities
• Katakana/Kanji

Student learning is promoted through participation in language activities, social interaction, group and individual work. Associated cultural aspects are studied. These include a restaurant visit.

COST

Student workbook $10.00. There may be excursion costs where relevant.
Year 10 Japanese A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Melanie Low

ASSUMED BACKGROUND
Successful completion of Year 9 Japanese

COURSE DESCRIPTION
Students use the text ‘Mirai’ 3/4 and travel around Japan with the famous band – ‘The Bugs’ learning about culture, festivals and language. They can use the text’s website to get first hand experiences of Japanese pop culture. Students will further develop their understanding of Japanese language through reading, writing, speaking and listening tasks related to their travels. They will extend their knowledge of the structure of the language and the writing scripts, including Kanji. Topics for study include: Concert in Kansai, Going to a Ninja House and Hanging out Together.

ASSESSMENT TASKS
There will be a variety of Assessment Tasks, including written, oral, role play, class and homework.

COST
Student workbook $10.00. There may be excursion costs where relevant.

STUDY PATHWAY
Year 10 Japanese B
Year 10 Japanese B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Melanie Lows
ASSUMED BACKGROUND
Successful completion of Japanese A.

COURSE DESCRIPTION
In semester 2 students will start to learn basic grammar structures and language functions required for SACE Stage 1. The textbook used for this at this level is Wakutha

ASSESSMENT TASKS
There will be a variety of Assessment Tasks, including written, oral, role play, class and homework.

COST
There may be excursion costs where relevant.

STUDY PATHWAY
Stage 1 Japanese A
Languages - Japanese

Stage 1 Japanese A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Caron Williams
ASSUMED BACKGROUND
Successful completion of Year 10 Japanese A and B

LEARNING REQUIREMENTS
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills by:
• interacting with others to exchange information in Japanese
• creating texts in Japanese for specific audiences
• analysing a range of texts in Japanese to interpret meaning
• examining relationships between language, culture, and identity
• reflecting on the ways culture influences communication.

CONTENT
This course has 3 themes:
• The Individual
• The Japanese speaking Communities
• The Changing World.
Within these three themes the three set topics below build on students’ prior knowledge, extending their understanding through the study of new grammar, kanji and vocabulary.
• Home-stay in Australia – comparisons of customs, etiquettes and lifestyles in Japan and Australia - understanding another culture in depth.
• Friends and Family – you and your friends - youth lifestyles, activities, hobbies and personalities
• My Neighbourhood – Japanese and Australian housing design

ASSESSMENT TASKS
Assessment will include:
• An Investigative Task – researching an aspect of Japanese culture
• Language based assessment - assessed through, simulated real work and travelling based situations including reading comprehensions, letters, diaries, tests, exams and oral presentations. These fall under the headings of interaction, text production, text analysis and investigation.

COST
Student work book - $30.00. There may be excursion costs where relevant

STUDY PATHWAY
Stage 2 Japanese
Languages - Japanese

Stage 1 Japanese B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Caron Williams
ASSUMED BACKGROUND
Successful completion of Stage 1 Japanese A.

LEARNING REQUIREMENTS
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills by:
- interacting with others to exchange information in Japanese
- creating texts in Japanese for specific audiences
- analysing a range of texts in Japanese to interpret meaning
- examining relationships between language, culture, and identity
- reflecting on the ways culture influences communication

CONTENT
This course has 3 themes:
- The Individual
- The Japanese speaking Communities
- The Changing World.
Within these three themes the three set topics below build on students’ prior knowledge, extending their understanding through the study of new grammar, kanji and vocabulary.
- Celebrations – Cultural events in Japan and how they celebrate them
- Excursions – places of interest in Japan, tourist attractions and traditional places
- School Life – hobbies, sports, school activities, futures and beyond

ASSESSMENT TASKS
Assessment will include
- An Investigative Task – researching an aspect of Japanese culture
- Language based assessment - assessed through, simulated real work and travelling based situations including reading comprehensions, letters, diaries, tests, exams and oral presentations. These fall under the headings of interaction, text production, text analysis and investigation.

COST
There may be excursion costs where relevant

STUDY PATHWAY
Stage 2 Japanese
Languages - Japanese

Stage 2 Japanese

LENGTH OF COURSE: Full Year

CONTACT PERSON: Ms Caron Williams

ASSUMED BACKGROUND
Successful completion of Stage 1 Japanese A and B.

LEARNING REQUIREMENTS
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

• Interact with others to exchange information, ideas, opinions, and experiences in Japanese
• Create texts in Japanese to express information, feelings, ideas, and opinions
• Analyse texts that are in Japanese to interpret meaning
• Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT
This course has 3 themes:

• The Individual
• The Japanese speaking Communities
• The Changing World.

The theme ‘The Individual’ enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme ‘The Japanese speaking Communities’ explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language. The theme ‘The Changing World’ enables students to explore change as it affects the world of work and other topics.

ASSESSMENT TASKS

School-based Assessment
Assessment Type 1: Folio 50%
Language based assessment - assessed through, simulated real work and travelling based situations including reading comprehensions, letters, diaries, tests, exams and oral presentations. These fall under the headings of interaction, text production, text analysis and investigation.
Assessment Type 2: In-depth Study 20%
An Investigative Task – researching an aspect of Japanese culture

External Assessment
Assessment Type 3: Examination 30%
Oral Exam (10%), Written Exam 20%

COST  Student work book - $30

STUDY PATHWAY  This subject is a TAS subject and can be used for University and TAFE pathways.
Mathematics

Year 9 Mathematics

CONTACT PERSON: Mr Harry Stassinopoulos

COURSE DESCRIPTION

This compulsory course is designed to build on concepts developed to the end of Year 8 and to prepare students for further development in Year 10 Mathematics.

The Australian Curriculum Mathematics Proficiency Strands of Understanding, Fluency, Problem Solving and Reasoning are covered across the content strands of:

Statistics & Probability, Number & Algebra, Measurement & Geometry

- Exploring, analysis and modelling data, measurement, number, pattern and algebraic reasoning,
- spatial sense and geometric reasoning

In particular, students study the following topics in year 9:

- Algebra, Chance and data, Solving linear equations, Percentages, Powers and indices, Pythagoras’ Theorem, Trigonometry, Measurement, Analytical Geometry, Plane geometry and solids, Networks and transformations

ASSESSMENT TASKS

Assessment takes the form of supervised tests, homework exercises, assignments and projects.

COSTS

Need to maintain a printing budget for computing as well as an internet balance. Students must have a TI84+ graphic calculator. Students also must maintain appropriate maths equipment such as ruler, compass and geoliner or protractor.

Please note that some students identified as having particular difficulties with Mathematics, may be presented with a modified program of work that focuses on practical and real life skills.
Mathematics

Year 10 Maths

**LENGTH OF COURSE:** One Semester
**CONTACT PERSON:** Mr Harry Stassinopoulos

Assumed Knowledge: Successful completion of year 9 Mathematics.

**COURSE DESCRIPTION**
The Australian Curriculum Mathematics Proficiency Strands of Understanding, Fluency, Problem Solving and Reasoning are covered across the content strands of:


Learning activities will include teacher instruction, investigations, homework, skills practice and practical tasks.

**ASSESSMENT TASKS**
Students’ achievement will be assessed using a variety of activities including assignments, investigations, projects and tests.

**COSTS**
Need to maintain a printing budget for computing as well as an internet balance. Students must have a TI84+ graphic calculator. Students also must maintain appropriate maths equipment such as ruler, compass and geoliner or protractor.

**STUDY PATHWAYS**
Successful completion of these units is acceptable background for the Standard Mathematics course in Semester 2. Completion to a high standard (A or B grade) is the required background for the Advanced Mathematics course in Semester 2.
Mathematics

Year 10 Mathematics (Advanced)

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Kim Evans
ASSUMED BACKGROUND: Attainment of an A or B grade in Year 10 General Mathematics.

COURSE DESCRIPTION
The Australian Curriculum Mathematics Proficiency Strands of Understanding, Fluency, Problem Solving and Reasoning are covered across the content strands of:
Topics covered include algebra, solving equations, powers and indices, simultaneous equations, algebra of quadratics, the quadratic function and deductive geometry. Learning activities will include teacher instruction, investigations, homework, skills practice and practical tasks.

ASSESSMENT TASKS
Students’ achievement will be assessed using a variety of activities including assignments, investigations, projects and tests.

COSTS
Need to maintain a printing budget for computing as well as an internet balance. Students must have a TI84+ graphic calculator. Students also must maintain appropriate maths equipment such as ruler, compass and geoliner or protractor.

STUDY PATHWAYS
Successful completion of these units is acceptable background for any Stage 1 Mathematics course. Completion to a high standard is the required background for Stage 1 Mathematics Theory A, B, C and D which are designed to lead to Stage 2 Mathematical Studies and Specialist Mathematics. See Stage 2 courses.
Year 10 Mathematics (Standard)

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Harry Stassinopoulos

COURSE DESCRIPTION

The Australian Curriculum Mathematics Proficiency Strands of Understanding, Fluency, Problem Solving and Reasoning are covered across the content strands of:

Topics covered include Trigonometry, Linear and Non-Linear Relationships, Money & Financial Matters, Pattern & Algebraic Reasoning, Geometric Reasoning.

Learning activities will include teacher instruction, investigations, homework, skills practice and practical tasks.

ASSESSMENT TASKS

Students’ achievement will be assessed using a variety of activities including assignments, investigations, projects and tests.

COST

Need to maintain a printing budget for computing as well as an internet balance. Students must have a TI84+ graphic calculator. Students also must maintain appropriate maths equipment such as ruler, compass and geoliner or protractor.

STUDY PATHWAY

Successful completion of this unit is acceptable background for Stage 1 SACE Units Mathematical Applications, Maths For Work & Life or Maths For Work (see Stage 1). Mathematical Applications A and B are designed to lead to Stage 2 Mathematical Applications, whereas Maths For Work and Maths For Work & Life are terminating subjects.
Mathematics

Stage 1 Pre-Specialist Maths D

LENGHT OF COURSE: One Semester (Semester 2)

CONTACT PERSON: Mr Kim Evans

ASSUMED BACKGROUND
Attainment of an A or B grade in Year 10 Advanced Mathematics B, and A or B grade in Maths Studies A & B (semester 1)
This is a required course for those students considering undertaking the stage 2 course Specialist Mathematics.

LEARNING REQUIREMENTS
In this subject, students are expected to:
Understand mathematical concepts and relationships, making use of electronic technology.
Recognise and apply the mathematical techniques.
Communicate mathematical reasoning and ideas.

CONTENT
The course contains three sections.
- Planar Geometry - investigates the properties of two dimensional figures, such as triangles and quadrilaterals.
- Circle Geometry involves investigating what properties are found when angles, lines, and polygons are created on and within circles
- Vectors - give students a different perspective on the study of how vectors are used.

Periodic Phenomena covers the algebraic and geometric properties of trigonometric functions. By studying these functions students gain insight into the methods by which such behaviour can be modelled mathematically, and see the connections between the ‘static’ and ‘dynamic’ applications of trigonometry.

ASSESSMENT TASKS
Assessment will include tests and folio work which will be used to assess the various components of the course.
There will be a ninety minute semester examination.

COST
- Have a TI84+ graphics calculator.
- Maintain a balance in computer printing budget.
- Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAY
Stage 2 Specialist Mathematics with successful completion of Stage 1 Maths Studies A, B & C with Stage 1 Maths Pre-Specialist D.
Mathematics

Stage 1 Maths Studies A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Kim Evans

ASSUMED BACKGROUND
Attainment of an A or B grade in Year 10 Advanced Mathematics B.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Understand mathematical concepts and relationships, making use of electronic technology.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The course contains three sections:
• Quadratic and Polynomial - examine mathematical models arising from many different situations that can be described algebraically using polynomial functions of degree 2, 3, or 4.
• Models of Growth - The mathematical models investigated include relationships that arise from real growth situations. With the use of electronic technology which fits curves to data automatically, students get the chance to compare their own models with a solution from another source.

ASSESSMENT TASKS
Assessment will include tests and folio work which will be used to assess the various components of the course.
There will be a ninety minute semester examination.

COST
Have a TI84+ graphics calculator.
Maintain a balance in computer printing budget.
Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAY
Stage 2 Mathematics Studies with successful completion of Stage 1 Maths Studies A, B & C.
Stage 2 Specialist Mathematics with successful completion of Stage 1 Maths Studies A, B & C with Stage 1 Maths Pre-Specialist D.
Mathematics

Stage 1 Maths Studies B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Kim Evans
ASSUMED BACKGROUND
Attainment of an A or B grade in Year 10 Advanced Maths B.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Understand mathematical concepts and relationships, making use of electronic technology.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The course contains three sections.
• Coordinate Geometry – involves the study of the relationships between points, lines, and sets of points (such as circles, hyperbolae, half-planes, and polygons). A mixture of numerical, graphical, and algebraic techniques is used to solve problems set.
• Functions and Graphs - emphasises describing, sketching, interpreting, and discussing the behaviour of graphs that arise from everyday situations with which the students would feel familiar.
• Mathematical Modelling and other Functions - students focus on describing and explaining the characteristics and behaviour of a graph in relation to the situation being modelled. Students rely heavily on the use of technology in the production of these graphs.

ASSESSMENT TASKS
Assessment will include tests and folio work which will be used to assess the various components of the course.
There will be a ninety minute semester examination.

COST
• Have a TI84+ graphics calculator.
• Maintain a balance in computer printing budget.
• Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAY
Stage 2 Mathematics Studies with successful completion of Stage 1 Maths Studies A, B & C.
Stage 2 Specialist Mathematics with successful completion of Stage 1 Maths Studies A, B & C with Stage 1 Maths Pre-Specialist D.
Mathematics

Stage 1 Maths Studies C

LENGTH OF COURSE: One Semester (Semester 2)

CONTACT PERSON: Mr Kim Evans

ASSUMED BACKGROUND
Attainment of an A or B grade in Year 10 Advanced Mathematics B, and an A or B grade in Stage 1 Maths Studies A & B (Semester 1).

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Understand mathematical concepts and relationships, making use of electronic technology.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The course contains three sections.
• Trigonometry - The combination of a system of measurement and triangular structures underpins much human enterprise in spatial contexts, whether in two or three dimensions. Since many of these problems can be reduced to the need to solve triangles, students must also have a good understanding of the methods they can use to do this.
• Mensuration - the problems used would be drawn from the contextual areas such as construction, design, navigation, and surveying. Students need to understand how measurements are made, and how reliable they are, and to find reasonable solutions to problems posed in these contexts.
• Statistics - In this topic students collect, organise, and analyse data, and present and interpret the analysis with a view to making conjectures. It is important that students have the skills to consider statistically supported arguments critically, so that they can make informed decisions.
• Networks and Matrices - are used for planning in many everyday contexts. Consider the problem of finding the most efficient route for delivering the mail along a network of roads. Students are led into study of this type by being given a range of problems posed in real contexts.

ASSESSMENT TASKS
Assessment will include tests and folio work which will be used to assess the various components of the course. There will be a ninety minute semester examination.

COST
• Have a TI84+ graphics calculator.
• Maintain a balance in computer printing budget.
• Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAY
Stage 2 Mathematics Studies with successful completion of Stage 1 Maths Studies A, B & C.
Stage 2 Specialist Mathematics with successful completion of Stage 1 Maths Studies A, B & C with Stage 1 Maths Pre-Specialist D.
Mathematics

Stage 1 Maths Applications A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Bronwyn Tucker / Mr David Steele

ASSUMED BACKGROUND
Attainment of an A or B grade in Year 10 Mathematics A and B, or successful completion of Year 10 Advanced Mathematics B.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Understand mathematical concepts and relationships, making use of electronic technology.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.
• The use of spreadsheets in central to a significant part of the course work.

CONTENT
The course contains three sections.
• Earning and Spending deals with applications of percentage, wages and salaries, payment of accounts and budgeting.
• Measurement involves perimeter, area, surface area, volume and capacity.
• Networks and Matrices involves the construction of matrices to solve problems in practical situations by using a mathematical model.

ASSESSMENT TASKS
Assessment will include test, folio work and end of semester exam which will be used to assess the various components of the course.

COST
• Have a TI84+ graphics calculator.
• Maintain a balance in computer printing budget.
• Students also must maintain appropriate maths equipment such as ruler, compass and geoliner

STUDY PATHWAY
Together with Stage 1 Mathematics Applications B, this leads to Stage 2 Mathematics Applications.
Mathematics

Stage 1 Maths Applications B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Bronwyn Tucker / Mr David Steele

ASSUMED BACKGROUND: Attainment of an A or B grade in Stage 1 Mathematics Applications A, or completion of Stage 1 Maths Studies A or B.

LEARNING REQUIREMENTS
In this subject, students are expected to:

• Understand mathematical concepts and relationships, making use of electronic technology.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The course contains three sections.

• Saving and Borrowing apply the concepts of simple interest and compound interest in investing and borrowing money.
• Trigonometry requires students to use measurements techniques, especially trigonometry, in solving problems.
• Statistics requires the students to use a variety of techniques to determine statistical measurements enabling interpretation of data to occur.

The use of spreadsheets is central to a significant part of the course work.

ASSESSMENT TASKS
Assessment will include tests and folio work which will be used to assess the various components of the course.
There will be a ninety minute semester examination.

COST
• Have a TI84+ graphics calculator.
• Maintain a balance in computer printing budget.
• Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAY
Together with Maths Applications A this leads to Stage 2 Mathematics Applications.
Mathematics

Stage 1 Maths for Life and Work

LENGTH OF COURSE: 1 Semester

CONTACT PERSON: Mr David Steele

ASSUMED BACKGROUND

None.

LEARNING REQUIREMENTS:

In this subject, students are expected to:

• Understand mathematical concepts and relationships, making use of electronic technology as appropriate.

• Recognise and apply the mathematical techniques.

• Communicate mathematical reasoning and ideas.

CONTENT

The structure, content and assessment will focus on the basic maths skills appropriate to everyday life and work including such things as shopping, budgeting, paying bills, phone plans, measuring, transport, timetables, world time, travel, time-management, project costing, etc.

ASSESSMENT TASKS

Assessment will include skills and applications tests and a folio task journal which will be used to assess the various components of the course.

COSTS

• Maintain a balance in computer printing budget.

• Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAYS

Together with Maths for Work, this supports students who are trying to enter the workforce or undertake TAFE certificate or apprenticeship courses, enabling them to achieve the required SACE Numeracy unit.
Mathematics

Stage 1 Maths for Work

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr David Steele
ASSUMED BACKGROUND
None.
LEARNING REQUIREMENTS:
In this subject, students are expected to:
• Understand mathematical concepts and relationships, making use of electronic technology as appropriate.
• Recognise and apply the mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The structure, content and assessment will be negotiated with the students and will focus more specifically on the maths skills required across a range of careers and trades such as Automotive, Beauty Therapy, Building & Carpentry, Business Administration, Child Care, Electrical, Hair Dresser, Hospitality, Plumbing and Retail.
The course contains various sections which may include:
• Pre-apprenticeship test deals with those numeracy requirements, specific to a range of different trade and other career pathways
• Measurement involves perimeter, area, surface area, volume and capacity.
• Geometry and Mensuration involves perimeter, area, surface area, volume and capacity.
• Saving and Borrowing investigates the costs of borrowing money and an examination of the effects of changing interest rates, payments and terms on investment/borrowed balances.

ASSESSMENT TASKS
Assessment will include skills and applications tests and a folio task journal which will be used to assess the various components of the course.

COSTS
Maintain a balance in computer printing budget.
Students also must maintain appropriate maths equipment such as ruler, compass and geoliner.

STUDY PATHWAYS
Together with Maths for Life & Work, this supports students who are trying to enter the workforce or undertake TAFE certificate or apprenticeship courses, enabling them to achieve the required SACE Numeracy unit.
Mathematics

Stage 2 Specialist Maths

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Kim Evans

ASSUMED BACKGROUND
Achievement of a B grade or better in Stage 1 Specialist Maths D or a written subject teacher recommendation is required for this subject.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Understand mathematical concepts and relationships
• Make use of electronic technology.
• Recognise and apply mathematical techniques.
• Communicate mathematical reasoning and ideas.

CONTENT
The course contains five sections:
• Vectors & Geometry – the study of geometry and vectors in three dimensions.
• Complex Numbers - Complex Number system and its use in finding imaginary solutions.
• Polynomials – quadratics, cubics and the exponential function with a trig focus.
• Calculus – the study of rates of change and their trigonometrical applications.
• Differential Equations – study and solution of differential equations.

ASSESSMENT TASKS
School Based Assessment
Assessment type one: Folio 20%
Two assessment pieces which take the form of an investigation or analysis.
Assessment type two: Skills Assessment Tasks 50%
Five assessment pieces which provide evidence of the student’s learning and knowledge.

External Assessment
Three hour exam set out in parts A, B and C 30%

COST
Revision guide to be paid for during term 1 (approx. $24). Students must have a TI84+ graphics calculator. Students must maintain appropriate maths equipment such as ruler, geoliner and graph paper.

STUDY PATHWAY
This is a TAS subject so can be used for University and TAFE entrance.
Stage 2 Mathematical Studies

LENGTH OF COURSE: Full Year

CONTACT PERSON: Ms Adel Messa / Mr Kim Evans

ASSUMED BACKGROUND
Achievement of a B grade or better in Stage 1 Mathematics Theory A, B and C is recommended for this subject.

COURSE DESCRIPTION
Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Topics
• Topic 1: Working with Statistics
• Topic 2: Working with Functions and Graphs Using Calculus
• Topic 3: Working with Linear Equations and Matrices.

ASSESSMENT TASKS
• The school based assessment consists of Skills and application tasks (45%) and Folio (25%).
• External Examination (30%)

COST
Maintenance of a printing budget for computing as well as internet balance. Revision guide to be paid for during term 1 (approx. $24). Students must have a TI84+ graphics calculator.

STUDY PATHWAY
This is a TAS subject so can be used for University and TAFE entrance.
Mathematics

Stage 2 Mathematical Applications

LENGTH OF COURSE: Full Year

CONTACT PERSON: Ms Bronwyn Tucker / Mr David Steele

ASSUMED BACKGROUND

Achievement of a C grade or better in Stage 1 Maths Theory A, B & C or a B grade or better in Stage 1 Mathematical Applications A and B or a written subject teacher recommendation is required for this subject.

COURSE DESCRIPTION

This subject aims to develop in students the ability to use and appreciate the possibilities and limitations of mathematics as a tool in solving practical problems and appreciate the business applications of mathematics. Students develop skills in organising information, developing strategies, interpreting results, the use of a variety of mathematical techniques and fosters the acquisition of the skills and knowledge needed to successfully participate in today's society. Four topics will be studied. These are selected by the teacher from the following list. Applied Geometry, Matrices, Statistics and Investments and Loans.

ASSESSMENT TASKS

Student achievement will be assessed using a variety of activities including, investigations, and tests for each topic plus an external mid year (2 unit) and an external (2 unit) end of year exam.

COST

Have a TI84+ graphics calculator.

Maintain a balance in computer printing budget as well as an internet balance. Revision guide (approx. $22).

STUDY PATHWAY

This is a TAS subject so can be used for University and TAFE entrance.
### Science

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<th>Stage 1 Sem 1</th>
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<td>Science</td>
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<td>Biology A</td>
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<td>Marine Studies</td>
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<td>Trade Physics</td>
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Students can only do one semester from each of Psychology, Marine Studies or Trade Physics. However, students wishing to enrol in Stage 2 Psychology must successfully complete 2 semesters of Science.

(Note: the combination of Marine Studies and Trade Physics leads ONLY to Scientific Studies at Stage 2). Students must do BOTH Physics A & B and Biology A & B to do respective subject at Stage 2.

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<th>Year 8</th>
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Science

Year 9 Science

CONTACT PERSON: Mr Harry Stassinopoulos

COURSE DESCRIPTION

This course continues from earlier science courses in concentrating on:

- Acquiring scientific knowledge through experiments, field activities, Information Technology and printed resources.
- Understanding science and problem solving.
- Experimental design, examination of issues and technological applications.

Communicating science knowledge through a variety of presentation modes including oral and written and the use of Information technology.

This course covers four main themes:

- Matter
- Earth and Space
- Energy Systems
- Life Systems
- Topics for study include:
  - Acids and bases
  - Ecosystems
  - Reactions
  - Light and Sound
  - Everyday substances
  - Electricity
  - Physiology
  - The Dynamic earth
  - Life From the Past
  - Microbes
  - Cells
  - Responding in plants and animals
  - The Universe

ASSESSMENT TASKS

Assessment will be by topic tests, practical skills and reports, assignments (including various presentation methods) and a range of presentation techniques.
Year 10 Science

LENGTH OF COURSE: Full Year

CONTACT PERSON: Mr Harry Stassinopoulos

COURSE DESCRIPTION
This course covers four main themes – Biological Science, Earth & Space Science, Chemical Science, Physical Science.
Topics Covered are Chemical reactions, Metals and non-metals, Genetics, Species survival, Motion and Communications technology.

ASSESSMENT TASKS
Students will be assessed using tests, posters and models, assignments, practical assessment, research and various presentation methods.

COST
There may be costs for excursions where appropriate.

STUDY PATHWAY
Stage 1 Physics, Chemistry, Scientific Studies, Marine Studies and Life Studies.
Science

Stage 1 Biology A

LENGTH OF COURSE: One Semester
CONTACT PERSON: Ms Margaret Donohue
ASSUMED BACKGROUND
Successful completion of Year 10 Science.

LEARNING REQUIREMENTS
In this subject, students are expected to
• identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
• design and conduct individual and collaborative biological investigations
• manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations
• select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical, and environmental issues
• communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
• demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

CONTENT
The course contains three topics:
• Adaptations/Evolution – how organisms have become adapted to their environment over time
• Human physiology – the structure and function of the digestive system and the role of enzymes in digesting food
• Classification – the organisation and grouping of living things

ASSESSMENT TASKS
Assessment will include:
• an investigation portfolio, with students completing practical investigations and issues investigations.
• skills and application tasks, extended response, tests, end of semester exam

COST
There may be excursion costs where relevant.

STUDY PATHWAYs
Stage 2 Biology or Scientific Studies.
Stage 1 Biology B

LENGTH OF COURSE: One Semester

CONTACT PERSON: Ms Margaret Donohue

ASSUMED BACKGROUND
Successful completion of Year 10 Science.

LEARNING REQUIREMENTS
In this subject, students are expected to
• identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
• design and conduct individual and collaborative biological investigations
• manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations
• select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical, and environmental issues
• communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
• demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

CONTENT
The course contains three topics:
• Genetics and Genetic Engineering — structure and function of cells in relation to manipulating DNA
• Human physiology — the structure and function of circulatory and respiratory systems.
• Australian Ecology — interactions of organisms in the Australian environment including human impact

ASSESSMENT TASKS
Assessment will include:
• an investigation portfolio, with students completing practical investigations and issues investigations.
• skills and application tasks, tests, end of semester exam

COST
There may be excursion costs where relevant.

STUDY PATHWAYs
Stage 2 Biology or Scientific Studies.
Science

Stage 1 Chemistry A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Rod Roe

ASSUMED BACKGROUND
Successful completion of Year 10 Science with at least a B level.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Demonstrate knowledge and understanding of Chemical concepts
• Demonstrate understanding of Equations
• Application of graphing skills
• Demonstrate knowledge and understanding of Chemical Calculations and significant figures
• Investigate physical and chemical properties of elements and compounds by carrying out practicals
• Demonstrate experimental design skills
• Investigate the environmental concerns.
• Appreciate the environmental impact of human activity.
• Appreciate the importance of chemistry in the modern world

CONTENT
• Matter (Atoms, Elements, Periodic Table, Metals/Non-metals)
• Compounds (Molecules, Ions, Lattices)
• Chemical Amounts (Involving complex mathematic calculations)
• Carbon/Organic Chemistry (Different groups of compounds, naming, properties)

ASSESSMENT TASKS
• Investigations Folio- Practical Reports and Research Assignment
• Skills and Applications Tasks- Tests and Exam

STUDY PATHWAY
Together with Chemistry B, this subject leads to Stage 2 Chemistry.
Science

Stage 1 Chemistry B

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Rod Roe
ASSUMED BACKGROUND
Successful completion of Stage 1 Chemistry A.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Demonstrate knowledge and understanding of Chemical concepts
• Demonstrate understanding of Equations
• Application of graphing skills
• Demonstrate knowledge and understanding of Chemical Calculations and significant figures
• Investigate Chemical concepts by carrying out practicals
• Demonstrate experimental design skills
• Investigate the environmental concerns.
• Appreciate the environmental impact of human activity.
• Appreciate the importance of chemistry in the modern world.

CONTENT
• Water- (Properties, Chemical Structure, Solubility of substances, Water quality, Concentrations {involving sophisticated calculations}, Environmental concerns)
• Acids & Bases- (Measuring Acidity, pH, Environmental concerns, Reactions with metals and each other, Neutralisation reactions)
• Atmosphere- (Gases of air, Reduction & Oxidation reactions, Equations, Electrochemistry, and Corrosion)

ASSESSMENT
• Investigations Folio - Practical Reports and Research Assignment
• Skills and Applications Tasks - Tests and Exam

STUDY PATHWAY
Completion of this unit, together with Chemistry A, leads to Stage 2 Chemistry.
Stage 1 Marine Studies

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Bill Round

ASSUMED BACKGROUND
Successful completion of Year 10 Science.

LEARNING REQUIREMENTS
In this subject students are expected to:
• participate in and report on field activities and practical tasks
• design and conduct biological investigations and gather evidence from their investigations
• extract information from a variety of sources and explore a range of biology-related issues
• demonstrate an understanding that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies

CONTENT
This course involves:
• Marine Biology focuses on the captive and natural marine environments to explore the relationships of plant, animal and microbial life with the non-living and biological factors that affect them.
• Students learn about the cellular and overall structures and functions of a range of organisms.
• They have an opportunity to participate in field activities, engage with the work of biologists, and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.
• Connections between marine studies, medical research, biodiversity, recreation, tourism and environmental health are considered.

The topics included in this semester course include areas of marine studies that relate to Cellular Biology, Physiology, and Ecology.

ASSESSMENT TASKS
Assessment will include:
• an investigation portfolio, with students completing practical investigations and issues investigations
• skills and application tasks including: an oral report, an extended response, topic tests and laboratory work
• an end of semester examination.

COST
Nil

STUDY PATHWAY
In combination with Stage 1 Trade Physics or Psychology it may lead to Stage 2 Scientific Studies.
Science

Stage 1 Physics A

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Steve Blenkinsop

ASSUMED BACKGROUND

Successful completion at a B level or higher of Year 10 Science.

LEARNING REQUIREMENTS

In this subject students are expected to:

• identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics
• represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
• select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues
• communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

CONTENT

This course contains three topics:

• The nature of Light and Waves.
• Electricity for living.
• How things move.

ASSESSMENT TASKS

• Investigations Folio- Practical Reports and Research Assignment
• Skills and Applications Tasks- Tests and Exam

COST

Nil

STUDY PATHWAY

Stage 1 Physics B
**Science**

**Stage 1 Physics B**

**LENGTH OF COURSE:** One Semester  
**CONTACT PERSON:** Mr Steve Blenkinsop  
**ASSUMED BACKGROUND**  
Successful completion at a B level or higher of Year 10 Science and Physics A.  

**LEARNING REQUIREMENTS**  
In this subject students are expected to:  
- identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics  
- design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics  
- represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills  
- select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues  
- communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics  
- demonstrate and apply knowledge and understanding of physics to a range of applications and problems.  

**CONTENT**  
This course contains three topics:  
- The hot and cold world.  
- Magic of magnetism.  
- Why things move.  

**ASSESSMENT TASKS**  
- Investigations Folio- Practical Reports and Research Assignment  
- Skills and Applications Tasks- Tests and Exam  

**COST**  
Nil  

**STUDY PATHWAY**  
Together with Physics A, this subject leads to Stage 2 Physics.
Stage 1 Trade Physics

LENGTH OF COURSE: One Semester

ASSUMED BACKGROUND
Successful completion of Year 10 Science.

CONTACT PERSON: Mr Steve Blenkinsop

LEARNING REQUIREMENTS
In this subject students are expected to:

• identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics
• represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
• select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues
• communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

CONTENT
This course caters for students with an interest in physical science and its impact on trade applications and is designed to cater for students with a range of abilities. This course does not lead to further Physics studies in year 12 but allows students to learn the more general physics concepts relating to various trade areas such as Automotive, Building & Carpentry, Electrical, Plumbing and Retail.

This course contains four topics

• Concrete: Measurement and Forces
• Electricity
• Machine Technology
• Flight

ASSESSMENT TASKS
• Assessment will include Skills and Applications Tasks but predominately
• Practical Reports and a Research Assignment.

COSTS
• $100 for students wanting to take their RC aircraft home
• Maintain a balance in computer printing and internet access budget
• Students also must maintain appropriate equipment such as ruler, compass and geoliner.

STUDY PATHWAYS
This subject is designed to support possible Tafe certificate and apprenticeship courses.
In combination with Stage 1 Marine Biology or Psychology it may lead to Stage 2 Scientific Studies.
Stage 1 Psychology

LENGTH OF COURSE: One Semester

CONTACT PERSON: Miss Mel Brown

ASSUMED BACKGROUND
Successful completion of Year 10 Science.

LEARNING REQUIREMENTS
In this subject students are expected to:

• Demonstrate knowledge and understanding of the scientific method by the collection and analysis of quantitative and qualitative data

• Apply a range of skills, including following instructions, designing research, obtaining information, analysing data and drawing conclusions, showing their knowledge and applying it to unfamiliar situations, communicating knowledge in a variety of forms, and applying knowledge and skills to make informed decisions

• Demonstrate ability to collaborate and negotiate aspects of the work covered with the teacher as well as other students

CONTENT
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life. The topics covered in this semester course include: Introduction to Psychology, Social Behaviour and Brain and Behaviour.

ASSESSMENT TASKS
One Semester of Stage 1 Psychology is studied as a 10-credit subject. Students demonstrate evidence of their learning through the following assessment types; Investigations Folio, Skills and Applications Tasks and a 90 minute Semester examination, which will involve practical activities as well as written and oral reports.

COST
No major fees are involved with this course. However opportunities for excursions may arise which would involve minor expenses to cover transport costs

STUDY PATHWAY
This subject leads to Stage 2 Psychology.
In combination with Stage 1 Marine Biology or Trade Physics it may lead to Stage 2 Scientific Studies.
Stage 2 Biology

LENGTH OF COURSE: Full year

CONTACT PERSON: Ms Margaret Donohue

ASSUMED BACKGROUND
Achievement of a B grade or better for two Stage 1 Sciences (Biology, Chemistry, Physics, Psychology) or a written subject teacher recommendation is recommended for this subject.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Participate in practical activities
• Design and undertake investigations
• Obtain information from a variety of sources
• Critically analyse and evaluate information, procedures, and materials
• Demonstrate knowledge and understanding of biological concepts
• Solve a variety of biological problems
• Understand how knowledge of biology can be used to make informed decisions at the personal, social, and global levels
• Use biological terms and conventions correctly
• Communicate effectively in a variety of forms

CONTENT
Stage 2 Biology is a 20-credit subject in which the topics are prescribed. The subject outline is organised around the following four themes:
• Macromolecules • Cells
• Organisms • Ecosystems

ASSESSMENT TASKS
School-Based Assessment
Investigations Folio (40%) – Students undertake at least 3 practical investigations and at least one issues investigation to include in the folio.
Skills and Application Tasks (30%) – Students use their knowledge and understanding of relevant biological ideas, facts, and relationships to complete at least 3 tasks.
At least one investigation or skills and applications task should involve collaborative work.

External Assessment
Students undertake one 3 hour examination (30%)

COST
$56 covers the Biology Workbook, Practical Manual and Exam Revision Workbook

STUDY PATHWAYS
This subject is a TAS subject and can be used for University and TAFE entrance.
Stage 2 Psychology

LENGTH OF COURSE: Full year
CONTACT PERSON: Miss Mel Brown

ASSUMED BACKGROUND
Achievement of a B grade or better in two semesters of Stage 1 science subjects (excluding Marine Studies and Scientific Studies) or written recommendation from subject teacher.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• explain the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups of people
• analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
• demonstrate an understanding of ethical research by undertaking and evaluating guided investigations
• make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and by presenting particular points of view, giving examples of the thinking and reasoning behind them
• demonstrate organisation and critical reflection in the application of psychological principles, taking into account ethical considerations
• search for, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in a range of contexts
• undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

CONTENT
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. The course consists of six topics:
• Introduction to Psychology
• Social Cognition
• Learning
• Personality
• Psychobiology of Altered States of Awareness
• Healthy Minds

ASSESSMENT TASKS
School Based Assessment
Investigations Folio 30%
Skills and Applications Tasks 40%
External Assessment
Examination 30%

STUDY PATHWAY
This subject is a TAS subject and can be used for University and TAFE entrance.
Science

Stage 2 Scientific Studies

LENGTH OF COURSE: Full year

CONTACT PERSON: Ms Margaret Donohue

ASSUMED BACKGROUND

Successful completion of a Stage 1 Science subject.

LEARNING REQUIREMENTS

In this subject, students are expected to:

• identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
• design and conduct collaborative and individual scientific investigations
• use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
• select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues
• communicate their knowledge and understanding of scientific concepts using scientific literacy skills
• demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

CONTENT

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues.

Students’ interests are explored and used to determine potential themes and topics for study. Once negotiated, the theme or themes will provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

Topics often include microbiology, vaccination, disease, food and digestion, circulatory and respiratory systems and related diseases, and forensic science.

ASSESSMENT TASKS

School Based Assessment
Investigations Folio 40%
Skills and Applications Tasks 30%

External Assessment
Practical Investigation 30%

COST

There may be additional costs for excursions where appropriate.

STUDY PATHWAY

This subject is a TAS subject and can be used for University and TAFE entrance.
Stage 2 Physics

LENGTH OF COURSE: Full year

CONTACT PERSON: Mr Steve Blenkinsop

ASSUMED BACKGROUND

Achievement of a B grade or better at Stage 1 or a written subject teacher recommendation is recommended for this subject.

LEARNING REQUIREMENTS

In this subject, students are expected to:

• identify and formulate questions, hypotheses, concepts, and purposes that guide investigations in physics
• design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices and by observing, recording, and interpreting the phenomena of physics
• represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
• select, analyse, and critically evaluate the evidence of physics from different sources, and present informed conclusions or decisions on contemporary physics applications
• communicate knowledge and understanding of the concepts and information of physics using appropriate physics terms and conventions
• demonstrate and apply knowledge and understanding of physics to a range of applications and problems.

CONTENT

Stage 2 Physics is a 20-credit subject in which the topics are prescribed and is organised into four sections. Each section is divided into four topics. Each topic includes an application.

Motion in Two Dimensions
• Projectile Motion, Uniform Circular Motion, Gravitation and Satellites. Momentum in Two Dimensions

Electricity and Magnetism
• Electric Fields, The Motion of Charged Particles in Electric Fields, Magnetic Fields, The Motion of Charged Particles in Magnetic Fields

Light and Matter
• Electromagnetic Waves, The Interference of Light, Photons, Wave Behaviour of Particles

Atoms and Nuclei
• The Structure of the Atom, The Structure of the Nucleus, Radioactivity, Nuclear Fission and Fusion

ASSESSMENT TASKS

School-based Assessment
• Assessment Type 1: Investigations Folio 40%
• Assessment Type 2: Skills and Applications Tasks 30%

External Assessment
• Assessment Type 3: Examination 30%

COST

SASTA Physics study guide

STUDY PATHWAY

This subject is a TAS subject and can be used for University and TAFE entrance.
Stage 2 Chemistry

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Rod Roe
ASSUMED BACKGROUND
Achievement of a B grade or better in two semesters of Stage 1 Chemistry or written recommendation from the subject teacher.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
• formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
• demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
• develop possible solutions to a variety of problems in chemistry in new or familiar contexts
• critically analyse and evaluate chemical information and procedures from different sources
• communicate in a variety of forms using appropriate chemical terms and conventions.

CONTENT
• Elemental and Environmental Chemistry (The Periodic Table, Cycles in Nature, Greenhouse Effect, Acid Rain, Photochemical Smog, Water Treatment)
• Analytical Techniques (Volumetric Analysis, Chromatography, Atomic Spectroscopy
• Using and Controlling Reactions (Measuring Energy Changes, Fuels, Electrochemistry, Rate of Reaction, Chemical Equilibrium, Chemical Industry, Metal Production
• Organic and Biological Chemistry (Systematic Nomenclature, Physical Properties, Chemical Properties)
• Materials (Polymers, Silicates, Cleaning Agents)

ASSESSMENT TASKS
School Based Assessment
Investigations Folio (Practical & Research Assignment) 40%
Skills and Applications Tasks (tests) 30%

External Assessment
Examination 30%

STUDY PATHWAY
This subject is a TAS subject and can be used for University and TAFE entrance
## Curriculum Technology

### Subjects Offered:

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<tr>
<td>Creative Photography</td>
<td>All subjects are a full year.</td>
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**THE ARTS**
- Art
- Drama
- Music

**ENGLISH**

**FLEXIBLE LEARNING**

**HEALTH & PHYSICAL EDUCATION**
- Health & P.E.

**HOME ECONOMICS**

**HUMANITIES**

**INFORMATION TECHNOLOGY**
- Information & Publishing
- Information Technology

**LANGUAGES**

**MATHEMATICS**

**SCIENCE**

**TECHNOLOGY**
Technology

Year 9 Construction Technology

CONTACT PERSON: Mr Peter Wheatland

COURSE DESCRIPTION
Students will be able to broaden their knowledge of Construction through a range of technologies such as Woodwork, Metalwork, Plastics and Electronics by participating in a range of practical activities. Students will be instructed in the safe use of equipment and processes including portable power tools, fixed machines, oxy-welding equipment, moulding processes, control technologies and the construction of electronic circuits. (processes dependent on workshop availability)

ASSESSMENT TASKS
Students will use and be assessed on the four stages of the design process, to develop their ideas, solve problems, manufacture their product and assess their outcomes.

COST
There will be material fees associated with this subject of $20.
Technology

**Year 9 Photography & Graphics**

**CONTACT PERSON:** Mr Peter Wheatland

**COURSE DESCRIPTION**
Students will study Photography and Computer Graphics as a communication tool. Photography skills include the digital camera, camera craft, composition and the use of Photoshop to produce a product. Computer Graphics consists of manual and CAD drawing, covering topics including isometric drawing, 3D modeling, drawing layout, assembly and animation.

**ASSESSMENT TASKS**
Assessment topics include the design aspect, presentation and skills/concepts understanding.

**COST**
There is printing associated with this course, so a print balance will be required.
Technology

Year 10 Computer Graphics

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Peter Wheatland

COURSE DESCRIPTION

Students will further develop their skills in three dimensional solid modelling using the latest industry standard software (AutoDesk Inventor) to produce 3-D models, isometric drawing, orthogonal drawing, surface rendering and presentation (animation) techniques. Learning activities will include the latest Computer Aided Drafting techniques.

ASSESSMENT TASKS

All practical work will be assessed against given criteria and home research assignments will be marked to assess knowledge and understandings. Students will use the design process in their major work.

COST

Approximately $20 for colour printing.

STUDY PATHWAY

VET courses and Computer Graphics Stage 1
Technology

Year 10 Electronics

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Glenn Langley

COURSE DESCRIPTION

Students will further develop their skills in soldering techniques and construction of electronic circuit boards. Projects involve skills/concepts from digital, audio and integrated circuit technologies. Subject content includes component identification, reading circuit drawings and fault finding.

ASSESSMENT TASKS

All practical work will be assessed against given criteria and home research assignments will be marked to assess knowledge and understandings.

COST

Material and component costs are generally between $30 and $40.

STUDY PATHWAY

VET courses and Electronics Stage 1
Year 10 Photography & Video

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Richard Keane

COURSE DESCRIPTION

This course includes:

• Still and video camera techniques – operating a variety of cameras (including DSLR), understanding and using light, rules of composition, manipulating depth of fields, adjusting white balance and recording audio.

• Portraiture basics – Studio and outdoor lighting techniques. Composition and shooting practices. Understanding and using standard shot types.

• Digital imaging – Cropping, resizing, colour correcting, fixing faults, basic image manipulation, use of special effects, toning and adding text.

• Graphic design – Poster design and production techniques.

• Video editing techniques – inputting, cutting, mixing and adjusting both audio and video. Creating project management practices.

ASSESSMENT TASKS

Students will be required to undertake a variety of still / video shooting, editing, graphic design and theory tasks.

COST

Approximately $10 for colour printing and consumables.

STUDY PATHWAY

Stage 1 Photo & Video
Stage 1 Creative Photography
Stage 1 Film Making
Stage 2 Photography
Year 10 Metal Construction

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Michael Foutoulis

COURSE DESCRIPTION

Students work with a wide range of both sheet and solid metals. The course develops students’ skills in Safety, bench work, hand and power tools, electric welding, gas welding and machining. Students will be given the opportunity to design and manufacture suitable projects of their choice.

ASSESSMENT TASKS

All practical work will be assessed against given criteria. Home research assignments will be marked to assess knowledge and understandings. Students will use the design process in their major project.

COST

Materials costs are generally between $50 and $75.

STUDY PATHWAY

VET courses and Metal construction Stage 1
Year 10 Wood Construction

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Peter Wheatland

COURSE DESCRIPTION
This is a course that enables students to gain a basic understanding of the skills, knowledge, materials and processes associated with woodworking. Projects involving framed construction using solid timber form the basis of the course with safety, individual design and problem solving given a major emphasis. Some creative woodturning of the student’s choice could be included if time allows.

ASSESSMENT TASKS
All practical work will be assessed against given criteria and home research assignments will be set as needed.

COST
Material costs are generally between $50 to $110.

STUDY PATHWAY
VET courses and Furniture Construction Stage 1
Technology

Stage 1 Computer Graphics

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Peter Wheatland

ASSUMED BACKGROUND
Preferred successful completion of Year 10 Computer Graphics.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Investigate the design concepts and production techniques of existing products.
• Create, modify, and design three Dimensional Drawings and models.
• Use the design process to gather, analyse and apply information to solve problems.

CONTENT
Students will further develop their skills in three dimensional solid modelling using the latest industry software (Inventor) to produce 3-D models, isometric drawing, orthogonal drawing, surface rendering and presentation (animation) techniques. Learning activities will include the latest Computer Aided Drafting Techniques.

ASSESSMENT TASKS
Skills and Applications Task  20%.
Folio     20%.
Products and Evaluation  60%

COST
Colour and B&W printing for presentation - $20 to $25.

STUDY PATHWAY
Stage 2 Computer Graphics course or related TAFE courses.
Technology

Stage 1 Electronics

LENGTH OF COURSE: One Semester
CONTACT PERSON: Mr Glenn Langley
ASSUMED BACKGROUND
Preferred successful completion of Year 10 Electronics.
LEARNING REQUIREMENTS
In this subject, students are expected to:
• Investigate the purpose, design concepts and production techniques of existing products.
• Create, test, modify, design ideas for a project.
• Recognise and use different components to make projects safely.
• Use the design process to solve problems.
CONTENT
Students will construct their own electronic projects. Activities will include circuit board construction, parts identification, understanding circuit diagrams, construction skills, fault finding and chassis construction. Projects could include the strobe, alarm and siren.

ASSESSMENT TASKS
Skills and Application task  20%
Folio  20%
Products and evaluation  60%

COST
Project material costs of $50 to $100.

STUDY PATHWAY
This course leads to Stage 2 Electronics or related TAFE courses.
Technology

Stage 1 Furniture Construction

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Peter Wheatland

ASSUMED BACKGROUND

Preferred successful completion of Year 10 Wood Construction.

LEARNING REQUIREMENTS

In this subject, students are expected to:

• Investigate the purpose, design concepts and production techniques of existing furniture.
• Use the design process to gather, analyse and apply information to solve problems.
• Use a range of appropriate skills, procedures and techniques.
• Examine the impact of workshop practices and products on the safety of individuals.

CONTENT

This unit of work gives students the opportunity to design, plan and construct items of furniture using manufactured boards (Veneered Particle board) and solid pine. Emphasis is placed on the safe use of power machinery and portable power tools.

ASSESSMENT TASKS

<table>
<thead>
<tr>
<th>Skills</th>
<th>20%</th>
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<tbody>
<tr>
<td>Design Folio</td>
<td>20%</td>
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<tr>
<td>Project and evaluation</td>
<td>60%</td>
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</tbody>
</table>

COST

Project material costs of approximately $70 to $140.

STUDY PATHWAY

This course leads to Stage 2 Furniture Construction or related TAFE courses.
Technology

Stage 1 Metal Construction

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Tony Nicholls

ASSUMED BACKGROUND

Preferred successful completion of Year 10 Metal Construction.

LEARNING REQUIREMENTS

In this subject, students are expected to:

• Investigate the purpose, design concepts and production techniques of existing products.
• Use the design process to gather, analyse and apply information to solve problems.
• Use a range of appropriate skills, procedures and techniques.
• Examine the impact of workshop practices and products on the safety of individuals.

CONTENT

Project work and practical exercises are used to develop a range of skills including gas and MIG welding, plasma cutting, machining and fabrication. Students will be required to design, plan and construct items from a variety of metals using a range of skills and processes.

ASSESSMENT TASKS

Skills assignments 20%
Design Folio 20%
Project and evaluation 60%

COST

Project material costs of approximately $60 to $120.

STUDY PATHWAY

This course leads to Stage 2 Metal Technology or related TAFE courses.
## Stage 1 Photography and Video

**LENGTH OF COURSE:** One Semester  
**CONTACT PERSON:** Mr Richard Keane  
**ASSUMED BACKGROUND**  
Successful completion of Year 10 Photo & Video or Year 9 Photo & Graphics.  

**LEARNING REQUIREMENTS**  
In this subject, students are expected to:  
- Investigate the purpose, design concepts and production techniques of action photography, home studios and portraiture.  
- Investigate the purpose, design concepts and production techniques of commercial videography.  
- Use a range of still / video camera and editing techniques to produce commercial products.  
- Use the design process to gather, analyse and apply information to produce specific images and products.  

**CONTENT**  
This is a digital photography course and includes:  
- Advanced Photography Techniques – operating DSLR cameras and lenses, manipulating depth of field, panning, freezing/blurring movement and creating a home studios.  
- Advanced Videography Techniques – operating a variety of video cameras, inputting, cutting, mixing and adjusting both audio and video. Creating project management practices.  
- Still and Video Imaging Techniques – Concept of digital imaging, colour correcting, fixing faults and adding text.  
- Career Paths in Photography, Videography and Editing.  

**ASSESSMENT TASKS**  
Knowledge and Skills tasks  20%  
Design Folio  20%  
Photographic products  60%  

**COST**  
Material costs of $10 to $25.  

**STUDY PATHWAY**  
Stage 1 Creative Photography  
Stage 1 Film Making  
Stage 2 Photography  
Related TAFE courses.
Technology

Stage 1 Creative Photography

LENGTH OF COURSE: One Semester

CONTACT PERSON: Mr Richard Keane

ASSUMED BACKGROUND
Successful completion of Year 10 Photo & Video or Year 9 Photo & Graphics.

LEARNING REQUIREMENTS
In this subject, students are expected to:
• Investigate the purpose, design concepts and production techniques of creative still life, landscape, and special effects photography.
• Investigate the purpose, design concepts and production techniques of creative photography using Adobe Photoshop.
• Investigate the purpose, design concepts and production techniques of commercial graphic design.
• Use the design process to gather, analyse and apply information to produce specific images and products.
• Use a range of camera and digital imaging techniques to produce creative images and products.

CONTENT
This is a digital photography course and includes:
• Still Life – Studio, available and outdoor lighting techniques with an emphasis on creative and high impact images.
• Advanced Camera Techniques - operating DSLR cameras and lenses, controlling depth of field, colour landscapes, night shooting, on location still lifes, special effects, multiple exposure and multiple image.
• Creative Digital Imaging Techniques – Concept of digital imaging, cropping, resizing, colour correcting, fixing faults, adding text and commercial printing. Plus collages, multiple imaging, creative manipulation, HDR images, use of special effect filters, toning and dual mode images.
• Graphic Design – Production of a calendar, a poster and an exhibition flyer.
• A 4-day trip to the beautiful Flinders Ranges. Please note - this trip is not guaranteed to run and is not a requirement of the course.
• Career Paths in Photography.

ASSESSMENT TASKS
Knowledge and Skills tasks 20%
Design Folio 20%
Photographic products 60%

COST
Material costs of $10 to $25.
The 4-day trip to the Flinders Ranges is approximately $300. Please note - this trip is not guaranteed to run and is not a requirement of the course.

STUDY PATHWAY
This course leads to Stage 2 Photography or related TAFE courses.
Technology

Stage 2 Computer Graphics

LENGTH OF COURSE: Full year

CONTACT PERSON: Mr Peter Wheatland

ASSUMED BACKGROUND

Should receive a C grade at Stage 1 Computer Graphics or a written subject teacher recommendation.

LEARNING REQUIREMENTS:

In this subject students are expected to:

• Investigate the purpose, design and production techniques of existing products.
• Create and communicate design ideas for an identified need.
• Use the design process to gather, analyse and solve problems.
• Use a range of appropriate skills, procedures and techniques.

CONTENT

Students will further develop their skills in the three dimensional solid modelling using the latest industry standard software (Inventor) to produce 3-D models, isometric drawing, orthogonal drawing, surface rendering and presentation (animation) techniques. Learning activities will include the latest Computer Aided Drafting techniques.

ASSESSMENT TASKS

Assessment will involve practical and theory components;
Skills and Applications Tasks 20%
Production 50%
Folio (Externally Assessed) 30%

COST

Material costs will vary due to the individual nature of the project work but should be in the range of $30 to $60.

STUDY PATHWAY

This course will provide students with the appropriate preparation for TAFE and some University courses with a technical nature.
Technology

Stage 2 Electronics

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Glenn Langley

ASSUMED BACKGROUND
Should have achieved a C grade at Stage 1 Electronics or a written subject teacher recommendation.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Investigate the purpose, design and production techniques of existing products.
• Create and communicate design ideas for an identified need.
• Use the design process to gather, analyse and solve problems.
• Use a range of appropriate skills, procedures and techniques.
• Examine workshop practices, procedures and safety.

CONTENT
Students will design, plan and construct an amplifier and chassis using a range of production techniques, equipment and materials. Emphasis is placed on safety and correct production techniques. Students will complete skills exercises involving the manufacture of electronic projects and advanced soldering techniques.

ASSESSMENT TASKS
Assessment will involve practical and theory components;
Skills and Applications Tasks 20%
Production 50%
Folio (Externally Assessed) 30%

COST
Project material costs of $50 to $100.

STUDY PATHWAY
This course will provide students with the appropriate preparation for TAFE and some University courses with a technical nature.
Technology

Stage 2 Furniture Construction

LENGTH OF COURSE: Full year

CONTACT PERSON: Mr Peter Wheatland

ASSUMED BACKGROUND
Should have achieved a C grade at Stage 1 Furniture Construction or a written subject teacher recommendation.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Investigate the purpose, design and production techniques of existing products.
• Create and communicate design ideas for a Furniture item.
• Use the design process to gather, analyse and solve problems.
• Use a range of appropriate woodworking skills, procedures and techniques.
• Examine workshop practices, procedures and safety.

CONTENT
Students will design, plan and construct a furniture item using a range of production techniques, equipment and materials. Emphasis is placed on safety and correct production procedures. Students will complete skills exercises involving the manufacture of a small cabinet involving advanced cabinet making skills. A folio documenting and explaining the major project design and manufacture processes will also be required.

ASSESSMENT TASKS
Assessment will involve practical and theory components involving;
Skills and Applications Tasks 20%
Production 50%
Folio (Externally Assessed) 30%

COST
Project material costs of $100 to $200.

STUDY PATHWAY
This course will provide students with the appropriate preparation for TAFE and some University courses with a technical nature.
Technology

Stage 2 Metal Construction

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Tony Nicholls

ASSUMED BACKGROUND
Preferred to have achieved a C grade at Stage 1 Metalwork or a written subject teacher recommendation.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Investigate the purpose, design and production techniques of existing products.
• Create and communicate design ideas for a major project.
• Use the design process to gather, analyse and solve problems.
• Use a range of appropriate skills, procedures and techniques.
• Examine workshop practices, procedures and safety.

CONTENT
Students will design, plan and construct a metal project using a range of production techniques, equipment and materials. Emphasis is placed on safety and correct production procedures. Students will complete skills exercises involving the manufacture of a small project using advanced metalwork skills. A folio documenting and explaining the major project design and manufacture process will also be required.

ASSESSMENT TASKS
Assessment will involve practical and theory components;
Skills and Applications Tasks 20%
Production 50%
Folio (Externally Assessed) 30%

COST
Project material costs of $100 to $200.

STUDY PATHWAYS
This course will provide students with the appropriate preparation for TAFE and some University courses with a technical nature.
Curriculum

THE ARTS
  ART
  DRAMA
  MUSIC
ENGLISH
FLEXIBLE LEARNING
HEALTH & PHYSICAL EDUCATION
  HEALTH & P.E.
HOME ECONOMICS
HUMANITIES
INFORMATION TECHNOLOGY
  INFORMATION PROCESSING & PUBLISHING
  INFORMATION TECHNOLOGY
LANGUAGES
MATHEMATICS
SCIENCE
TECHNOLOGY

Technology

Stage 2 Photography

LENGTH OF COURSE: Full year
CONTACT PERSON: Mr Richard Keane
ASSUMED BACKGROUND
Should have achieved a C grade at Stage 1 Photography or a written subject teacher recommendation.

LEARNING REQUIREMENTS
In this subject students are expected to:
• Investigate the purpose, design concepts and production techniques of photographing objects (still life), places (landscapes & cityscapes) and people (portraiture).
• Create and communicate design ideas for a photographic exhibition. Use the design process to gather, analyse and solve problems.
• Use a range of photographic and digital imaging skills, procedures and techniques.
• Examine the impact of photographic products and practices on individuals, society or the environment.

CONTENT
The course involves the study of a variety of advanced camera techniques using DSLR cameras. Students will study the technical aspects of photography and will be required to develop a high level of practical skills. All photographs will be produced using digital imaging software, techniques and printing processes. Although the course has a commercial photography bias, it is designed for students either seeking a career or a hobby involving photography. Through independent “design brief” type assignments, students will develop problem solving, organisational and communication skills as well as their creativity and visual sensitivity. Personal initiative, researching and organisation are essential parts of this course.

ASSESSMENT TASKS
Assessment will involve practical and theory components involving:
Specialised photographic skills and applications tasks  20%
Production (creative photographic task and an exhibition)  50%
Folio (Externally Assessed - essays and designing a photographic exhibition)  30%

COST
Project material costs of $60 to $100.

STUDY PATHWAY
This subject can be used for University and TAFE entrance.
IMPORTANT NOTE

The school cannot guarantee that all students will be able to study all the subjects they request initially. Factors which may prevent students from having their full choice granted include:

- insufficient students for a particular unit to justify providing a teacher
- too many students for available facilities
- two or more chosen subjects being programmed at the same time

While the school will minimise these factors and look for alternative options, it is important that you are aware of, and understand, this possible restriction.