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<td>32</td>
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<td>Business Enterprise and Technology</td>
<td>46</td>
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<td>English</td>
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<td>Some Relevant Publications</td>
<td>99</td>
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</tbody>
</table>
This guide describes the curriculum offered in Years 8 to 12 at Brighton Secondary School for 2012. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work. The information has been prepared to assist students and parents in considering the range of course options available to students at Brighton Secondary School.

The curriculum at Brighton Secondary School is aligned with both state and national expectations for all schools. In addition, a number of specific programs are offered which meet the particular needs of our school community and the expressed needs of students and parents.

From 2012 the Australian Curriculum will gradually replace the South Australian Curriculum, Standards and Accountability Framework as the mandated curriculum. (Refer to pages 12 and 13). 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.

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 promote and to lead world’s best practice for curriculum delivery and assessment and improve the educational outcomes for all students.

We want our students to graduate with 21st Century Skills in order to succeed in work and life.

This requires:

- learning and innovation skills
- higher order thinking, creativity, critical reflection, problem solving, communication and collaboration
- information, media and technology skills
- Asia literacy and intercultural understanding
- information literacy, media literacy and ICT literacy
- life and career skills
- flexibility and adaptability, self direction, social and cultural understanding, teamwork and leadership
- research and inquiry skills
- literacy and numeracy across the curriculum.

The Macbook program at Brighton Secondary School will provide a vehicle for a personalised learning program and support a constructivist approach to a creative curriculum for students at Brighton Secondary School.
An innovative, safe school that delivers relevant curriculum and promotes rigour, relationships and a love of learning

The Student as Learner

- Has the capacity & capability to learn, understand and engage in their studies, and to develop deep self knowledge.
- Possesses prior knowledge & understanding to bring to their studies.
- Has the capability to consider new ideas, theories, values, attitudes and alternative views.
- Accepts responsibility for their own learning and ability to contribute positively to the learning environment for the benefit of all learners.
- Has empathy for members of the community that is reflected in their capacity to care, understand & engage with others in an honest and open manner.
- Works with others to solve problems.
- Develops an understanding of the challenges the community faces in a global context.
- Seeks challenges aiming to increase knowledge, understanding & self improvement.

The Teacher as Learner

- Builds positive relationships with each student.
- Identifies the developmental stage of each student.
- Recognises the differences among students to develop a knowledge of each student and modifies curriculum where required to meet individual needs.
- Provides explicit criteria about the quality of work that students are expected to produce.
- Builds students’ understanding of themselves as learners and thus enhances their capacity to learn.

Environment

- Establishes effective, safe classroom procedures.
- Promotes mutual respect and understanding to make risk-taking possible.
- Models language & establishes behaviours that build positive relationships.

Quality Learning

- Communicates high expectations of programs to all students.
- Provides learning experiences that challenge each student.
- Provides explicit guidelines & criteria about work requirements as well as support & processes available to students to meet expected standards.
- Provides effective & informative feedback to both classroom work & formal/informal assessment.

Significance

- Allows opportunity for connections to be made between studies & ‘real-life’ situations.
- Promotes connections between areas of studies.
- Support the overall development of students in all aspects of the diversity of school life.

Foundation Values & Capabilities

<table>
<thead>
<tr>
<th>Integrity</th>
<th>Respect</th>
<th>Fairness</th>
<th>Excellence</th>
<th>Cooperation</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>An imaginative &amp; creative environment which allows everyone to critically reflect on our core purpose</td>
<td>A respectful learning environment which encourages resilience &amp; dignity</td>
<td>A school environment which is welcoming, inclusive and sustainable</td>
<td>A learning environment which values individual work</td>
<td>A relational environment which promotes hope &amp; optimism for the future of all</td>
<td>A professional environment which develops collegiate efficacy</td>
</tr>
<tr>
<td>Work</td>
<td>Personal Development</td>
<td>Communication</td>
<td>Learning</td>
<td>Citizenship</td>
<td>Work</td>
</tr>
</tbody>
</table>
Recommendations to all students about course selection.

Course Counselling

Homegroup teachers help to prepare students for course counselling day with the support of School Team Leaders and the Principal team. A specialist staff team that includes the SACE Coordinator, Student Counsellors and the Transition/Pathways Coordinator are also on hand to advise on particular pathways and or subject choices. Students and parents are encouraged to contact subject teachers for specific information about particular subjects. Courses for 2012 will be provisionally approved at the beginning of term 4 and confirmed in November, once final assessment grades are known. Although every effort will be made to meet students’ preferred choices, this will be possible only within the school’s capacity to provide the required teachers and to form viable classes.

On-Line Course Selection Process

Early in term 3 students will receive an instruction guide with a unique user name and password allowing them to log in to the course selection program from school or at home. When a student logs in they will see an individually customised screen with simple guidance to select subjects from several drop down menus. Customisation will occur depending on the student’s enrolment in Special Interest Music, Special Interest Volleyball or Mainstream programs.

On completion of the online course selection process, an authentication slip must be printed and signed by the student’s parent or guardian and returned to the student’s course counsellor (usually the Home Group teacher).

Students will receive login instructions via their Home Group teacher.


Recommendations to all students about selecting a course

- It is important to consider possible future pathways based on your current level of performance as well as your aspirations and capabilities. You should bear in mind your current level of performance and seek as much advice and information as possible in determining a realistic learning program.
- It is important to be aware of the subject selection process. You need to know, for example, the number of subjects that you must select, the subject selection timeline, and the staff who are involved that can answer your questions.
- In thinking about future pathways, you will need to consider the possibilities of university entry, TAFE enrolment and employment. Universities and TAFE institutes impose their own criteria for selection purposes.
- Refer to the Post School Pathways section of this booklet for more information.
- Look carefully at information in the various flow charts. If you need further clarification on a particular subject you should speak to the contact person listed in the subject entry.
- Seek information from a variety of sources including subject teachers and coordinators. The more information you have, the more informed will be your choices and the greater chance you will have of achieving personal success. Also refer to the back of this book for a list of useful publications/websites.

Specific Recommendations to Year 10 and 11 students

You will need to thoroughly familiarise yourself with the range of SACE and flexible learning options.

- Learn the terminology used to describe the senior school curriculum.
- Understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET).
- Refer to the SACE section and the glossary in the back of this booklet.
We offer Study Abroad and mainstream High School programs to fee paying international students.

French and Japanese languages can be studied at the school while other languages can be studied off line by negotiation. In 2012, the school may host a School of Languages Chinese course for Chinese background speakers at Stage 1 and 2 level and German is available from Years 10 to 12. A cross-disciplinary course (Indonesian, People and Culture) is offered at Year 10 and 11.

Italian will be offered at Stage 1 as a subject that can be studied in addition to the usual five subjects.

The school offers an Intensive Secondary English Course (ISEC). The ISEC program is delivered in a learning environment that nurtures social cohesion and intercultural perspectives for students before they enter the mainstream. This class usually consists of no more than fifteen students, who have a program specially designed to assist in developing their English proficiency, their knowledge of Australia and Australian lifestyle and introductory courses designed to familiarise students with schooling in Australia. Refer to page 61 for more information.

Entry to Special Interest Program subjects in Music or Volleyball is considered by special application on an individual basis. English as a Second Language and language support is available at Stage 1 and 2 levels, and a strong home group lesson program supports students’ welfare and orientation.

The International Student Program Coordinator and Student Support Officer supervise and support all international students at the school.

Brighton Secondary School delivers education programs to international students on behalf of DECS (Department of Education and Children’s Services) South Australia.

CRICOS PROVIDER CODE: 00018A

For further information

Mail: Brighton Secondary School
305 Brighton Road
North Brighton 5048
South Australia
Phone: 0011 61 8 8375 8236
Fax: 0011 61 8 8298 9179

Please refer to the school website, International Section for further details. (www.brightonss.sa.edu.au)
Special Interest Music

The Special Interest Music Program (SIM) at Brighton Secondary School provides the opportunity to develop students’ intellectual, emotional, physical, social and creative potential.

Pathways

Students have the opportunity to work in a variety of areas with pathways into tertiary education and national and international careers. Music education at Brighton Secondary School provides an important contribution to life long learning and aspects of global citizenship.

The Structure and Assessment

In Years 8 to 12 students may choose from a variety of theoretical and practical course options.

Special Interest Music students study the subject MUSIC ELECTIVE as well as the subject SPECIAL MUSIC.

The content of the course consists of:
• Composition and arrangement
• Listening studies and score reading
• Solo performance preparation
• Ensemble performance
• A second instrument study
• Individual and group practical work

Students will perform in one or more of the school’s ensembles. Assessment is based on both practical and written work.

Selection Procedures

Special Music Students are selected by audition. Applicants will be required to:
• Undertake a pre-audition musicianship assessment
• Undertake a practical aural assessment
• Perform on their instrument(s) or voice.

Instrumental or vocal performance should demonstrate a degree of musical achievement and/or potential. A specific grade or level is not required.

Further information about music subjects can be found on pages 38 to 41.

Further information about application processes and timelines is available on the school’s website www.brightonss.sa.edu.au
The Special Interest Volleyball program is acknowledged throughout Australia and overseas for its pursuit of excellence in volleyball and athletic development, establishing it as one of the prominent specialist school sporting programs in the country.

Special Interest Volleyball

The aim of the Special Interest Volleyball (SIV) course is to maximise the holistic athletic development of talented students who have been identified from schools throughout the state. Our goal is to promote skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sports, academic and vocational pursuits, as well as personal development.

Pathways

The SIV subject is offered from Year 8 to Year 12. This allows students to develop the skills and behaviours that are consistent with the goals of the program.

The Structure and Assessment

There are three main areas of the program. The five lessons per week that are timetabled during normal lesson time forms the main component of the program. This component is assessed and reported using criteria relevant to the Health and Physical Education curriculum, with a distinct specialization in Volleyball.

The other two areas of the program are the training and competition opportunities. These involve before and after school training and participation in a variety of state and national competitions.

All students are expected to compete in local zone or league competitions. Students are selected into teams to compete in state and national tournaments on the basis of their performance and playing roles.

Selection Procedures

Special Interest Volleyball at Year 8 level is studied by the students who have applied and been selected into the program. Entry is through physical testing, interviews, observations and documentation of previous school performance. Selection trials are held during Term 2 for Year 7 applicants, whereas entry into the SIV program in Years 9-12 is assessed on an individual basis.

Further information about volleyball subjects can be found under the Health and Physical Education section.
What is the Australian Curriculum?
The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to year 12 national curriculum.

The Australian Curriculum is being developed initially in the areas of English, mathematics, science and history, followed by geography, the arts and languages and the remaining learning areas focusing on economics and business, civics and citizenship, health and physical education, design and the technologies.

From 2012 secondary schools will plan, teach and assess (A-E) in English, mathematics, science and history at year 8 level.

Why Have an Australian Curriculum?
An Australian Curriculum in the 21st century needs to acknowledge the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

Education plays a critical role in shaping the lives of the nation’s citizens and to maintaining Australia’s productivity and quality of life. To play this role effectively, the intellectual, personal, social and educational needs of young Australians must be addressed at a time when ideas about the goals of education are changing and will continue to evolve.

Australia’s education ministers have identified contemporary views of education over the period 1989-2008 and documented those most recently in the 2008 Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration commits to supporting all young Australians to become successful learners, confident and creative individuals and active and informed citizens, and promotes equity and excellence in education.

Developing an Australian Curriculum means that:
1. School and curriculum authorities can collaborate to ensure high quality teaching and learning materials are available for all schools.
2. Greater attention can be devoted to equipping young Australians with those skills, knowledge and capabilities necessary to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich workplaces of the future.
3. There will be greater consistency for the country’s increasingly mobile student and teacher population.
What is the Structure of the Australian Curriculum?

The Australian Curriculum is made up of three interconnected elements:

- Learning areas
- General capabilities
- Cross-curriculum priorities

The general capabilities are skills, dispositions, understandings and attributes considered crucial to young people’s successful participation in 21st Century life and work. The seven general capabilities include: literacy, numeracy, ICT competence, critical and creative thinking, personal and social competence, intercultural understanding and ethical behaviours.

These general capabilities will be made explicit in each learning area as appropriate. Three Cross-curriculum priorities are also embedded within learning areas:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

These are designed to ensure that the Australian Curriculum is relevant and prepares students for active and responsible local and global citizenship.

What is the timeline for development of the Australian Curriculum?

The table below summarises the key development phases:

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>Foundation to year 10 Australian Curriculum for English, mathematics, science and history developed. (Senior secondary curriculum in these areas continues to be developed in 2011)</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Foundation to Year 12 Australian Curriculum for geography, languages and the arts to be developed.</td>
</tr>
<tr>
<td>2011-2013</td>
<td>Foundation to Year 12 Australian Curriculum including a focus on health and physical education, information and communication technology, design and technology, economics, business, civics and citizenship to be developed.</td>
</tr>
</tbody>
</table>

More information can be found at:
www.australiancurriculum.edu.au
Year 8 Curriculum Pattern

<table>
<thead>
<tr>
<th>Mainstream Students</th>
<th>Units</th>
<th>Special Interest Volleyball (SIV)</th>
<th>Units</th>
<th>Special Interest Music (SIM)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
</tr>
<tr>
<td>• Society &amp; Environment</td>
<td>1</td>
<td>• Society &amp; Environment</td>
<td>1</td>
<td>• Society &amp; Environment</td>
<td>1</td>
</tr>
<tr>
<td>• Physical Education A</td>
<td>1</td>
<td>• Volleyball</td>
<td>2</td>
<td>• Special Interest Music</td>
<td>2</td>
</tr>
<tr>
<td>• Home Economics &amp; Health</td>
<td>1</td>
<td>• Home Economics &amp; Health</td>
<td>1</td>
<td>• Music Elective (includes Health)</td>
<td>2</td>
</tr>
<tr>
<td>• Design &amp; Technology A</td>
<td>1</td>
<td>• Design &amp; Technology A</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will also select:

| • English OR | 2 | • English OR | 2 | • English OR | 2 |
| English as a second language | 2 | English as a second language | 2 | English as a second language | 2 |

One Language:

| • French | 2 | • French | 2 | • French | 2 |
| Japanese | 2 | Japanese | 2 | Japanese | 2 |

One Arts:

| • Drama | 1 | • Drama | 1 | • Design & Technology A | 1 |
| Music | 1 | Music | 1 | Physical Education A | 1 |
| Music Elective Semester 1 | 1 | Music Elective Semester 1 | 1 | Physical Education A | 1 |
| One Choice from: | | | | | |
| • Design & Technology B | | | | | |
| • Music Elective Semester 2 | | | | | |
| • Physical Education B | | | | | |
| • Visual Art / Design B | | | | | |

One Choice from:

Please note that if you select Music Elective Semester 1 you must select Music Elective Semester 2, and vice versa.

Please note that you may select Music Elective Semester 1 however you will not be able to do Music Elective Semester 2. This will not prevent you from studying Music Elective in Year 9.

1 unit = 1 semester (½ year)
2 units = 2 semesters (1 year)

Preparation for the Personal Learning Plan (PLP) occurs during the Year 8 Home Group Lessons.
### Year 9 Curriculum Pattern

<table>
<thead>
<tr>
<th>Mainstream Students</th>
<th>Units</th>
<th>Special Interest Volleyball (SIV)</th>
<th>Units</th>
<th>Special Interest Music (SIM)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
</tr>
<tr>
<td>• Society &amp; Environment (History)</td>
<td>1</td>
<td>• Society &amp; Environment (History)</td>
<td>1</td>
<td>• Society &amp; Environment (History)</td>
<td>1</td>
</tr>
<tr>
<td>• Society &amp; Environment (Geography)</td>
<td>1</td>
<td>• Society &amp; Environment (Geography)</td>
<td>1</td>
<td>• Society &amp; Environment (Geography)</td>
<td>1</td>
</tr>
<tr>
<td>• Health &amp; Physical Education A</td>
<td>1</td>
<td>• Volleyball</td>
<td>2</td>
<td>• Health &amp; Physical Education A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Special Interest Music</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Music Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

**Students will also select:**

- English OR English as a second language 2
- English OR English as a second language 2

**One Arts:**

- Drama
- Media Studies
- Music Elective Semester 1
- Visual Art / Design A 1

<table>
<thead>
<tr>
<th>Choice from:</th>
<th>Choice from:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design &amp; Technology OR</td>
<td>• Design &amp; Technology OR</td>
</tr>
<tr>
<td>• Home Economics A (Food &amp; Nutrition)</td>
<td>• Home Economics A (Food &amp; Nutrition)</td>
</tr>
<tr>
<td>• Home Economics B (Clothing &amp; Textiles)</td>
<td>• Home Economics B (Clothing &amp; Textiles)</td>
</tr>
</tbody>
</table>

**Three choices from:**

- Design & Technology B
- Drama
- F1 in Schools
- French (semester or full year)
- Health & Physical Education B
- Home Economics A
- Home Economics B
- Japanese (semester or full year)
- Media Studies
- Music Elective (full year)
- Technical Drawing
- Visual Arts / Design A
- Visual Arts / Design B 3

**Two choices from:**

- Design & Technology B
- Drama
- F1 in Schools
- French (semester or full year)
- Health & Physical Education B
- Home Economics A
- Home Economics B
- Japanese (semester or full year)
- Media Studies
- Music Elective (full year)
- Technical Drawing
- Visual Arts / Design A
- Visual Arts / Design B

**Please note that if you select Music Elective Semester 1 you must select Music Elective Semester 2 and vice versa.**

**Please note that if you select Music Elective Semester 1 you must select Music Elective Semester 2 and vice versa.**

**Individual modification based on demonstrated prior learning or individual needs, may be negotiated with the Deputy Principal; Director of Curriculum.**

1 unit = 1 semester (½ year)
2 units = 2 semesters (1 year)

Preparation for the Personal Learning Plan (PLP) occurs during Year 9 Home Group lessons.
## Year 10 Curriculum Pattern

### Specific Requirements of Year 10 students

You will be required to attend a **formal interview** on course counselling day as part of your Personal Learning Plan assessment requirements. At the interview, you will need to demonstrate how your Life and Career Pathways Plan, Career Investigation and Work Experiences have informed your SACE course selection. You will also be expected to reflect on your current literacy, numeracy and ICT skills and how you have demonstrated the SACE capabilities.

All Year 10 students may study the following:

<table>
<thead>
<tr>
<th>Mainstream Students</th>
<th>Units</th>
<th>Special Interest Volleyball (SIV)</th>
<th>Units</th>
<th>Special Interest Music (SIM)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
</tr>
<tr>
<td>• Society &amp; Environment (History)</td>
<td>1</td>
<td>• Society &amp; Environment (History)</td>
<td>1</td>
<td>• Special Interest Music</td>
<td>2</td>
</tr>
<tr>
<td>• Society &amp; Environment (Geography)</td>
<td>1</td>
<td>• Society &amp; Environment (Geography)</td>
<td>1</td>
<td>• Music Elective</td>
<td>2</td>
</tr>
<tr>
<td>• PLP</td>
<td>N/A</td>
<td>• Volleyball</td>
<td>2</td>
<td>• PLP</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Students will also select:

<table>
<thead>
<tr>
<th>One Health &amp; Physical Education:</th>
<th>One Arts:</th>
<th>One Society and Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Entertaining</td>
<td>• Design</td>
<td>• Society &amp; Environment (Geography) OR Society &amp; Environment (History)</td>
</tr>
<tr>
<td>• Food &amp; Other Cultures</td>
<td>• Drama</td>
<td></td>
</tr>
<tr>
<td>• Physical Education</td>
<td>• Media Animation</td>
<td></td>
</tr>
<tr>
<td>• Physical Education (Recreational)</td>
<td>• Media Studies</td>
<td></td>
</tr>
<tr>
<td>• Physical Education (Girls only) *</td>
<td>• Music Elective (Semester 1)</td>
<td></td>
</tr>
<tr>
<td>• Independent Living</td>
<td>• Visual Art A</td>
<td></td>
</tr>
<tr>
<td>• Health Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Arts:</th>
<th>One Design &amp; Technology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design</td>
<td>• Desktop Publishing</td>
</tr>
<tr>
<td>• Drama</td>
<td>• CADD &amp; Graphics</td>
</tr>
<tr>
<td>• Media Animation</td>
<td>• Electronics</td>
</tr>
<tr>
<td>• Media Studies</td>
<td>• F1 in Schools</td>
</tr>
<tr>
<td>• Music Elective (semester one)</td>
<td>• Fabrics &amp; Fashion</td>
</tr>
<tr>
<td>• Visual Arts A</td>
<td>• Metal Technology</td>
</tr>
<tr>
<td></td>
<td>• Photography</td>
</tr>
<tr>
<td></td>
<td>• Wood Technology</td>
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</table>

<table>
<thead>
<tr>
<th>One Design &amp; Technology:</th>
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<th>Three Choices from:</th>
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<tbody>
<tr>
<td>• CADD &amp; Graphics</td>
<td>• Business Awareness</td>
<td>• Business Awareness</td>
</tr>
<tr>
<td>• Desktop Publishing</td>
<td>• CADD &amp; Graphics</td>
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</tr>
<tr>
<td>• Electronics</td>
<td>• Desktop Publishing</td>
<td>• Desktop Publishing</td>
</tr>
<tr>
<td>• F1 in Schools</td>
<td>• Design</td>
<td>• Design</td>
</tr>
<tr>
<td>• Fabrics &amp; Fashion</td>
<td>• Drama</td>
<td>• Drama</td>
</tr>
<tr>
<td>• Metal Technology</td>
<td>• Electronics</td>
<td>• Electronics</td>
</tr>
<tr>
<td>• Photography</td>
<td>• Entertaining</td>
<td>• Entertaining</td>
</tr>
<tr>
<td>• Wood Technology</td>
<td>• Fabrics &amp; Fashion</td>
<td>• Fabrics &amp; Fashion</td>
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</table>
### Year 10 Curriculum Pattern (continued)

<table>
<thead>
<tr>
<th>Mainstream Students</th>
<th>Units</th>
<th>Special Interest Volleyball (SIV)</th>
<th>Units</th>
<th>Special Interest Music (SIM)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three choices from:</td>
<td></td>
<td>Two choices from (cont.)</td>
<td></td>
<td>Three choices from (cont.)</td>
<td></td>
</tr>
</tbody>
</table>

- Business Awareness
- CADD & Graphics
- Desktop Publishing
- Design
- Drama
- Electronics
- Entertaining
- Fabrics & Fashion
- Food & Other Cultures
- French (Semester or full year)
- German (Semester or full year)
- Physical Education & Health
- Physical Ed (Recreation)
- Physical Ed (Girls Only)
- Independent Living
- Indonesian, People & Culture
- Japanese (Semester or full year)
- Media Animation
- Media Studies
- Metal Technology
- Music Elective (semester 2)
- Photography
- Visual Art A
- Visual Art B
- Wood Technology

#### Three choices from (cont.):

- Food & Other Cultures
- French (Semester or full year)
- German (Semester or full year)
- Physical Education & Health
- Physical Ed (Recreation)
- Physical Ed (Girls Only)
- Independent Living
- Indonesian, People & Culture
- Japanese (Semester or full year)
- Media Animation
- Media Studies
- Metal Technology
- Music Elective (semester 2)
- Photography
- Visual Art A
- Visual Art B
- Wood Technology

#### Please note that if you select Music Elective Semester 1 you must select Music Elective Semester 2 and vice versa.

#### Please note that if you select Music Elective Semester 1 you must select Music Elective Semester 2 and vice versa.

1 unit = 1 semester (½ year)
2 units = 2 semesters (1 year)

The Personal Learning Plan (PLP) subject is delivered through the Pastoral Care Program and is worth 10 credit points of the New SACE. The PLP needs to be passed at a ‘C’ grade or better to complete the SACE.

* Please note that Health & Physical Education (Community) and Health & Physical Education (Girls only) cannot be selected together.
Reference for **Year 8 Subjects**

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Code</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology A</td>
<td>TST1A</td>
<td>48</td>
</tr>
<tr>
<td>Design &amp; Technology B</td>
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<tr>
<td>Drama</td>
<td>DRA1S</td>
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<tr>
<td>English</td>
<td>ENGY1</td>
<td>61</td>
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<tr>
<td>English as a Second Language</td>
<td>ESL2Y</td>
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</tr>
<tr>
<td>French</td>
<td>FREY1</td>
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<tr>
<td>Home Economics and Health</td>
<td>IHEC1P</td>
<td>67</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAPY1</td>
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<tr>
<td>Mathematics</td>
<td>MAS1Y</td>
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<tr>
<td>Music</td>
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<tr>
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<td>Music Special Interest</td>
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<tr>
<td>Physical Education - Core</td>
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<td>70</td>
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<td>Physical Education - Elective</td>
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<tr>
<td>Science</td>
<td>SCI1Y</td>
<td>95</td>
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<tr>
<td>Society &amp; Environment</td>
<td>SOCY1</td>
<td>79</td>
</tr>
<tr>
<td>Visual Art / Design (Art in our World)</td>
<td>ART1B</td>
<td>42</td>
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<tr>
<td>Visual Art / Design (Art for our Life)</td>
<td>ART1A</td>
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<tr>
<td>Volleyball (Boys)</td>
<td>VOB1Y</td>
<td>75</td>
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<tr>
<td>Volleyball (Girls)</td>
<td>VOG1Y</td>
<td>75</td>
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Reference for **Year 9 Subjects**

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<tr>
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<tbody>
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<td>TST2A</td>
<td>48</td>
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<tr>
<td>Design and Technology B</td>
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<tr>
<td>Drama</td>
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<tr>
<td>English</td>
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<tr>
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<tr>
<td>F1 in Schools</td>
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<tr>
<td>French</td>
<td>FREY2</td>
<td>84</td>
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<tr>
<td>Physical Education &amp; Health</td>
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<tr>
<td>Physical Education &amp; Health</td>
<td>PED2B</td>
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<tr>
<td>Home Economics A - Food and Nutrition</td>
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<td>Home Economics B - Clothing &amp; Textiles</td>
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<tr>
<td>Japanese</td>
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<td>Mathematics</td>
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<tr>
<td>Media Studies</td>
<td>MED2S</td>
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<tr>
<td>Music Elective</td>
<td>MUE2Y</td>
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<td>Music Special Interest</td>
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<tr>
<td>Science</td>
<td>SCI2Y</td>
<td>95</td>
</tr>
<tr>
<td>Society &amp; Environment Geography</td>
<td>SOCC2G</td>
<td>97</td>
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<td>Society &amp; Environment History</td>
<td>SOCC2H</td>
<td>79</td>
</tr>
<tr>
<td>Technical Drawing</td>
<td>TDR2S</td>
<td>48</td>
</tr>
<tr>
<td>Visual Art / Design A</td>
<td>ART2A</td>
<td>42</td>
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<tr>
<td>Visual Art / Design B</td>
<td>ART2B</td>
<td>42</td>
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<tr>
<td>Volleyball Boys</td>
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</tr>
<tr>
<td>Volleyball Girls</td>
<td>VOG2Y</td>
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Reference for **Year 10 Subjects**

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<tr>
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<td>Business Awareness</td>
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<tr>
<td>CADD &amp; Graphics</td>
<td>CAD3S</td>
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<tr>
<td>Design</td>
<td>DES3S</td>
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<tr>
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<tr>
<td>Drama</td>
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<td>Electronics</td>
<td>ELE3S</td>
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<tr>
<td>English</td>
<td>ENGY3</td>
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<tr>
<td>English as a Second Language</td>
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<tr>
<td>Entertaining</td>
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<td>67</td>
</tr>
<tr>
<td>F1 in Schools</td>
<td>FOS3Y</td>
<td>50</td>
</tr>
<tr>
<td>Fabrics and Fashion</td>
<td>FAS3S</td>
<td>67</td>
</tr>
<tr>
<td>Food &amp; Other Cultures</td>
<td>FOO3S</td>
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<tr>
<td>French</td>
<td>FRE3Y</td>
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<td>Health Education</td>
<td>HEF3S</td>
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<td>Indonesian, People and Culture</td>
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<td>Physical Education</td>
<td>PED3S</td>
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<tr>
<td>Physical Education (Recreational)</td>
<td>REC3S</td>
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<td>Physical Education (Girls Only)</td>
<td>REC3G</td>
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<td>Independent Living</td>
<td>IDE3S</td>
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<td>ISEC Home Ec and Health</td>
<td>IHEH1</td>
<td>61</td>
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<tr>
<td>ISEC Main ESL</td>
<td>IMAIN</td>
<td>61</td>
</tr>
<tr>
<td>ISEC ICT, Maths., Science</td>
<td>ICTMS</td>
<td>61</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAPY3</td>
<td>85</td>
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<tr>
<td>Mathematics - Core</td>
<td>MAS3Y</td>
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<tr>
<td>Mathematics - Extended</td>
<td>MASEY</td>
<td>89</td>
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<tr>
<td>Media Animation</td>
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<td>43</td>
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<tr>
<td>Media Studies</td>
<td>MED3S</td>
<td>36</td>
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<tr>
<td>Metal Technology</td>
<td>MET3S</td>
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<td>Music Elective</td>
<td>MUE3Y</td>
<td>39</td>
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<td>Music Special Interest</td>
<td>MUS3Y</td>
<td>39</td>
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<td>Personal Learning Plan</td>
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<td>Photography</td>
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<td>SCI3Y</td>
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<tr>
<td>Society &amp; Environment Geography</td>
<td>SOCC3G</td>
<td>79</td>
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<tr>
<td>Society &amp; Environment History</td>
<td>SOCC3H</td>
<td>79</td>
</tr>
<tr>
<td>Visual Art A</td>
<td>ART3A</td>
<td>43</td>
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<tr>
<td>Visual Art B</td>
<td>ART3B</td>
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<td>Volleyball [Boys]</td>
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<tr>
<td>Volleyball [Girls]</td>
<td>VOG3Y</td>
<td>75</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>WTE3S</td>
<td>50</td>
</tr>
</tbody>
</table>

* General Studies at Year 8, 9, 10 is a subject that is designed to support the cross curricular learning needs of identified students. This must be negotiated with the Wellbeing Coordinator.*
Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE).

The SACE

The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The SACE ensures that students gain the skills they need for the future, as citizens and employees in a rapidly changing global and technological environment.

The SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students to develop the skills and knowledge they need to succeed – whether they are aiming for further education and training, university, an apprenticeship or direct entry to the workforce. Students may now combine study at school with other forms of training or education. These more flexible programs of study are negotiated on an individual basis and usually involve Community Learning and / or VET (Vocational Education and Training) pathways. Further details of these options are provided in the Cross Disciplinary section of the booklet.

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

Performance Standards

Each subject is assessed using performance standard criteria. The performance standards describe five levels of achievement that are reported with the grades A to E on completion of the subject.

How do students get the SACE?

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

- The Personal Learning Plan, which most students are expected to complete in Year 10
- Stage 1, which most students undertake in Year 11 by enrolling in a minimum of 5 subjects per semester
- Stage 2, which most students undertake in Year 12 by enrolling in a minimum of four full year subjects, plus the Research Project (10 credits) in Semester one

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

Students will receive a grade – from A to E – for each subject (A+ to E at Stage 2). For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1). Refer to Page 26
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1). Refer to Page 59
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1). Refer to Page 88
- Research Project – an individual major research and inquiry project (10 credits at Stage 2). Refer to Page 27
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice (eg VET, recognised or community learning).
**STAGE 1 (YEARS 10 AND 11)**

- **Personal Learning Plan** (compulsory) 10 Credits
- **Numeracy** (compulsory) from a range of Mathematics subjects and courses 10 Credits
- **Literacy** (compulsory) from a range of English subjects and courses 20 Credits

**STAGE 2 (YEAR 12)**

- **Research Project** (compulsory) 10 Credits
- **Subjects and Courses** (compulsory) from a wide range of options 60 Credits
- **Research Project** 10 Credits
- **Subjects and Courses 60 credits (Stage 2)**
- **Subjects and Courses from a wide range of options 90 credits (Selected from either Stage 1 or Stage 2)**

**TOTAL SACE = 200 CREDITS**

---

**Subject Choices**

Beyond the compulsory subjects, the SACE offers a wide range of other subjects and courses. Subjects are generally offered by the SACE Board and some courses are offered by other organisations, such as TAFE, then recognised by the Board to count towards the SACE.

Refer to pages 22 and 23 for the lists of subjects to be offered at Stage One and Two at Brighton Secondary School.

**Students with disabilities or special needs.**

The SACE offers a range of modified subjects as options for students with significant disabilities and special provisions are available for students with special needs.

**Where do you go for further help?**

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.

**Students online**

Students Online is a one-stop-shop for information about an individual student’s SACE. It can help students:
- Plan their SACE and look at different subject, or subject and course, combinations
- Check their progress towards completing their SACE
- Access their results

Students can log in to Students Online using their SACE registration number and pin at: [www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)
SACE Planner

Year 10 and 11 students may wish to use the pathway planning checklist below to plan their courses.

### YEAR 10
You must complete the Personal Learning Plan, worth 10 credits.

<table>
<thead>
<tr>
<th>Personal Learning Plan</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
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</tbody>
</table>

### YEAR 11
You must complete 20 credits* focused on literacy (you must achieve a C grade or better).
Choose from the range of English subjects or courses available.

<table>
<thead>
<tr>
<th>English (10 credit choice)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
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</tbody>
</table>

You must complete 10 credits* focused on numeracy (you must achieve a C grade or better).
Choose from the range of Mathematics subjects or courses available.

<table>
<thead>
<tr>
<th>Mathematics (10 credit choice)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

You must complete at least 70 credits* of stage one subjects.
Choose from a range of Stage 1 subjects and/or courses.

**Free Choice:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8 (Reserve)</th>
</tr>
</thead>
</table>

**Subtotal:** 40 credits

### YEAR 12
You must complete 80 additional credits* at Stage 2.
60 of these credits must be for 3 x 20 credit Stage 2 subjects.

1 (20 credits) | 20
2 (20 credits) | 20
3 (20 credits) | 20
4 (20 credits) | 20

Research Project (10 credits) A or B (you must achieve a C grade or better).
Research project B can can contribute to ATAR.

**Subtotal:** 10 credits

To gain the SACE, you must earn 200 credits.

<table>
<thead>
<tr>
<th>Compulsory Stage 1 + 2 subjects</th>
<th>Students must achieve an A, B, C or equivalent in the compulsory subjects to complete the SACE.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free choice subjects and/or courses (Stage 1 and/or 2)</td>
<td>Students must achieve a grade or equivalent for these subjects.</td>
</tr>
</tbody>
</table>

* If your choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section.
Stage 1 Subjects

In order to meet the requirements for SACE Stage 1, students need to select:
- Two units from the Literacy Group
- One unit from the Numeracy Group
- Seven units from the Choice Subjects Group

Students may choose to do up to 2 additional units at SACE Stage 1 level by negotiation.

### Literacy

<table>
<thead>
<tr>
<th>Code</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENJ4S</td>
<td>62</td>
</tr>
<tr>
<td>EVE4S</td>
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<td>FAS4S</td>
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<td>FOH4A</td>
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<td>FHR4A</td>
<td>86</td>
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Year 12 Subjects in 2012
Special advice to Year 11 Students

Year 11 students will be expected to choose a minimum of 5 subjects (50 credits) in semester one and five subjects (50 credits) in semester two (inclusive of the compulsory literacy and numeracy requirements). Students may choose up to 60 credits per semester plus off-line (not scheduled during the course of the school day, e.g. Peer Leadership) studies if they wish to.

When not engaged in face to face contact with teachers Year 11 students are expected to use their time wisely and efficiently at school. Flexible timetables become a feature of study in the Senior School and students are supported in making effective use of their independent study time.

Special advice to Year 12 Students

The school strongly recommends that Year 12 students choose four 20 credit Stage 2 subjects plus the Research Project (A or B). This enables students to maximize their options for future pathways and for tertiary entrance.

Some flexibility exists to allow students to choose to study three 20 credit Stage 2 subjects, plus the Research Project (A or B), and one more 10 credit subject in semester 2. This pattern of study can be selected by negotiation, and may be recommended to support students who are undertaking Negotiated Education Plans, VET or other recognised learning programs.

Every Stage 2 subject will have 30% external assessment, which means an expert from outside the school will assess the student’s work. 70% of the subject’s assessment is school based. These standards will also be checked by an expert from outside the school as part of the SACE Board’s quality assurance processes.

Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion.
University Entrance Requirements

Selection to university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course/program you must:
• qualify for the SACE
• obtain a Australian Tertiary Admission Rank (ATAR)
• meet any prerequisite subject requirements for the course/program

Your competitiveness in relation to other applicants is based on your Australian Tertiary Admission Rank (ATAR) which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate.

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:
• comply with the rules regarding precluded combinations
• comply with the rules regarding counting restrictions
• complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years

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

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from either:
• the score of a fourth 20 credit TAS or Recognised Subject or any two of the following:
• half the score of a fourth 20 credit TAS or Recognised Subject
• the score of a 10 credit TAS or Recognised Subject
• the score of another 10 credit TAS or Recognised Subject
• the score of the subject 2RBP10 - Research Project (which includes the common written assessment component)

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

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

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

Scaling

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

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

SATAC [www.satac.edu.au] has more information on scaling.

TAFE Entrance Requirements

Completion of the SACE can meet the Minimum Entry Requirements (MER) for most of TAFE SA’s courses. TAFE also considers a variety of other qualifications in its entry and selection processes, including relevant work experience and portfolios.

The MER differs according to the level of the TAFE course.

For full details go to www.tafe.sa.edu.au/selectionguide
Cross Disciplinary Studies

Cross Disciplinary is a learning area of the SACE which provides flexible learning programs for students. The Personal Learning Plan (a compulsory 10 credit subject in SACE Stage 1) and The Research Project (a compulsory 10 credit subject in SACE stage 2) are part of this learning area.

In addition, courses developed under the frameworks of Integrated Learning, Community Studies subjects and Recognised Learning – including VET - can be chosen by students to provide more flexible learning options for study within the school and in the community.

The Personal Learning Plan

**CODE** PLP3Y **LEVEL** Year 10

**LENGTH** (undertaken in Homegroup Lessons during Year 8, 9 and 10)

**CREDITS** 10

**CONTACT PERSON** Jill Brindley

**Content**

The Personal Learning Plan (PLP) is a compulsory 10 credit subject completed during Year 10. The PLP helps students plan for their future by:

- Helping them to make informed decisions about subjects they will study in Years 11 and 12, and pathways beyond school
- Investigating possible career choices

Students normally complete the PLP in Year 10 and must achieve a C grade or better to successfully complete the PLP.

**Topics**

- Life and Careers Pathway Planning
- Investigating Career Pathways
- Work Experience and Reflection
- Planning a SACE Course

**PLP Assessment in Year 10**

Students provide evidence through a set of 4 assessments that are presented as:

- A multi-modal profile
- Research paper
- Journal
- Interview

Valuable work is undertaken in Years 8 and 9 Home Group lessons to contribute toward the PLP. In Year 8, the Roundtable Assessments and in Year 9 the Community Citizenship Project provide activities that allow students to demonstrate achievement of the SACE capabilities.
Cross Disciplinary (continued)

The Stage Two Research Project A and B

The Research Project is a 10-credit subject based on a student choice topic. It is a compulsory requirement of the SACE. Students must attain a C grade or better in the Research Project to gain their SACE.

In this subject, students are expected to:

- Work independently and with others to initiate an idea and to plan and manage a research project
- Demonstrate the SACE capability ‘Learning’ and one other chosen capability from Communication, Citizenship, Personal Development or Work that is relevant to their research
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Communicate and evaluate their research outcome in written or multi-modal forms
- Evaluate the research processes used and their chosen capability.

All Year 12 students at Brighton Secondary School will be enrolled in the Research Project in Semester One of 2012.

There are two options for student enrolment – Research Project A or Research Project B. If undecided, students will be enrolled in Research Project B. Students will need to declare by the end of Term One, which version of the Research Project they will study.

Classes will be structured to include both cohorts (ie Research Project A and B) of students together.

The enrolment options vary only in how students present the external assessment.

The Research Project B may be used by the student to count towards the ATAR.

A more detailed explanation of the difference in the assessment requirements between Research Project A and B follows.

Research Project A

CODE: RPASA LEVEL: Year 12
LENGTH: (one semester)
CREDITS: 10
CONTACT PERSON: Warren Eaton

- 150 – 200 word written summary of the research project, processes used and outcome
- A choice of written, oral, and / or multi-modal external assessment
- 1500 words maximum if written or 10 minutes maximum if presented orally or multi-modally (excluding summary)
- Does not contribute to the Australian Tertiary Admission Rank (ATAR)

Assessment:

School-based assessment 70%
Folio (50%) – Preliminary Ideas and Research Proposal; Research Development; Discussion and Research Outcome (20%)

External Assessment 30%
Evaluation (including a written summary) and choice of presentation made.

Research Project B

CODE: RPB5B LEVEL: Year 12
LENGTH: (one semester)
CREDITS: 10
CONTACT PERSON: Warren Eaton

Content:

- 150 – 200 word written summary of the research project, processes used and outcome
- A choice of written, oral, and / or multi-modal external assessment
- 1500 words maximum or 10 minutes maximum if presented orally or multi-modally (excluding summary)
- May contribute to the Australian Tertiary Admission Rank (ATAR)

Assessment:

School-based assessment 70%
Folio (50%) – Preliminary Ideas and Research Proposal; Research Development; Discussion and Research Outcome (20%)

External Assessment 30%
Evaluation (including a written summary)

- 150 – 200 word written summary of the research project, processes used and outcome
- A common, written external assessment of 1500 words maximum (excluding summary)
Integrated Learning is a framework through which students gain credit for their Cross Curricular Learning.

At Brighton, the following subjects from the Integrated Learning Framework are offered:
Integrated Learning – Peer Leadership
Integrated Learning – World Challenge
Integrated Learning – Indonesian Language, People and Culture
Integrated Learning – Community Studies
Integrated Learning – Community Learning

Peer Leadership

**Integrated Learning Subjects**

**CODE** PRS4S : LEVEL Year 11

**LENGTH** Semester

**CREDITS** 10

**CONTACT PERSON** Jan Sutherland

**Recommended background**

Only students who are selected to be involved in the Peer Leader program may study this course. It is studied off-line, as an optional extra unit on top of a normal SACE Stage One course.

This subject is not chosen at the end of 2011 as part of the on line counselling process.

Students apply to be in the Peer Leader group following a 2-day training program run late in 2011. Following training students submit a written application. Students are selected by their performance at the training, their written application and their attitude to school, based on BSS staff assessment.

Teams of 2/3 Peer Leaders are allocated to each Year 8 Home Group according to their ‘House’. Leaders meet with that Year 8 Home Group for two sessions a week as well as being involved in the extended home group program throughout first semester.

**Content**

This subject provides students with the opportunity to gain skills in leadership, problem solving and self confidence. The subject involves participation and commitment to support Year 8 students in adjusting to the transition from primary to secondary school, as well as other written, practical and oral tasks designed to enhance personal development.

Students demonstrate leadership by:

- Planning and leading a series of activities
- Supporting teachers and delivering a variety of programs
- Attending the Year 8 Standards Day, Woodhouse excursion, Year 8 Acquaintance Night and Bullying and Harassment Play
- Attending day one of the 2012 school year to work with Year 8 students and Home Group teachers (one day before other Year 11 students)
- Negotiating a range of activities involving the Year 8 students during the first semester.

**Assessment**

Assessment is school based. Students demonstrate evidence of learning through the following assessment types:

- Practical - delivering peer support programs
- Group activity – planning Peer Leadership activities
- Folio and discussion – Peer Leadership skills

**Special Requirements and Fees**

- Students attend a double lesson per week
- Students nominate for training when expressions of interest are called for in Term 4 2011. Successful students have this subject added as an extra SACE unit to their Year 11 course in 2012.
- Subject fee $45

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World Challenge

**CODE** WOC4S

**LEVEL** Year 10 or 11

**LENGTH** Semester

**CREDITS** 10

**CONTACT PERSON** Tony Mahar

**Recommended background**

Enrolment in this course is dependent on students being involved in the World Challenge (or another educational overseas tour) in 2013. When involvement in the World Challenge is confirmed, students will be given the opportunity to enrol in this off line (not timetabled during the normal school day) course.

This subject is not chosen at the end of 2011 as part of the on line counselling process.

**Content**

The World Challenge Program requires students to travel overseas to undertake experiential learning in another culture. The process requires students to work collaboratively to plan and prepare for their travel with the guidance of the World Challenge Program staff and school staff. Activities include trekking, camping, a community project, and one week of rest and relaxation. The aim of the expedition is to teach life skills and expose the students to global, environmental and human rights issues.

**Assessment**

- Practical – participation in preparatory planning and fitness related activities
- Group work – collaborative planning skills
- Folio / discussion – Research and Evaluation task

**Special Requirements**

Involvement in the World Challenge Tour
**Indonesia: Language, People and Culture**

**CODE** INL4S **LEVEL** 11  
**LENGTH** 1 semester  
**CREDITS** 10  
**CONTACT PERSON** Lynlee Graham  
(This subject may also be chosen by Year 10 students who will be able to gain SACE credits. It should be chosen in 2011 as part of the on-line counselling process.)

**Recommended background**  
A personal interest in Asian Culture and learning basic Indonesian language.

**Content**  
Students will have the opportunity to expand their knowledge of Asia through the study of Indonesian language and culture. Studies will reinforce the connection Australia has with Indonesia and how a knowledge of culture and language is important to strengthening and developing positive links to the country and its people.

Content may include:  
- Language for travel  
- Indonesian food  
- Indonesian Art e.g. painting batik, shadow puppets  
- Australia’s connection, e.g. tourism; work; humanitarian  
- Contemporary issues, e.g. terrorism, safe travel, etc.

**Assessment**  
- Practical  
- Group work  
- Folio / discussion

**Special Requirements**  
$10 for Art materials / food

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**Community Studies**

**CODE** COM4S **LEVEL** Year 11  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Sandra Larsen  
(This subject should be chosen in 2011 as part of the on-line counselling process)

Community Studies is a timetabled subject which offers students the opportunity to learn in a community context and to interact with teachers, peers and the community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill or knowledge. The course and assessment plan are individually negotiated with the student.

Stage 1 Community Studies can be studied as a 10 credit subject or a 20 credit subject in 1 or more of the 10 areas of study listed below:  
- Arts and the Community  
- Business and the Community  
- Communication and the Community  
- Design, Construction and the Community  
- Environment and the Community  
- Foods and the Community  
- Health, Recreation and the Community  
- Science and the Community  
- Technology and the Community  
- Work and the Community

**Assessment:**  
Students demonstrate evidence of their learning through 4 types of assessment:  
- Contract of Work  
- Folio  
- Community Activity  
- Reflection

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**Community Learning**

The Community learning framework is another way in which individual students can gain credit for learning which is based in the community. SACE credits for Community Learning can be achieved in two ways – Community-developed Programs and Self-directed Community Learning.

**Community-developed Programs** include, for example, the Australian Music Examinations Board, the Duke of Edinburgh’s Award and the SA Country Fire Service. Program details are updated as new information becomes available.

See the SACE website [www.sace.edu.au](http://www.sace.edu.au) for further information.

**Self-directed Learning** is gained through community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community.

Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.


The SACE Coordinator is the contact person for individually negotiated community based credit arrangements.
What is VET?

Students are able to count VET qualifications for up to 180 credits towards their SACE. Students can earn 10 SACE credits for every 70 hours of VET successfully completed.

To find out whether the VET will count at stage 1 or stage 2 level or to find out more information about VET please check the VET recognition register at www.sace.sa.edu.au/subjects/recognised-learning/vet

Why do VET?

There are significant benefits for students who undertake VET courses. A student can:
• Gain credit towards their SACE
• Gain industry recognised qualifications accredited Australia wide
• Gain specific vocational training in a real workplace context
• Help students gain future employment
• Help students gain entry into related TAFE courses
• Help students decide if this is a possible future career pathway

VET is education and training that gives skills for particular jobs. In most cases it leads to industry-recognised qualifications.

What VET is offered at Brighton Secondary School?

Students are able to undertake VET in a number of ways
• School Subjects that incorporate VET
• External VET courses
• Australian School Based Apprenticeships

VET courses are generally offered to Year 11 and 12 students with limited offerings for year 10s.

School Subjects that incorporate VET

Students are able to select from a number of subjects taught at the school which incorporate VET qualifications. VET subjects on offer for 2012 are the following:
• Hospitality Kitchen Operations (VET) refer to page 69
• Industry Pathways Program (IPP) in Engineering (VET) refer to page 52
• Physical Education (Coaching & Participation) Sports & Recreation Certificate II (VET) refer to page 73

• Students also have the opportunity to complete Certificate I and some competencies towards certificate II in Industry Pathways in engineering by completing a number of subjects across year 10, 11 and 12 in the Technology Area.
External VET courses

External VET courses are run by various Training Organisations outside of the school. These courses are often part or full Certificate I or Certificate II courses. There are approximately 40 different courses on offer to students ranging from building and construction, automotive, hospitality, tourism, hair and beauty, photography, child care.

External VET courses often involve students being out of the school for one day a week. Locations of the courses vary depending on the Training Organisation running the course. Course booklets for external VET courses will be available in Term 4.

Costs of the courses will vary depending on the course. It is an expectation that costs are covered by students/parents. The school is able to assist with partial funding of the courses.

Students who are interested in undertaking a VET course in 2012 will need to indicate this at their course selection in Term 3. It is highly recommended that students intending to undertake External VET courses select Workplace Practices as one of their subjects either at a Stage 1 or Stage 2 level.

Australian School Based Apprenticeships (ASBAs)

ASBAs are where students undertake an apprenticeship (part-time) while remaining at school to complete their SACE. How this looks will depend on the ASBA a student is undertaking. As an example a student may spend one day per week in the workplace, one day per week at TAFE and the remaining time at School. If a student has not completed their ASBA by the end of their SACE their contract will convert to full time to enable completion of the apprenticeship.

Students can start an ASBA at any stage of their SACE studies. For a student to undertake an ASBA there must be a willing employer. ASBAs are advertised through school bulletins and newsletters. Students may also identify their own employer. If any student is interested in an ASBA they need to register their interest with the VET Co-ordinator.
The richness of meaning expressed in the arts serves both to generate intellectual rigour and demonstrate a sense of self worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand, critique society and imagine better worlds.

The Arts forms offered are
- Drama
- Media
- Music (General, Elective and Special Interest Music)
- Visual Arts Studies (including Design and Multimedia)

The curriculum for The Arts is divided into three strands
- Arts Practice
- Arts Analysis and Response
- Arts in Context

The three strands develop students’ knowledge and an understanding of the concepts, conventions, skills and techniques of the Arts forms.

Through **Arts Practice** students
- explore the expression of their thoughts and feelings
- generate, plan and experiment with ideas and issues
- learn, practise and develop the techniques and skills related to their chosen arts forms and apply the appropriate technologies
- create and/or recreate works of art
- perform or display their achievements to audiences and viewers.

Through **Arts Analysis** and Response students
- experience the arts as audience members or viewers
- reflect on their own and others’ arts works and are involved in interpretation and comparison
- are engaged in analysis to describe, judge, value and challenge arts works and ideas
- reflect on social and cultural meanings
- develop their own aesthetic values and a critical appreciation of their own works and those of others
- develop an awareness and respect for arts practitioners and their work.

Through **Arts in Context** students
- enrich their learning with links to local arts groups, community events and artists from their own cultures and others
- study histories of the arts and appreciate the traditions which have contributed to contemporary Australian arts forms
- develop an understanding of the values, beliefs, traditions and purposes of the arts and their respective cultural and social groups
- feel a sense of belonging to their community through engagement with the arts.
Drama

The study of drama provides students with the opportunity to acquire and develop experiences in performance and production. Students are also exposed to live theatre as performers, writers, theatre artists and spectators. Students explore a range of cultural, historical and social issues through the dramatic process.

Drama

Recommended Background: Nil

Content

In addition to building upon performance skills of improvisation, vocal expression and physical theatre, there is further development of group skills and stagecraft within one or more of the following topics:

- Elements of Drama
- Theatre Sports
- Medieval Theatre
- Melodrama/Soap Opera
- Careers in the Film Industry
- Puppetry
- Elements of Theatre Production

Elements of the above topics will be incorporated into a group devised issues-based theatre piece.

Assessment

Students will be assessed in group work, improvisation skills, script devising and writing as well as major performance tasks.

Special Requirements

It is expected that students will participate in excursions to view live performances. A levy of $15 will apply to cover ticket costs. Students must also expect to perform to audiences outside the Drama class.
Drama (continued)

Performance
- Students will work in small groups to devise a theatrical performance based on an existing fable, myth, or legend from a range of cultures. They will utilize one or both of the topics covered in their Investigation and Presentation as a basis of the style of their piece. The culminating performances are planned to allow students to create an imaginative piece in collaboration, developing an understanding of ensemble and realisation of the 'page to stage' process.

Visiting artists specializing in puppetry and physical theatre will work with students throughout the Investigation and Presentation and Performance tasks.

Folio
- Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process, as well as their achievements throughout the performance task.
- To enable students to expand their knowledge and understanding of drama as a performing art they will review a live theatre performance.

Assessment
Investigation and Presentation – 30%
Performance -50%
Folio - 20%

Special Requirements
It is expected that students will participate in excursions to view live performances (mostly out of school hours). A levy of $15 will apply to cover some of the ticket costs. Students must also expect to perform to audiences outside the Drama class.

Drama B

CODE DRA4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Melissa White / David Reed
Recommended Background
Year 10 Drama recommended

Content
Performance
- Page to Stage: The major thrust of the performance component of this subject is to involve students in staging a production of an existing play-script to be presented after school hours to a public audience. Students will contribute onstage as actor/performers, or offstage in the roles of other theatre practitioners (i.e. set, sound, lighting & costume design, front-of-house, publicity, make-up, multimedia etc.) The style, genre and overall nature of the production will be determined by student abilities, the availability of appropriate scripts which match the gender distribution within the class, and the size of roles to allow for valid assessment.

Investigation and Presentation
- Once the script for the major performance has been selected, students will focus on the genre, issues, style and if relevant, the author and history of the piece. They will then complete an Individual Investigation and Presentation based on one or more of these aspects. The possible outcomes may include a hypertextical set design, a publicity campaign, a script exploring similar issues or elements of genre and style etc. Students will have to formulate an approved dramatic question before beginning the study. It is naturally assumed that students will not cover the same ground as they presented in the performance.

Folio
- Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process and achievements throughout the performance task.
- In order to enable students to expand their knowledge and understanding of drama as a performing art they will review a live theatre performance.

Assessment
Investigation and Presentation – 30%
Performance -50%
Folio - 20%

Special Requirements
It is expected that students will participate in excursions to view live performances (mostly out of school hours). A levy of $15 will apply to cover some of the ticket costs. Students must also expect to perform to audiences outside the Drama class.

Drama

CODE DRA5E : LEVEL Stage 2
LENGTH Full Year
CREDITS 20
CONTACT PERSON Melissa White
Recommended Background
Stage 1 Drama (preferably 20 credits) or by interview.

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

The syllabus is prescribed by the SACE Board and is made up of 4 compulsory sections. The course is based on the four following areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

Within these areas of study students will undertake:
- one group presentation
- one report and at least two reviews for the folio
- one interpretative study
- one performance or one presentation.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
School Assessment : Group Presentation 20%, Folio 30 %, Interpretive Study 20%
External Assessment : Performance 30%

Special Requirements
Students are expected to attend at least three Sunday rehearsals and numerous after-school rehearsals for the group production. Students are required to attend live performances for review writing. These are out of the normal hours of the school day. A levy of $25 will apply to cover some of the ticket costs.
Media Studies

The study of media provides a unique opportunity to understand how the media works. In today’s society everyone is faced by a barrage of ‘media messages’ from TV, films, radio, print and computers. There is also an increasing reliance upon electronic communication devices with all the ethical and moral issues that surround them. All members of society should be able to critically examine both the medium and the message and to articulate their opinions in suitable language.

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<td>LENGTH Semester</td>
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<tr>
<td>CONTACT PERSON Alan Todd</td>
<td>CONTACT PERSON Alan Todd</td>
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**Recommended Background**

A general interest in the media.

**Content**
The subject introduces aspects of the Media and its role in society. Students will work in areas of film, print and radio, and construct media products in these areas. Analysis of films, advertising and language will provide the groundwork for successful group production work.

**Assessment**
Assessment will be based on individual written tasks, homework, discussion and group video production.
Arts Practice 60%, Arts Analysis and Response 20%, Arts in Context 20%

**Special Requirements** Nil

**Recommended Background**

Year 9 Media Studies.

**Content**
The course will look at television as a medium and take into account, genres, cultural packaging, stereotyping and the available audience. Students will undertake a number of practical projects involving the deconstruction and construction of specific genres as well as undertaking analysis of ideas and themes.

**Assessment**
Assessment will be based upon individual analysis assignments and group production work.
Arts Practice 50%, Arts Analysis and Response 25%, Arts in Context 25%

**Special Requirements** Nil
Media Studies (continued)

Media Studies

**CODE** MED4S  
**LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Alan Todd

**Recommended Background**
One year of Media Studies.

**Content**
Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Students may choose from the following topics:
- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community

Or topics negotiated with the teacher.

This course emphasises experimental and solo film making in the practical (product) component.

A wide range of media studies issues are incorporated into the Interaction Study and Folio.

**Assessment**
Folio 20%; Interaction Study 20%; Product 60%

**Special Requirements**
Students require a $25 SDHD memory card.

Media Studies

**CODE** MED5E  
**LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Alan Todd

**Recommended background**
Stage 1 Media Studies

**Content**
Media Studies develops students’ media literacy and production skills.

Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

The following key media concepts underpin the study of media and provide an investigative framework to support students’ assessments in critical analysis and production:
- Media conventions
- Media organisations
- Media audiences
- Media representations

Students choose three of the following topics to study:
- Photojournalism
- Documentaries
- Television Genres
- Community Media
- Short Films
- Globalisation and Media
- Youth and Media
- Children and Media
- Media Ethics and Regulation
- Cultural Diversity in Media
- Violence in the media

**Assessment**
School based Assessment:  
Folio 30%; Product 40%

External Assessment
Investigation 30% (a maximum of 2,000 words or the equivalent if in multimedia format)

**Subject fees** Nil
The study of music provides the opportunity to develop students’ intellectual, emotional, physical, social and creative potential. Music education provides an important contribution to life-long learning and aspects of global citizenship.

Students studying either Elective Music or Special Interest Music will be offered a variety of theory and practical courses.

Students studying Year 8 Elective Music do not need to have prior knowledge on a musical instrument. All elective students must study a band or string instrument as part of their course. Limited places are available in percussion and an audition will be required. Guitar and voice are not considered a band or string instrument for this component. Most instruments are available for hire through the school - $170 per year approximately.

Other students may participate in Year 8 Music through which they may be given the opportunity via an interview to proceed to Elective Music course in Year 9. Year 8 students may also audition for entry into the Special Interest Music program for Year 9 after successful completion of Year 8 General or Elective Music courses.

In Year 11 and 12 (Stage 1 and Stage 2) students may choose from a variety of theoretical and practical course options.

Music

CODE MUG1S : LEVEL Year 8
LENGTH Semester
CONTACTS Jeffrey Kong/Craig Bentley

Recommended Background
An interest in music and its associated industries. No instrumental knowledge is assumed.

Content
Students will be exposed to many areas of music, including:
• Technology / recording
• Guitar
• Percussion
• Sound reinforcement

Assessment
Ongoing through: class participation, homework exercises, bookwork, practical assessments and tests.

Special Requirements Nil

Special Interest Music

CODE MUS1Y : LEVEL Year 8
LENGTH Semester
CONTACTS Jeffrey Kong/Craig Bentley

Recommended Background
Special Music is an additional music subject available to selected students at each year level. (Entry is by Merit Selection and is a scholarship subject). Students are recommended after a musicianship test, practical audition and interview.

Content
• Composition
• Listening studies and score reading
• Solo performance preparation
• Ensemble performance
• A second instrument study
• Music keyboard skills
• Health (relationships, sexuality education, drug awareness)

Assessment
Ongoing through: practical work and written work. Performance Practice 20%, Listening 40%, Keyboard/Ensemble 20%, Composition 20%.

Special Requirements
Special Music students do the subject MUSIC ELECTIVE as well as the subject SPECIAL MUSIC.

Subject Fees
Instrument hire - $170 per year (approx).
Music Elective

**CODE MUE2Y : LEVEL Year 9**
**LENGTH** Full Year
**CONTACTS** Jeffrey Kong/Craig Bentley

**Recommended Background**
Year 8 Elective Music or Year 8 General Music. Entry is via an interview for General Music students.

**Content**
- Musicianship
- Instrumental ensemble
- Choral ensemble
- Instrumental tuition

**Assessment**
Ongoing through: homework exercises, tests, choral, instrumental participation, demonstration of skills and instrumental lesson work. Theory work 40%, Ensemble 40%, Choir 20%.

**Special Requirements**
Nil

**Subject Fees**
Instrument hire - $170 per year (approx).

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**Music Elective**

**CODE MUE3Y : LEVEL Year 10**
**LENGTH** Full Year
**CONTACTS** Jeffrey Kong/Craig Bentley

**Recommended Background**
Year 9 Elective Music or by interview with music staff.

**Content**
- Musicianship
- Instrumental ensemble
- Choral ensemble
- Instrumental tuition

**Assessment**
Ongoing through: homework exercises, tests, choral, instrumental participation, demonstration of skills and instrumental lesson work. Theory work 40%, Ensemble 40%, Choir 20%.

**Special Requirements**
Nil

**Subject Fees**
Instrument hire - $170 per year (approx).

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**Special Interest Music**

**CODE MUS2Y : LEVEL Year 9**
**LENGTH** Full Year
**CONTACTS** Jeffrey Kong/Craig Bentley

**Recommended Background**
Special Music is an additional music subject for selected students at each year level. (Entry is by Merit Selection and is a scholarship subject). Students are recommended after a musicianship test, practical audition and interview.

**Content**
- Composition and arrangement
- Listening studies and score reading
- Solo performance preparation
- Ensemble performance
- A second instrument study
- Individual and group practical work

**Assessment**
Ongoing through: practical work and written work. Composition 20%, Choir 20%, Performance Practice 20%, Listening 40%.

**Special Requirements**
Nil

**Subject Fees**
Instrument hire - $170 per year (approx).

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**Special Interest Music**

**CODE MUS3Y : LEVEL Year 10**
**LENGTH** Full Year
**CONTACTS** Jeffrey Kong/Craig Bentley

**Recommended Background**
Special Music is an additional music subject for selected students at each year level. (Entry is by Merit Selection and is a scholarship subject). Students are recommended after a musicianship test, practical audition and interview.

**Content**
- Composition and arrangement
- Listening studies and score reading
- Solo performance preparation
- Ensemble performance
- A second instrument study
- Individual and group practical work

**Assessment**
Ongoing through: practical work and written work. Composition 20%, Choir 20%, Performance Practice 20%, Theory work 40%.

**Special Requirements**
Nil

**Subject Fees**
Instrument hire - $170 per year (approx).

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**Music (Composing & Arranging)**

**CODE MCA4A : LEVEL Stage 1**
**LENGTH** Semester
**CREDITS** 10
**CONTACTS** Jeffrey Kong/Craig Bentley

**Recommended Background**
Year 10 Elective or Special Interest Music.

**Content**
This subject covers the basics of composing and arranging. Students will produce a folio of works in a variety of styles using computers and other media. This subject provides preparation for Year 12 Composing and Arranging.

**Assessment**
Skill Development 25%, Folio 75%.

**Special Requirements**
Nil
Music (continued)

**Music Craft A & P**

**CODE** MUC4A & MUC4P
**LEVEL** Stage 1
**LENGTH** Full Year
**CREDITS** 20
**CONTACTS** Jeffrey Kong / Craig Bentley

**Recommended Background**
Year 9 and 10 music.

**Content**
This subject is concerned with studies in harmony, arranging, composition and performance as a soloist and in an ensemble. This provides preparation for the study of Year 12 Music units.

**Assessment**
Presentation as a performer 50%, Test 25%, Folio 25%.

**Special Requirements**
Nil

**Subject Fees**
Instrument hire - $170 per year (approximately).

**Sound Technology**

**CODE** SOT4S :
**LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACTS** Jeffrey Kong / Craig Bentley

**Recommended Background**
Nil

**Content**
This subject covers the skills and background knowledge involved in sound reinforcement and computer based sound recording and editing. Topics include basic electronic and acoustic theory, digital audio and MIDI recording, as well as an introduction to the components used in professional sound recording studios and sound reinforcement systems.

**Assessment**
Written assignments 40%, practical experiments and projects including setting up a sound system 30%, and recording a MIDI project 30%.

**Special Requirements**
Operation of a PA system at a Music Performance, out of school hours.

**Subject Fees**
$50 fee for course materials and excursions.

**Music Studies**

**CODE** MUS4S :
**LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACTS** Jeffrey Kong / Craig Bentley

**Recommended Background**
Year 9 and 10 music, instrumental work and music theory.

**Content**
This subject is concerned with the study of music in its historical and musical context, including an analysis of the music and aural recognition. Practical work and composition are minor components of the subject. This provides preparation for the study of Year 12 Music units.

**Assessment**
Oral Presentation 40%, Test 20%, Folio 40%.

**Subject Fees**
$50 fee for course materials and excursions.

**Year 12 Music courses**
Students enrolling in Stage 2 Music may select from the 6 units described below. Students must select at least 2 units to enable a full year course (20 credits) but counting restrictions for the ATAR mean that only 4 units (40 credits) may be included in the tertiary entrance score.

**Musicianship**

**CODE** MUM5E
**LEVEL** Stage 2
**LENGTH** 1 semester studied over a full year
**CREDITS** 10
**CONTACTS** Jeffrey Kong / Craig Bentley

**Recommended Background**
Stage 1 Craft A & B, instrumental work and ensembles at school.

**Content**
This subject involves the study of theoretical concepts and their application in aural and harmony exercises and in the development of an arrangement.

**Assessment**
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
Examination 30%, Skill Development 30%, Arrangement 40%.

**Special Requirements**
Access to Sibelius software would be an advantage.

**Subject Fees**
Instrument hire - $170 per year (if applicable).
Music (continued)

Music in Context

CODE MUC5E  LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

Recommended Background
Stage 1 Music Studies and Craft A & B, instrumental work and ensembles at school.

Content
This subject involves the study of music in its historical and musical context, including an analysis of the music and aural recognition.

Assessment
Students will be assessed and moderated by SACE Board in accordance with the set syllabus for this subject.
Examination 30%, Aural Recognition Test 30%, Research Papers 40%.

Special Requirements Nil
Subject Fees
Instrument hire - $170 per year (approx).

Solo Performance

CODE MUS5E  LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

Recommended Background
Stage 1 Craft A & B, instrumental work and ensembles at school.

Content
This subject develops students’ skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance.

Assessment
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
Initial School performances 50%  Commentary 20%  Final Moderation 30%

Special Requirements
Out of school hours performances
Subject Fees
Instrument hire - $170 per year (if applicable).

Ensemble Performance

CODE MUE5E  LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

Recommended Background
Stage 1 Craft A & B, instrumental work and ensembles at school.

Content
This subject develops students’ skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness in an ensemble. This subject also includes participation and public performance in one of the school ensembles.

Assessment
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
School Assessment 70%  Final Moderation 30%

Special Study

CODE MUP5E  LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

Recommended Background
Stage 1 Craft A & B, instrumental work and ensembles at school.

Content
This subject develops students’ skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness through the performance and analysis of an approved extended piece of music.

Assessment
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
Initial School performances 50%  Commentary 20%  Final Moderation 30%

Special Requirements
Out of school hours performances
Subject Fees
Instrument hire - $170 per year (if applicable).

Composing & Arranging

CODE MUA5E  LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

Recommended Background
Stage 1 Craft A & B and Composing & Arranging, instrumental work and ensembles at school.

Content
This subject develops students’ musical imagination and creativity by composing and / or arranging musical works.

Assessment
Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.
Major Work 30%  Folio of other Works 70%

Special Requirements
Access to Sibelius software would be an advantage.
The study of visual arts encourages participation, learning, creativity and expression. Students have the opportunity to work in a variety of areas with pathways into tertiary institutions, careers or as an important contribution to lifelong learning. Visual arts includes drawing, painting, printmaking, ceramics, sculpture, graphic, product and architectural design, digital image-making, animation and multi-media.

**Visual Art/Design A**

**ART FOR OUR LIFE**

**CODE ART1A: LEVEL Year 8**

**LENGTH Semester**

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

Students will be introduced to the fundamental skills and processes of art making. These will include observational drawing, and painting techniques. Creative projects will include developing thinking strategies with higher order thinking tools. A range of two and three media will be offered. Students will be encouraged to express individuality in their projects and appreciate works of visual art, artists and their cultures. This course gives students the essential skills to take on creative challenges throughout their future.

**Assessment**

Arts Practice 80%,
Arts Analysis and Response 10%,
Arts in Context 10%.

**Special Requirements** Nil

**Visual Art/Design B**

**ART FOR OUR WORLD**

**CODE ART1B: LEVEL Year 8**

**LENGTH Semester**

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

Students will explore and experiment with a range of two and three art and design materials in the production of their projects. Thematic approaches will introduce students to the purposes and roles of art in past and present societies. Topics may include ‘Archaeological Dig’, ‘Portraits and People’, ‘Fantastic Worlds’. Processes may include Drawing, Painting, Digital Image making, Sculpture, and Model making. Students will be able to display their projects in school based exhibitions.

**Assessment**

Arts Practice 80%,
Arts Analysis and Response 10%,
Arts in Context 10%.

**Special Requirements** Nil

**Design**

**CODE DES3S: LEVEL Year 10**

**LENGTH Semester**

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

Students will be introduced to three key areas of design; graphic, product and architectural design. They will explore the design process i.e. establishing a brief, research, idea generation...
The Arts and problem solving and resolving outcomes to complete final design forms. Students will develop creative visual design skills and technologies to convey images and forms. Studies of design and designers will provide an understanding of design in present and past societies. Students will analyse and appreciate design works. Two major theory tasks will be completed in the semester.

Assessment
Arts Practice 70%.
Arts Analysis and Response 15%.
Arts in Context 15%.

Special Requirements Nil
Subject Fees
$10 per semester (approximately).

Media Animation

CODE ANM3S : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Con Preston
Recommended Background
Confident drawing skills, Media and/or Art/Design in Year 9.

Content
Students will work in two areas: clay animation and 2D/3D animation. One term is devoted to each and experience in several software programs is highlighted. Practical work relates to the development and production of two separate animations. Theory assignments entail the completion of four topics relating to analysis and criticism of various animation. The 3D animation component employs the Cinema 4D software.

Assessment
Arts Practice 70%. (Creative Products and Support Materials)
Arts Analysis and Response 15%
Arts in Context 15%

Special Requirements Nil
Subject Fees
$10 per semester (approximately).

Visual Arts A

ART AND IDEAS
CODE ART3A : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
Students explore art concepts through problem solving and higher order thinking strategies. Projects will be created using a series of problem solving tasks. Creative projects take the form of drawing, painting, printmaking, photoshop, sculpture and installations. Students study the works of key visual artists and their works through critical analysis. These studies are related to key art movements, societies and cultures of Western and Eastern Art.

Assessment
Arts Practice 70%
Arts Analysis and Response 15%
Arts in Context 15%

Special Requirements Nil
Subject Fees
$10 per semester (approximately).

Design A

CODE DES4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Con Preston / Cheryl Evans
Recommended Background Nil

Content
Students undertake practical and theory tasks. They follow the design process establishing the brief, conducting research and idea generation, creative problem solving processes, and the resolution of a final form of design. Aspects of design to be explored include graphic - business cards, DVD covers, posters and visual communication (layout and typography). Students will be given the opportunity to produce design works using digital technology. Theory tasks explore aspects of contemporary practice and an appreciation of design in different cultural contexts.

Assessment
Product 30%
Folio 40%
Visual Study 30%

Special Requirements Nil
Subject Fees
$15 per semester (approximately).

Visual Arts B

ART IN A GLOBAL COMMUNITY
CODE ART3B : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
Students will develop visual arts products through investigations of a culture or society in past and present societies (for example South-East Asian Art, Indigenous Cultures). One to two major Visual Arts Studies will be completed through the semester. Related tasks include the critical analysis of studied art works and student responses to the studied culture and society. Students have the opportunity to produce work in a variety of 2 dimensional and 3d dimensional media (e.g. drawing, painting, printmaking, sculpture and digital images).
Visual Arts (continued)

Design B

CODE DES4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Con Preston / Cheryl Evans
Recommended Background Nil

Content
In the development of design products, students may explore architecture, product design (e.g. fashion and lights). Students follow the design process, establishing the brief, conducting research and idea generation, creative problem solving processes, and the resolution of a final form of design. Theory topics explore aspects of contemporary design practice and an appreciation of design in different cultural contexts.

Assessment
Product 30%
Folio 40%
Visual Study 30%

Special Requirements Nil

Subject Requirements Nil

Creative Arts

CODE CRT4S LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
In Creative Arts, students have opportunities for specialisation within and across the arts (Dance, Drama, Music, Media Studies and the Visual Arts (art and design). Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products may take the form of musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Creative Arts also allows a focus on specific local needs and interests in the community for example SALA - South Australian Living Arts Week, The Brighton Rotary Art Club Exhibition and the Brighton Jetty Sculpture Festival.

Assessment
Creative Product 60% (visual journal and project)
Folio 40% (investigation, skills project)

Special Requirements
Creative Arts is a negotiated ‘off-line’ subject at Stage 1. Students wishing to undertake this subject should consult the Visual and Performing Arts Coordinator.

Art and the Environment

CODE ART4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
Artists and their environment is a key part of the creative process. This subject allows students to explore this aspect of their artistic practice.

Assessment
Folio 40%; Product 30%; Visual Study 30%

Subject Requirements Nil

Digital Art

CODE DIG4S: LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Con Preston
Recommended Background Nil

Content
Students undertake practical art projects using the software of their choice. This may be 2D software: Photoshop, Illustrator, 3D software, Cinema 4D, Bryce 5, Animation software: Flash, Cinema 4D. Two practical projects may be undertaken through negotiation. As students develop their skills and appreciation of the software programs one or more programs may be used in combination. Final projects may be printed on the wide format printer and laminated. Animations are authored to CD Rom or DVD.

Assessment
Product 30%
Folio 40%
Visual Study 30%

Visual Art B

HOW ARTISTS WORK

CODE ART4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
Students develop individual ideas and themes through the production of visual arts projects (Product and Folio). By studying “how contemporary visual artists work", students gain insight into the visual artist’s world and their studio practices. Creative products may be two or three dimensional (drawing, painting, printmaking, sculpture, installations). The visual study extends creative and critical learning through practical and written explorations on a negotiated theme.

Assessment
Folio 40%; Product 30%; Visual Study 30%

Creative Arts

CODE CRT5A : LEVEL Stage 2
LENGTH Semester
CREDITS 10
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
In Creative Arts students have opportunities for specialised study within and across the arts (Dance,
Drama, Music, Media Studies and the Visual Arts (Art and Design). Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products also allow a focus on the special needs and interests in the community. Students undertaking Visual Arts Stage 2 [Art or Design focus] may also study Creative Arts. Creative Arts Stage 2 offers students art opportunities in the visual arts. Examples of specific arts products include art exhibits, advertisements, animated films, art exhibitions, graphic novels, illustrated children’s books, murals, public art and installations.

Assessment
School based assessment (70%)
Product 50% (2 Creative products, one minor, one major with support material)
Investigation 20% (2 investigations of creative arts practice)
External Assessment 30%
Practical Skills Folio

Subject fees
$40 per annum approx.

Creative Arts

CONTENT
In Creative Arts students have opportunities for specialised study within and across the arts [Dance, Drama, Music, Media Studies and the Visual Arts (Art and Design)]. Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products also allow a focus on the special needs and interests in the community. Students undertaking Visual Arts Stage 2 [Art or Design focus] may also study Creative Arts. Creative Arts Stage 2 offers students art opportunities in the visual arts. Examples of specific arts products include art exhibits, advertisements, animated films, art exhibitions, graphic novels, illustrated children’s books, murals, public art and installations.

Assessment
School based assessment (70%)
Product 50% (2 Creative products, one minor, one major with support material)
Investigation 20% (2 investigations of creative arts practice)
External Assessment 30%
Practical Skills Folio

Subject fees
$40 per annum approx.

Visual Arts - Design Focus

CONTENT
In Visual Arts Design Focus students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon design works in their cultural and historical contexts. The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. The three areas of study covered are: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of their course, students participate in a major exhibition of their works.

Assessment
School based Assessment: Folio 30%; Practical 40%
External Assessment: Visual Study 30%

Subject fees
$15 per annum
Studies in design and technology provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.

The content of the technology curriculum is divided into three strands:

**Critiquing**

Students:
- develop ideas and create imaginative solutions for the learning tasks they are working on
- investigate issues and needs
- create proposals and alternatives
- produce processes and products and evaluate consequences and outcomes
- listen to and consider others’ opinions of their work.

**Design**

Students:
- research topics (e.g. find pictures, models, descriptions and information)
- present information in their own words and in a variety of ways
- use a range of information tools including computers, tape recorders, videos and printed material.

**Making**

Students:
- make, form, shape and join a variety of materials
- gain an understanding of the types, variety and properties of materials, e.g. clay, paper, card, plastic, fabric, metal
- learn to use a range of tools safely.
### Business, Enterprise and Technology (continued)

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#### BUSINESS AND ENTERPRISE

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Business, Enterprise and Technology (continued)

### Design and Technology A

**CODE** TST1A : LEVEL Year 8  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
In Year 8 students will be given the opportunity to study Design and Technology through a range of contexts including an introduction into the design of solar powered car and Hot Water systems. Students will improve their skills and knowledge necessary to run a business.  

**Assessment**  
Theory work 30%, Practical work 70%.  

**Special Requirements** Nil

### Design and Technology B

**STUDIES IN ALTERNATE ENERGY AND SUSTAINABLE SYSTEMS**  
**CODE** TST1B : LEVEL Year 8  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
Students will use and experience a range of materials and systems to study and design solar powered products, including a vehicle and a Hot Water system. Included will be a Sustainable Studies unit, the making of a CO2 dragster, and basic photography instruction. This is all designed for students who have had little experience in Technology and for all to enjoy and learn.  

**Assessment**  
Theory work 30%  
Practical work 70%  

**Special Requirements** Nil

### F1 in Schools

**CODE** FOS2Y : LEVEL Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
This program provides an exciting opportunity for students to design, analyse, test, manufacture and race a prototype F1 vehicle. Each student will have the opportunity to use exciting contemporary 3D printing technology to manufacture part of their vehicle. They will use industry standard 3D modelling software to design the car and to create a tool path for its manufacture. Students will make a car using a Computer Aided Manufacturing system. A Smoke Tunnel and a range of software to help test the product’s aerodynamic properties, will be used. Teams will also be involved in designing marketing materials including team shirts, caps, pens, team logos, and a presentation Folio etc.  

**Assessment**  
Theory Work 30%  
Practical Work 70%  

**Special Requirements** Nil

### Technical Drawing

**CODE** TDR2S : LEVEL Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
This subject includes:  
- Orthogonal drawing  
- Isometric drawing  
- Oblique drawing  
- using Australian Engineering standard line application, layout, lettering and dimensioning methods.  
- experience in mechanical, architectural and electrical interpretations.  

**Computer Aided Drafting**  
- components, general concepts, terminology, 2D models, model storage, draw commands and plotting.

### Business Awareness

**CODE** BAW3S : LEVEL Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Michelle Andersen  
**Recommended Background** Nil  

**Content**  
This subject enables students to gain insight into a range of business areas. They will learn the skills and knowledge necessary to run a business.
and put these into practice by setting up and running a business at school. Through various topics they will come to know about the business world and its application to themselves as active citizens, consumers and employees.

Topics covered include:

**Theory**
- Basic Economic Concepts
- Personal Financial Management
- Business Ownership
- Business Ethics

**Practical**
- Running a small business:
  - Business Plan
  - Cash Budgeting
  - Basic Record Keeping
  - Trading as a Small Business
  - Evaluation of Business Performance

**Assessment**
Students will be assessed through a range of modes including tests, assignments, research reports, orals and their performance in running their business.

Theory 60%, Attitude 10%, Practical 30%

**Special Requirements** Nil

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**CADD & Graphics**

**CODE** CAD3S : LEVEL Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
A basic study of:
- Geometric Principles - Introduction to basic geometric ideas (lines, angles, circles and their properties, tangents and tangent arcs, polygons and pentagons)
- Equipment and Effective Operation - Introduction to use and maintenance of drawing boards, squares, compasses and automatic pencils.
- Drawing Techniques - Introduction to freehand sketching, isometric, oblique and perspective views
- Orthogonal drawing - 1st and 3rd angle
- Dimensioning protocols
- Tolerances, machining and finishing symbols, and threads
- Line types and their significance
- Section, hidden detail

**Assessment**
- Introduction to Caddsmen menu: 2D drawing construction, inline menu applications, dimensioning, layers, lines, colours and group applications.
- 3D drawing construction, group applications, subfigure construction and applications, surfacing, hide options.

**Assessment**
Drawing composition and plotting of above. 30% of assessment will involve graphics section, 50% of assessment will involve CAD, 20% in the form of homework assignments. A folio of work must be kept. All work must be submitted by a deadline to pass the subject.

**Special Requirements** Nil
**Subject Fees** $5 per semester (approximately).

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**Electronics / Electro Technology**

**CODE** ELE3S : LEVEL Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
This course provides students with opportunities to accumulate evidence in units toward Certificate II in Sustainable Energies and Refrigeration Mechanics. The study of basic electronic principles:
- Circuit types - series, parallel
- Basic units and Ohm’s Law
- Resistor colour code
- Reading circuit diagrams

The study of basic components recognition:
- Resistors – fixed, variable
- Diodes, light emitting diodes
- Capacitors
- Transistors npn, pnp
- Integrated Circuits 555, 4017

Practical aspects of project construction:
- Making of printed circuit boards for projects
- Soldering of components into printed circuit boards
- Housing projects
- Using computers to simulate circuit action
- Design printed circuit boards layout

**Assessment**
All students will be required to present work in a folio format, with the teaching and learning emphasis on Critiquing, Designing and Making. Theory work 30%, Practical 70%

**Special Requirements** Nil
**Subject Fees** $25 per semester (approximately).
### F1 in Schools

**CODE** FOS3Y : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
This is a wonderful opportunity to experience the exciting and challenging environment of Computer Aided Design and Computer Aided Manufacture, mixed into the new F1 in Schools worldwide competition. Students who have had experience in this subject will be extended significantly, whilst those studying for the first time will benefit from self-paced interactive learning tools to help with the technology. Students will also have a fascinating and unique opportunity to use a contemporary 3D printer as part of their design tools.

Students will use the Imagine and Shape CATIA V software to design, test, analyse, and ultimately manufacture a prototype F1 vehicle, whilst the team environment will encourage business and enterprise skills to be learnt and applied. Of course, the finished products are raced.

The software, CATIA, is an industry standard program, used by Boeing and other leading manufacturers. Currently we are one of two schools in SA, with access to it.

Students will use Computational Fluid Dynamic testing software to validate the aerodynamic features of their vehicles, and test the Finite Element Analysis. Smoke Tunnel testing is also included.

**Assessment**
Theory work 30%
Practical work 70%

**Special Requirements** Nil

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### Metal Technology

**CODE** MET3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
- This course provides the first opportunity for students to study some competencies associated with VET Industry Pathways Program in Metal Engineering. There are pathways available for students to complete the SACE in Engineering.
- Basic metal machining (including screw cutting and simple fitting)
- Gas Welding
- Thread Cutting
- Sheet metal
- Simple fabrication
- The use of Graduated Devices
- Working to set diameters

Students will design and construct projects, which may include a ‘G’ Clamp, Camping Spade, and scrolled metal structures eg. wine racks. Appropriate graphics and theory will be used to complement the practical work. There is a strong focus on OHS&W issues in this course.

**Assessment**
A folio will be kept of all work completed. The strands of Critiquing, Designing, and Making will be used as a basis for all assessments. Theory work 30%, Practical 70%.

**Special Requirements** Nil

**Subject Fees** $45 per semester (approximately)

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### Wood Technology

**CODE** WTE3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
This subject includes:
- Framing construction – tables, ladders and stools
- Using a wide variety of hand and power tools and equipment
- Individual planning and design of projects
- Costing of materials and hardware
- Related graphics and written assignments
- Wood turning

**Assessment**
All students will be expected to present work in folio format, with course emphasis on the strands of Critiquing, Designing and Making. Theory work 30%, Practical 70%.

**Special Requirements** Nil

**Subject Fees** $40 per semester

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### Photography

**CODE** PHO3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**
This subject provides opportunities for students to develop skills in digital photography.

**Tasks Involved:**
- Camera Operations
  - Modes, menu options (white balance, sensitivity)
- Camera Functions
  - Auto focus, Macro, Flash and Zoom Lens

**Assessment**
- Theory work 30%
- Practical work 70%

**Special Requirements** Nil

**Subject Fees** $45 per semester (approximately)
### Accounting

**CODE** ACC4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**  
Stage 1 Accounting gives students practical skills and knowledge in managing financial information for a business. Topics may include:  
- The Environment of Accounting  
- Personal Financial Management  
- Business Documents  
- Keeping Cash Records  
- Double-entry Recording  
- Financial Reports  
- Analysis and Interpretation of Financial Reports.

Tasks students undertake during this course include:  
- Transaction analysis  
- General and Cash Journals  
- Recording Financial Transactions in Ledger Accounts  
- Profit and Loss Statements  
- Balance Sheet  
- Career Investigation

**Assessment**  
Skills and Application Task 75%  
Investigation 25%  

**Special Requirements** Nil

### Business & Enterprise

**CODE** BST4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**  
Students will study one of the following core topics:  
- Introduction to Business and Enterprise or  
- Business Enterprise in Practice  
Students will also undertake a study of two to three option topics:  
- Establishing a Business  
- Business Plans  
- Business Management and Communication  
- Financial Planning and Marketing  
- Technology for Business  
- Marketing  
- Employment Relations  
- Entrepreneurship: The Enterprising Person  
- Global Business

**Assessment**  
Each assessment component will have a weighting of at least 20%. The components consist of:  
- Folio  
- Practical  
- Issues Study

**Special Requirements**  
Students will access businesses in the community to complete some tasks.

### CADD & Graphics

**CODE** CAD4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**  
This subject will include a revision of geometric principles, equipment and effective operations, drawing techniques (isometric, oblique, orthogonal and perspective), line types and dimensioning protocol.

The development of competent operating skills on the Caddsmans Graphics program will be emphasized. In particular the construction of 2-D dimensioned drawings using layers and use of group and surfacing commands to create complex 3-D models. Students will then use the Computer Controlled equipment to design, draw and make a small key tag using the CAD/CAM (Computer Aided Design/Computer Aided Machining) process. This closely mirrors industrial practice. The drawings will be printed to a set format and held in the student’s portfolio.

**Assessment**  
Will be weighted toward the successful completion of practical assessment components. Product Realisation and Specialised Skills, but will also include studies in Critiquing, Design and Communication.  
Assessment: Skills 20%, Product 50%, Folio 30%

**Special Requirements**  
VET: Students will be able to gain accreditation for the ‘Interpret Technical Drawings’ VET module.

**Subject Fees**  
$6 per semester (approximately).
### Computing for Technical Workplace

**CODE** COT4S | **LEVEL** Stage 1 | **LENGTH** Semester | **CREDITS** 10 | **CONTACT PERSON** Steve Read | **Recommended Background** Nil

**Content**
This course reflects the computing skills that would be required in a technological work place such as an automotive, engineering, retail, or construction environment. It is one of the units that forms part of the certificate I and II in Mechanical Engineering (MEM16.8A - Interact with Computing Technology). This course covers areas such as spread sheets, data bases, word processing, powerpoint, simple image manipulation and some Computer Aided Design and Drafting/Computer Aided Manufacture components.

**Assessment**
- Design + Theory 30%
- Practical 70%

**Special Requirements** Nil

**Subject Fees** $5

### Electronics

**CODE** ELE4S | **LEVEL** Stage 1 | **LENGTH** Semester | **CREDITS** 10 | **CONTACT PERSON** Steve Read | **Recommended Background** Nil

**Content**
This course provides students with opportunities to accumulate evidence in units toward Certificate II in Sustainable Energies and Refrigeration Mechanics.

- The revision of basic electronic principles and components:-
  - Basic units and Ohm’s Law
  - Resistor colour code
  - Reading circuit diagrams
  - Resistors – fixed, variable
  - Diodes, light emitting diodes
  - Capacitors
  - Transistors npn, pnp

- The study of Integrated Circuit:-
  - Integrated Circuit 555
  - Manipulation of the 555

- Practical aspects of project construction:-
  - Making of printed circuit boards for projects
  - Soldering of components into printed circuit boards
  - Housing projects
  - Using computers to:-
    - Simulate circuit action
    - Design printed circuit boards layout for 555 tester, 555 alarm module.

### Industry Pathways Program (IPP) in Engineering (VET)

**CODE** VTE4S | **LEVEL** Stage 1 | **LENGTH** One semester | **CREDITS** 10 | **CONTACT PERSON** Steve Read

**Recommended Background** Nil

**Content**
Students who complete a number of Technology Subjects across Year 10, SACE Stage 1 and Stage 2 can potentially complete all of Certificate I and some competencies towards Certificate II of the Engineering Industry Pathways from the nationally accredited Engineering Curriculum Framework.

- VET Furnishing, Building and Construction

In 2012, students will have the opportunity to achieve a range of VET competencies. These will be embedded within the existing SACE units offered at the school.

- Students who wish to pursue this path, need to choose the following subjects:
  - Year 10 Metal Technology
  - Stage 1 Trade Maths
  - Stage 1 Computing A
  - Stage 1 Metal Technology A
  - Stage 1 Metal Technology B
  - Stage 1 CADD & Graphics
  - Stage 2 CADD
  - Stage 2 Metal Technology

**Possible future pathways include:**
- TAFE or Vocational Education and Training
- Course levels including Certificate III & IV, Diploma and Advanced Diploma in a number of Engineering areas including: Production systems; Mechanical; Mining Operations; Fabrications.
- Employment in the following industries: Aircraft Engineer; Aircraft Fitter; Maintenance Engineer; Mechanic; Welder, Toolmaker; Air-conditioning Mechanic; Boilermaker; Electrical Fitter; Electrical Technician; Refrigeration Mechanic.
Manufacturing. (CNC) skills will also be taught. Basic Computer Aided Design (CAD) and Computer Aided Manufacturing (CNC) skills will also be taught. All work done will be within tolerances of ±0.1mm in diameters and ±0.5mm in lengths. Basic Computer Aided Design (CAD) and Computer Aided Manufacturing (CNC) skills will also be taught. Participation in this subject will provide students with opportunities to complete units of competency associated with Metal & Engineering Certificate I. Students will develop skills using a range of machines including the lathe, mill and drill press. They will be encouraged to work accurately to close tolerances and they will become competent in the use of measuring equipment including micrometers and vernier callipers. There is a section of the course dedicated to basic welding and fabricating, where the primary welding / joining system will be Metal Inert Gas.

Assessment
Will be weighted toward the successful completion of practical assessment components Product Realisation and Specialised Skills, but will also include studies in Critical Thinking and Design and Communication.
Skills 20%, Product 50%, Folio 30%.

Special Requirements
VET: Students will be able to gain accreditation for the IPP in Engineering qualification within this subject. Students will have the opportunity to complete Metals in Engineering throughout studies in Years 10, 11 and 12.

Subject Fees
$30 per semester (approximately).

Information Processing

CODE IPR4AS : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil

Content
Students will learn to use word processing and publishing software to efficiently and accurately present information. There are five topics that can be offered: Business Publishing, Digital Presentation, Digital Publishing and Personal Publishing, Data Input. Theory and practical tasks undertaken during this course include:

- Advertisements and Display × Materials
- Business Letters and Stationery
- Multicolumn and multidirectional tables
- Design Brief
- Speed Certificate according to ASA Standard
- Advanced Word Processing Functions
- Occupation Health and Safety Report

Assessment
Practical Skills 60%, Designing and Skills Applications 30%, Issues Analysis 10%.

Special Requirements Nil

Subject Fees
$20 per semester (approximately).

Metal Technology A

CODE MET4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil

Content
This subject will be used to develop those skills needed to work accurately with machines (lathe, mill and drill press) and to be able to measure with micrometers and vernier callipers. All work done will be within tolerances of ±0.1mm in diameters and ±0.5mm in lengths. Basic Computer Aided Design (CAD) and Computer Aided Manufacturing (CNC) skills will also be taught. Participation in this subject will provide students with opportunities to complete units of competency associated with Metal & Engineering Certificate I. Students will develop skills using a range of machines including the lathe, mill and drill press. They will be encouraged to work accurately to close tolerances and they will become competent in the use of measuring equipment including micrometers and vernier callipers. There is a section of the course dedicated to basic welding and fabricating, where the primary welding / joining system will be Metal Inert Gas.

Assessment
Will be weighted toward the successful completion of practical assessment components Product Realisation and Specialised Skills, but will also include studies in Critical Thinking and Design and Communication.
Skills 20%, Product 50%, Folio 30%.

Special Requirements
VET: Students will be able to gain accreditation for the IPP in Engineering qualification within this subject. Students will have the opportunity to complete Metals in Engineering throughout studies in Years 10, 11 and 12.

Subject Fees
$30 per semester (approximately).

Metal Technology B

CODE MET4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil

Content
This subject will use the skills developed in Metal Technology A to construct a high quality major project involving screw cutting, machining and aluminium metal casting. However, to allow for the entry of new students a revision project involving accurate turning skills will be completed first.
Photography B

CODE PHO4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil

Content
This subject will focus on providing an understanding of the equipment and processes involved with the capture and manipulation of digital images.

Basic Camera Techniques
• Depth of field – emphasis on point of interest

Creative Photography
• Montage
• Multiple Image
• High Dynamic Range

Students plan and present a personal calendar
Plan and present images on the theme ‘Portrait Character Study’
Special Requirement of this course is an excursion to the Adelaide Zoo.

Assessment
Skills 30%
Major Practical Work 40%
Folio 30%

Subject Fees $60

Web Design

CODE ITE4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Michelle Andersen
Recommended Background Nil

Content
Students learn how to develop and design an interactive website using the Adobe Dreamweaver software programme. They will learn to use HTML code as well as using the design view to create their website.

Students will use their own Macbooks to develop skills in web design, digital imaging, animations and HTML editing. They will go through a design process as their final task to develop their own interactive website.

Students will also investigate social, legal and ethical issues and how they impact on the design of websites.

Software programmes used include:
• Adobe Dreamweaver
• Adobe Flash
• Adobe Photoshop
• Firefox
• HTML Editor

Assessment
Practical 35%, Skills task 30%, Folio 35%

Special Requirements Nil

Wood Technology A

SOLID TIMBER FRAMING CONSTRUCTION
CODE WTE4A : LEVEL Stage 1
CREDITS 10
LENGTH Semester
CONTACT PERSON Steve Read
Recommended Background Nil

Content
This subject will cover the following sections of work:

PRACTICAL:
Students will work with traditional and contemporary solid timber construction methods involving material selection, machine preparation, leg and rail type construction, machine jointing and some experimental jointing exercises. They will be required to design and construct a major furniture item involving solid timber framing construction eg cheval mirror, hall stand, wine table, ladder or similar. A range of traditional and new materials may be used and learning may be based on group activities and personal projects.

Students will focus on safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with solid timber construction.

Other key aspects will involve maintenance of tools and equipment, preparation of cutting lists and project costing.

GRAPHICS:
Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, Computer Aided Drafting and Design will be encouraged.

Assessment
Will be weighted toward the successful completion of practical assessment components Product Realisation and Specialised Skills, but will also include studies in Materials Applications, Critiquing and Design and Communication.

Skills 20%, Product 50%, Folio 30%

Special Requirements Nil

Subject Fees
$45 per semester. Additional fees may be required depending on major project selection.

Wood Technology B

TRADITIONAL CARCASE CONSTRUCTION
CODE WTE4B : LEVEL Stage 1
CREDITS 10
LENGTH Semester
CONTACT PERSON Steve Read
Recommended Background Nil

Content
Students will:
• Work with traditional carcase construction methods (box type construction).
• Be involved in material selection, material preparation, machine jointing and some experimental jointing exercises.
• Be required to design and construct a major furniture item involving traditional carcase construction methods eg a bedside cabinet, bookshelf, CD/DVD rack or similar.
• Use and experience a range of new and traditional materials.
• Work individually and in some group activities.
• Focus on safely using tools and equipment, including a variety of machines, portable power tools and hand tools.
• Examine other key concepts including maintenance of tools and equipment, preparation of cutting lists and project costing.

GRAPHICS:
Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, Computer Aided Drafting and Design will be encouraged.

Business, Enterprise and Technology (continued)
Assessment
Will be weighted toward the successful completion of practical assessment components. Product Realisation and Specialised Skills, but will also include studies in Materials Applications, Critiquing and Design and Communication.
Skills 20%, Product 50%, Folio 30%

Special Requirements Nil
Subject Fees
$45 per semester. Additional fees may be required depending on major project selection.

Accounting Studies
CODE ACC5E : LEVEL Stage 2
LENGTH Full Year
CREDITS 20
CONTACT PERSON Michelle Andersen
Recommended Background Nil
Content
Accounting provides students with an in-depth study of the theoretical and practical applications of accounting. Topics covered fit into the following sections:
- The Environment of Accounting
- Financial Accounting
- Management Accounting

Students are expected to:
- Prepare financial reports
- Undertake the Double Entry recording process
- Complete Balance Day adjustments
- Control Inventories, Fixed Assets and Debtors
- Prepare essays and reports on analysing financial information
- Prepare budgets

Assessment
School Assessment 70%
External Assessment 30%

Special Requirements Nil
Subject Fees
It is recommended that students purchase a workbook and past exam papers - approximate cost $60.
Business & Enterprise B

CODE: BST5B - LEVEL: Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Michelle Andersen

Recommended Background: Nil

Content: This course provides exciting opportunities for students wishing to extend their understanding in the world of Computer Aided Technologies. The software program used is the internationally acclaimed CATIA suite, used by International companies such as Boeing who use the technology to design and manufacture their aircraft. Students will learn about orthogonal drawing practice, and have the opportunity to use the Imagine and Shape technology to produce designed outcomes. Student pathways include Architecture and Graphic Design, as well as the Trades, most of which now have a CADD component in their training.

Assessment: The assessment will be based on three Assessment Types:
- AT # 1 Skills exercises, and including a Materials Application Study – 20%
- AT # 2 Product. This will include a Major and Minor product – 50%
- AT # 3 Folio. This is the externally marked component – 30%

Subject Fees: $25 per annum

Electro Technology
- Systems and Control

CODE: ELE5S - LEVEL: Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Steve Read

Recommended Background: Nil

Content: Through a focus on audio electronics, this course contains work associated with electronic principles and components. This will prepare students for entry into University or TAFE pathways to Electrical Trades and/or Electro technology studies. Students will work with software to produce circuits and PCB designs, which satisfy the set design criteria. The practical nature of the course will cover the manufacture of projects, which have circuit boards designed, manufactured and assembled by students.

Assessment: Skills exercises – 20% - 3D modelling exercises, and a Materials testing assignment. Folio – 30% - Externally marked – a record of the design process. Product – 50% - the final prototype and associated hand and CADD drawings and renders.

Furniture Construction - Material Products

CODE: FUR5S - LEVEL: Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Steve Read

Recommended Background: Nil

Content: This subject may be run as an off-line subject, with most lessons after 3:10pm on two days of the week.

Subject Fees: $25 per annum
**Graphic & Industrial Design - Communication Products**

**CODE** GDPSS : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read  

**Recommended Background**  
No previous experience is required. All work is presented at entry level.

**Content**  
This course provides students with the opportunity to become graphic or industrial designers, where they learn to use Aerospace standard 3D modelling software CATIA to design and ultimately manufacture a prototype product. The course leads directly to Architecture and Graphic Design at University and TAFE institutions. CATIA offers users the chance to develop geometry using the brilliant Imagine and Shape technology, making ‘organic’ 3D models a reality for all. Students will have the opportunity to present their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD renders, drawings and their prototype. Students will engage with other contemporary technologies including Rapid Prototyping and other Computer Aided Manufacturing processes, such as 3 axis machining.

**Assessment**  
Skills exercises – 20% - 3D modelling exercises, and a Materials testing assignment  
Folio – 30% - Externally marked – a record of the design process  
Product – 50% - the final prototype and associated hand and CADD drawings and renders.

**Information Technology - Communication Products**

**CODE** CMPS : LEVEL Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read  

**Recommended Background**  
Nil

**Content**  
The subject is based on practical ‘hands on’ learning, using a range of ICT skills. The main applications to be used include animation package, SWISH, CorelDraw9, Dream Weaver/FrontPage, Access, Web Authorising software, ULead Studio 7, Power Point and other software linked to ecommerce. PDF files will be made and applied, as well as the construction of databases, with links to web sites. Students will be involved in using presentation software, however, the principle focus will be on generating several interactive web sites, and how they are linked to the community. Students will make a CD, containing all of their work.

**Assessment**  
Practically oriented computer tasks will be the main focus. Students will design web sites and presentations and will therefore need to document these processes. Seven summative tasks will be used during the year. Theory work 30%, Practical 70%.

**Special Requirements**  
Nil

**Business, Enterprise and Technology (continued)**

**Metal Fabrication & Technology - Material Products**

**CODE** MET5S : LEVEL Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read  

**Recommended Background**  
No previous experience is required. All work is presented at entry level.

**Content**  
Participation in this course will provide opportunities for completion of competency units within the Industry Pathways Program, Metals and Engineering (IPP)  
Students will be encouraged to work accurately, using marking and measuring equipment such as digital verniers and vernier height gauges. Students will also develop hand skills, and gain experience in using lathes, milling machines and the application of Computer Numerical Control technology. The course is aimed at both the student looking for vocational pathways in this and related industries, but also at students wanting to gain experience designing and making products in metal.

This course will cover the following:  
- The major and minor products will be weighted towards successful completion and the quality of, the final outcome.  
- The major product will be based on the student design Folio, and it will include investigating, planning and evaluating.  
- The major and minor project, as well as the Specialised Skills tasks, comprises 70% of the course weighting.

**Assessment**  
Will be weighted towards the successful completion of practical assessment components (Product; Major Product and Specialised Skills). A Design Folio comprising of investigating, planning and evaluation will also be included.  
Skills exercises – 20%  
Folio – 30% - Externally marked – a record of the design process  
Product – 50%
### Photography

**CODE** PHOSS : **LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read

**Recommended Background**
No previous experience is required. All work is presented at entry level.

**Content**
This subject provides opportunities for students to appreciate the technical aspects of photographs and their role in today’s society. Tasks involved:
- Preparation of a photographic Portfolio demonstrating a range of skills including
- Camera operation – basic & creative
- Natural & Artificial lighting systems
- Image Manipulation – technical / creative
- Production of a commercial article in response to a “design brief” i.e. photo album, slideshow, web site, children’s jigsaw, brochure
- Presentation of “work folio” documenting the design process used in constructing the final product

**Assessment**
The assessment will be based on three Assessment Types:
- AT # 1 Skills exercises, and including a Materials Application Study – 20%
- AT # 2 Product. This will include a Major and Minor product – 50%
- AT # 3 Folio This is the externally marked component – 30% -

### Workplace Practices

**CODE** WKPSA : **LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Sandra Larsen

**CODE** WKPSB : **LEVEL** Stage 2  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Sandra Larsen

**Content**
In Workplace Practices students develop knowledge, skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations.

The subject comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training

**Assessment**
Students demonstrate evidence of their learning through 3 types of assessment:
- Folio
- Performance
- Reflection

School Assessment 70%
External Assessment 30%

**Special Requirements** Nil

**Subject Fees**
$40 per semester. Additional fees may be required depending on major project selection.
The Australian Curriculum:
The English curriculum for 2012 in year 8 will be based on
the Australian Curriculum. Refer to pages 12 and 13 for more
details about the implementation of the Australian Curriculum.
The English curriculum in years 8 to 10 is built around the
three interrelated strands of Language, Literature and Literacy.
Together, the three strands focus on developing students’
knowledge, understanding and skills in listening, reading,
viewing and writing.

Literature
Texts mean any written, spoken, visual, digital or multimodal
communication. Students study a balance of literature, media
and everyday texts. These are studied through listening
and speaking, reading and viewing, and writing. Literature
includes classic, contemporary and popular literature.

Classic literature refers to works recognised over time as
excellent examples of their type. They enable a student to
consider how language and literature have changed over
time. Some examples include legends, fables, Aboriginal
Dreaming stories, novels, short stories and films.

Contemporary literature refers to recently written texts that
explore important ideas in complex ways. Some examples are
picture books, poetry, modern plays, films, television drama
and comedy, and students’ own writing.

Popular literature is literature that is written or produced
to mainly entertain. Some examples are popular romance,
adventure stories, thrillers, comics, cartoons, television stories
and video clips, song lyrics and jokes.

Media includes television and DVD, radio, film, and printed
and online newspapers, magazines, posters and cartoons,
films, software and radio.

Everyday texts include catalogues, personal letters, emails,
telephone calls, messages, instructions, advertisements,
interviews and student discussions.

The development of knowledge, skills
and understandings about language and
literacy is essential for any individual’s active
and effective participation in their learning
and in their local and global communities.

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* Intensive Secondary English (ISEC) is available for eligible students.
Language

Students learn about the structures and features of the texts they are comprehending or composing.

They develop skills for:
• choosing the form and organisation of writing or speaking they will use (eg narrative, report, argument)
• selecting suitable vocabulary and grammar for the topic and audience
• using non-verbal language (eg facial expressions, distance between people when they are talking, hand gestures)
• spelling
• handwriting, keyboarding
• layout and presentation.

Students learn how the use of English varies according to the social, cultural or situational context. This includes understanding that:
• it is important to use standard Australian English in certain spoken and written communications, including some school situations
• the language they use, listen to or read influences the way they think
• their purpose and their relationship to the listener, reader or viewer will influence the way they use language
• others might interpret what has been written, viewed or listened to differently from themselves.

Literacy

Students learn strategies for using language so that they can comprehend and compose texts effectively. Some strategies students learn are:
• listening for key words and phrases
• planning, preparing and presenting talks to small and large groups
• selecting texts appropriate to the task (eg by skimming content pages, reading cover information)
• reading and viewing for specific purposes (eg using a table of contents, using TV guides, making notes)
• coping with difficult texts
• identifying the point of view in what they listen to, read or view
• checking for bias and prejudice
• editing and revising their work
• using proofreading skills e.g. finding and correcting grammar and spelling mistakes
• presenting their written and multimodal work using appropriate format and layout, illustrations, and print style.
English

**Content**
Students will be introduced to the concept of world view and use this as a framework for the study of English. Thinking skills will be explicitly taught through the study of novels, short stories, plays, poems, films, multimodal texts and other aspects of the ways we speak and write. Students will be given opportunities to improve their writing, speaking, viewing and listening skills.

**Assessment**
There will be a range of major assessment pieces each term dealing with writing and creating, reading, speaking and listening. Other work will lead into these major pieces.

**Writing 50%**: Reading and Viewing 25%, Listening and Speaking 25%.

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**English as a Second Language and LITERACY SUPPORT**

**Intensive Secondary English Course (ISEC)**

**CODE**: IMAIN
**LEVEL**: Years 8, 9, 10, 11
**LENGTH**: 20 Weeks
**CONTACT PERSON**: Lynlee Graham

**Required Background**
Available to full fee-paying international students.

**Content**
Students participate in an integrated program to develop and strengthen their skills in using English. Students work with their teachers across the following learning areas:
- ISEC English / ESL
- CODE IMAIN
- ISEC PLP (Personal Learning Plan)
- CODE IPL
- ISEC ICT, Mathematics and Science
- CODE ICTMS
- ISEC Health and Home Economics
- CODE IHEHL

They use contextually appropriate opportunities to develop and practise the skills they will use in their subsequent learning programs in the mainstream environment, including the appropriate use of Information Technology and the school’s one-to-one learning program and Macbook policy. Students also develop an understanding of and become familiar with the Australian style of secondary schooling and gain the confidence and understanding to participate meaningfully in speaking, listening, writing and reading English in a developmental and supportive environment.

The PLP aims to prepare students for their future career pathways by helping them to investigate a range of post-school options.

**Assessment**
Students are actively involved in assessment activities that support further planning and learning and which also familiarise them with the assessment methodologies, expectations and practices used in secondary Australian schools. A “C” grade or better is a requirement of the PLP.
Meeting the literacy requirement through Stage 1 English

In order to meet the literacy requirement of the SACE, students must select at least two semesters from the following Stage 1 English subjects: English Studies; English Communications; Writing for Publication; Literacy for Work and Community Life; or English as a Second Language.

Students need to achieve C grade or better in two semesters of English to fulfil the compulsory 20 credit points of the literacy requirement of the SACE.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Students are required to read and respond to texts as well as produce texts.

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**English Communications A & B**

**CODE** ENC4A & ENC4B : 
**LEVEL** Stage 1 
**LENGTH** 1 or 2 semesters 
**CREDITS** 10 or 20 
**CONTACT PERSON** Deborah Smith 
**Recommended Background** 
Satisfactory completion of Year 10 English

**Content** 
Students will present five assessment tasks. These will include an analysis of and response to texts studied in class and an oral presentation of their own compositions. At least one assessment will be an oral presentation.

An Extended Study will either compare a minimum of two texts or focus on an aspect of language used in a context beyond the classroom.

Visual texts, novels, short stories, plays and the media will provide lively discussion and the study of relevant issues and themes. Language composition and critical reading skills will be developed.

Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.

**Assessment** 
Students will be assessed in Text Analysis, Text Production and the Extended Study. Each Assessment type will have a weighting of at least 20%. Students’ performance is assessed according to the subject’s Performance Standards and reported with the grades A-E at the completion of the semester. This subject will prepare students for Stage 2 English Communications.

**Writing for Publication**

**CODE** ENW4A & ENW4B : 
**LEVEL** Stage 1 
**LENGTH** 1 semester 
**CREDITS** 10 
**CONTACT PERSON** Deborah Smith 
**Recommended Background** 
Satisfactory completion of Year 10 English

**Content** 
This one semester course is designed for students who are keen to explore the art of writing in various forms, such as in newspapers, magazines and speeches. Students will investigate the craft of writing – style, mood, vocab, authors’ intention, language decisions made and also production elements.

Learning will centre on the power of language, the writing process, and the importance of audience and purpose. The use of software programs as a tool in the writing process will be explicitly taught.

Students will be expected to enhance their learning by working independently and in groups, and by collecting and critiquing their own and others’ writing during the semester.

**Assessment** 
Students will be assessed in Text Analysis, Text Production and the Extended Study. Each Assessment type will have a weighting of at least 20%. Students’ performance is assessed according to the subject’s Performance Standards and reported with the grades A-E at the completion of the semester.

This subject will prepare students for Stage 2 English Communications.

**Special Requirements** 
A passion for writing and the ability to read critically and write with fluency and accuracy.

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**Literacy for Work & Community Life A & B**

**CODE** ENW4A & ENW4B : 
**LEVEL** Stage 1 
**LENGTH** 1 or 2 semesters 
**CREDITS** 10 or 20 
**CONTACT PERSON** Deborah Smith 
**Recommended Background** 
Suitable for students who have been recommended by their Year 10 English teacher and have identified literacy skills as an area for improvement.

**Content** 
Students develop a program of work with the teacher based on one or more of:
- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- Negotiated Study

Students will present up to five assessment tasks. These will include responding to written, visual and/or multimodal texts and producing texts individually and/or in groups. Possible texts include advertisements, digital films, podcasts, resumes and personal letters.

Learning is centred on practical activities and involves group interaction and individual work.

This subject does NOT lead on to Stage 2 English.

**Assessment** 
Students will be assessed in Text Analysis and Text Production with a weighting of at least 20% in each area. Students’ performance is assessed according to the subject’s Performance Standards and reported with the grades A-E at the completion of the semester.
English as a Second Language A & B

**CODE** ESL4A & ESL4B
**LEVEL** Stage 1
**LENGTH** 1 or 2 semesters
**CREDITS** 10 or 20
**CONTACT PERSON** Deborah Smith

**Recommended Background**
A subject that is intended for students for whom English is a second language.

**Content**
Students will present four to five assessment tasks. They will respond to and compose oral and written texts in a range of genres and situations.

Students will also investigate a topic of personal interest and interview one or more people of their choice and produce a communication study on texts used beyond the classroom, such as advertising.

**Assessment**
Students will be assessed in Text Production and Language Application. Each area will have a weighting of at least 20%. Students’ performance is assessed according to the subject’s Performance Standards and reported with the grades A-E at the completion of the semester.

**Special Requirements/Eligibility**
A student for whom English is a second language, an additional language or a dialect, and who either has not had more than a total of five years of full-time schooling where the medium of instruction was English or who has had more than a total of five years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

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English Studies A & B

**CODE** ENS4A & ENS4B
**LEVEL** Stage 1
**LENGTH** 1 or 2 semesters
**CREDITS** 10 or 20
**CONTACT PERSON** Deborah Smith

**Recommended Background**
High achievement in Year 10 English.

**Content**
Students will present five assessment tasks. These will include an analysis of and response to texts studied in class, and students’ own compositions. At least one assessment will be an oral presentation.

An Extended Study will either compare a minimum of two texts or focus on an aspect of language used in a context beyond the classroom.

Visual texts, novels, short stories, plays and the media will provide lively discussion and the study of relevant issues and themes. Language composition and critical reading skills will be developed.

Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.

Students will be expected to read widely, think critically and write analytically.

**Assessment**
Students will be assessed in Text Analysis, Text Production and the Extended Study. Each Assessment type will have a weighting of at least 20%. Students’ performance is assessed according to the subject’s Performance Standards and reported with the grades A-E at the completion of the semester.

There will be an exam at the end of each semester.

This subject will prepare students for both Stage 2 English Studies and English Communications.

**Special Requirements**
Ability to read critically and write fluently and accurately.
English Communications

CODE: ENCSA: LEVEL Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Deborah Smith

Recommended Background:
Sound achievement in Stage 1 English Studies, English Communications, and/or Writing for Publication.

Content:
In English Communications students read a range of educational, vocational, and cultural texts. Students learn to recognise the conventions of different text types for different purposes, audiences and contexts. They use this learning in composing their own texts and in commenting on the texts they read.

English Communications develops students’ literacy skills in a broad range of contexts, enabling them to accept increased responsibility for making decisions about their own learning in the negotiated parts of this subject.

Learning will include a Text Study, a Text Production Study and a Communication Study.

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

External Assessment – students complete a folio of work containing a Response to an example of communication and a Text Production with writer’s statement (30%).

They work independently and collaboratively to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

Students undertake tasks within the following areas of study:
- Text Study
- Text Production
- Investigative Study of a contemporary issue (written and/or oral)
- Issues Analysis IA

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

External Assessment: Examination 30% - Listening Comprehension and written paper.

Special Requirements/Eligibility:
A student for whom English is a second language or an additional language or a dialect, and who either has not had more than a total of five years of full-time schooling where the medium of instruction was English, or who has had more than a total of five years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

English as a Second Language

CODE: ESL5E: LEVEL Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Deborah Smith

Recommended Background:
High achievement in Year 11 ESL.

This is an academic course aimed at preparing students for tertiary study in an English speaking country. Students will need strong English skills to complete the subject successfully.

Content:
Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes.

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

External Assessment: Investigation 30%.

English as a Second Language Studies

CODE: ESL5E: LEVEL Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT PERSON: Deborah Smith

Recommended Background:
Recommended Background:
A subject that is intended for students for whom English is a second language.

Content:
Students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers and writers.

Students undertake tasks within the following areas of study:
- Communication Study
- Text Production Study
- Interaction Study
- Investigative Study of a contemporary issue (written and/or oral).

Assessment:
School-based Assessment: Shared Studies 30%; Individual Study 20%; Text Production 20%.

External Assessment: Examination 30%.
Learning in Health and Physical Education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living, and includes such areas as Health Education, Physical Education, Home Economics, Outdoor Education and sport education.

The content of the health and physical education curriculum is organised into three strands.

Physical Activity And Participation
Personal And Social Development
Health Of Individuals And Communities

The Health and Physical Education Learning Area aims to develop in all students:

- an understanding of the way in which people function physically, socially, emotionally and spiritually as individuals and members of groups
- the ability to make informed decisions about health and wellbeing and how it relates to themselves and their relationships with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others’ self-concept
- a wide range of skills which promote healthy active practices
- skills for creating and maintaining positive interactions
- safe and respectful behaviours and responsibility to maintain safe environments
- a commitment to promoting equity, valuing diversity and justice, and establishing supportive learning environments
- an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
- an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
- capacities to apply learning in health and physical education to other Learning Areas, to life in the wider community, virtual community, and in accessing further education and training.
### Health and Physical Education (continued)

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<tr>
<td>Food &amp; Nutrition Home Economics A</td>
<td>Entertaining</td>
<td>Food &amp; Nutrition for Australians</td>
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<tr>
<td>Clothing &amp; Textiles Home Economics B</td>
<td>Food &amp; Other Cultures</td>
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<td>Independent Living</td>
<td>Hospitality (Kitchen Operations) (VET)</td>
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<td>Fabric &amp; Fashion</td>
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#### HEALTH & PHYSICAL EDUCATION

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<td>Health &amp; Physical Education (Core)</td>
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<td>Physical Education</td>
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<td>Physical Education (Elective)</td>
<td>Physical Education (Girls Only)</td>
<td>Physical Education (Physical Performance)</td>
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<tr>
<td>Physical Education (Elective)</td>
<td>Rec PE</td>
<td>Physical Education (Aquatics)</td>
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<td>Physical Education [VET] (Sport and Recreation)</td>
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#### SPECIAL INTEREST VOLLEYBALL

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<th>Year 8</th>
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<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<tr>
<td>Volleyball</td>
<td>Volleyball</td>
<td>Volleyball</td>
<td>Volleyball A</td>
<td>Volleyball B</td>
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<td>Volleyball</td>
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Health and Physical Education (continued)

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<thead>
<tr>
<th>Course</th>
<th>Code</th>
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<th>Length</th>
<th>Contact Person</th>
<th>Recommended Background</th>
<th>Content</th>
<th>Assessment</th>
<th>Special Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Economics A</strong></td>
<td>HEC1P</td>
<td>Year 8</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will develop their machining machine and associated equipment.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Food and Nutrition</strong></td>
<td>HEC2A</td>
<td>Year 9</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will examine safe food handling practices, the seven formal courses of a meal and the factors that influence meal planning. They will investigate the impact of technology on food preparation and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Home Economics B</strong></td>
<td>HEC2B</td>
<td>Year 9</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will consolidate sewing and clothing construction skills through the construction of 3 fabric items. Students will investigate the impact of technology on fabric and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Clothing &amp; Textiles</strong></td>
<td>HEC2B</td>
<td>Year 9</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will consolidate sewing and clothing construction skills through the construction of 3 fabric items. Students will investigate the impact of technology on fabric and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Entertaining</strong></td>
<td>ENT3S</td>
<td>Year 10</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will examine safe food handling practices, the seven formal courses of a meal and the factors that influence meal planning. They will investigate the impact of technology on fabric and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Fabrics and Fashion</strong></td>
<td>FAS3S</td>
<td>Year 10</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will consolidate sewing and clothing construction skills through the construction of 3 fabric items. Students will investigate the impact of technology on fabric and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Food and other Cultures</strong></td>
<td>FOO3S</td>
<td>Year 10</td>
<td>Semester</td>
<td>Marie Elley</td>
<td>Nil</td>
<td>Students will consolidate sewing and clothing construction skills through the construction of 3 fabric items. Students will investigate the impact of technology on fabric and product design.</td>
<td>Theory work 40%, Practical 60%.</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Note:** Students may have to supply special ingredients if required.

**Subject fee:** $60
Health and Physical Education (continued)

Independent Living

CODE IDE3S : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Marie Elley
Recommended Background Nil

Content
This subject enables students to investigate the skills required to live independently. They will examine effective decision making, relationship building, the issues related to finding and setting up rental accommodation, rights and responsibilities of tenants and landlords, budgeting and nutritious meal planning. Practical tasks are selected to reinforce content and extend students’ food preparation skills.

Assessment
Theory work 40%, Practical 60%.

Special Requirements
• Subject fee: $60
• Students may have to supply special ingredients if required

Fashion Design

CODE FAS4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Marie Elley
Recommended Background A genuine interest in clothing design and construction.

Content
This course has a practical orientation with supporting investigation and design work built in. This subject allows students to
• Analyse and evaluate fabric suitability to make a shirt
• Construct a shirt using a commercial pattern that incorporates a range of skills and techniques
• Design a children’s clothing folio
• Construct a child’s garment.

Assessment
Skill and Application Task 50%, Folio 25%, Product 25%.

Special Requirements
• Subject fee: $20
• Students are responsible for purchasing the fabric and notion requirements for each garment.

Child Studies

Understanding Children

CODE CHD4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Barbara Bleckly
Recommended Background A genuine interest in young children (0-8 years).

Content
Students examine the period of childhood from conception to eight 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. Students study topics within one or more of the following three areas of study:
• The nature of childhood and the socialisation and development of children
• Children in wider society
• Children, rights and safety

Assessment
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.

Special Requirements
• Students may have to supply special ingredients, materials if required.
• Students will be required to visit the community to collection information and conduct interviews

Subject fee: $35.

Food and Nutrition

A Food and Nutrition for Australians

CODE FOH4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Marie Elley
Recommended Background A genuine interest in nutritional food preparation and the Food and Hospitality Industry.

Content
This subject examines food, health and strategies to promote good health in the Food and Hospitality Industry. Students will independently, or in small groups, plan and prepare dishes.

Assessment
Practical Activity, Group Activity & Investigation.

Special Requirements
• Subject fee: $60
• Attendance on excursions
• Students may be required to provide some special ingredients

Food and Hospitality

B Working in Food and Hospitality

CODE FOH4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Marie Elley
Recommended Background A genuine interest in food preparation and the Food and Hospitality Industry.

Content
This subject examines the dynamic nature of the Food and Hospitality Industry. Students will develop advanced skills in the selection, preparation and presentation of foods. Students will independently, or in small groups, plan and prepare dishes.

Studies in this course may include:
• Trends in the Food and Hospitality Industry
• Creative food presentation
• Small group catering enterprises
• Successful management practices
• Impact of other cultures on the Food and Hospitality Industry
• Employment opportunities in the Food and Hospitality Industry

Assessment
Practical Activity, Group Activity & Investigation.

Special Requirements
• Subject fee: $60
• Attendance on excursions
• Students may be required to provide some special ingredients

Studies in this course may include:
• Safe food practices
• Individual dietary needs
• Food packaging
• Catering to promote health

Assessment
Practical Activity, Group Activity and Investigation.

Special Requirements
• Subject fee: $60
• Attendance on excursions
• Students may be required to provide some special ingredients
Health and Physical Education (continued)

**Hospitality**
*Kitchen Operations (VET)*

**CODE VHO4S : LEVEL Stage 1**
**LENGTH Semester**
**CREDITS 10**
**CONTACT PERSON Marie Elley**

**Recommended Background**
An interest in wanting to pursue a career in the Food and Hospitality Industry.

**Content**
Students will gain skills and knowledge directly related to the Food and Hospitality Industry. Students can complete 5 Hospitality Industries National Competency Standards that are part of Certificate I Kitchen Operations.

- SITXCOM001A Work with Colleagues and Customers
- SITXCOM002A Work in a Socially Diverse Environment
- SITXH5001A Follow Health, Safety and Security Procedures
- SITHIND001A Develop and Update Hospitality Industry Knowledge
- SITHOHS002A Follow Workplace Hygiene Procedures

Students will work in the hospitality industry in a work placement for a minimum of 35 hours.

The completion of this Certificate may help students gain employment in the Food and Hospitality Industry.

**Assessment**
Journal of work placement; successful completion of the requirements of each unit of competency.

**Subject fees**
$55. Guest speakers and excursions may require additional payment.

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**Food and Hospitality**

**CODE FOH5A : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Marie Elley**

**Recommended Background**
This subject may be run as an off-line subject, with most lessons after 3:10pm on two days of the week.

**Recommended Background**
A genuine interest in food preparation and the Food and Hospitality Industry.

**Content**
This subject focuses on the contemporary and changing nature of the Food and Hospitality Industry. Students critically examine attitudes and values about the Food and Hospitality Industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national and global levels.

**Assessment**

- Practical Activity 50%
- Group Activity 20%
- Investigation (externally assessed) 30%

**Special Requirements**
- Subject fee: $85
- Attendance on excursions
- Students may be required to provide some special ingredients

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**Fashion Design**

**CODE FAS5E : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Marie Elley**

**Recommended Background**
Completion of either Year 10 or Year 11 Fashion preferable.

**Content**
This course has a practical orientation with supporting investigation and design work built in.

This subject allows students to

- Complete 4 skills and applications tasks
- Construct two garments
- Design 2 folio assessments

**Assessment**

- School-based assessment (70%)
- Skills and Applications Tasks 20%
- Products 50%
- External Assessment (30%)
- Folio 30%

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**Child Studies**

**CODE CST5A : LEVEL Stage 2**
**LENGTH Full year**
**CREDITS 20**
**CONTACT PERSON Barbara Bleckly**

**Recommended Background**
A genuine interest in young children (0-8 years)

**Content**
Students critically examine attitudes and values about parenting / caregiving and gain an understanding of the growth and development of children. Students develop a variety of research, management and practical skills.

Students focus on topics within the following areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

**Assessment**

- Practical Activity 50%
- Group Activity 20%
- Investigation (externally assessed) 30%

**Special Requirements**

- Subject fee: $60
- Students may be required to provide some special ingredients and materials
- Students will be required to visit the community to collect information, conduct interviews.
Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

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<th>Physical Education CORE</th>
<th>Physical Education ELECTIVE</th>
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<tr>
<td>CODE PED1A : LEVEL Year 8</td>
<td>CODE PED1B : LEVEL Year 8</td>
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<tr>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
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<tr>
<td>CONTACT PERSON Peter Vowles</td>
<td>CONTACT PERSON Peter Vowles</td>
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</tbody>
</table>

**Recommended Background**

If only one semester of Physical Education is chosen, it must be Core PE.

**Content**

This course will provide students with opportunities to learn more about a variety of sports/activities. The focus of the course will be on developing students’ skills to improve performance. Opportunities will be provided for students to explore fitness and nutrition related issues in their own lives and in the community, as well as undertake an investigation into the benefits of being sunsmart. Students will also be expected to develop and display personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups.

**Practical Topics**

Athletics, Softball, Dance, Netball, Aussie Rules.

**Assessment**

40% Physical Performance, 40% Communication, Cooperation & Effort, 20% Theory work.

**Special Requirements** Nil

<table>
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<th>Physical Education and Health CORE</th>
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<td>CODE PED2A : LEVEL Year 9</td>
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<td>LENGTH Semester</td>
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<tr>
<td>CONTACT PERSON Peter Vowles</td>
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</tbody>
</table>

**Recommended Background**

This course is compulsory for all students in Year 9 (except for Special Interest Volleyball students).

**Content**

This course of study extends the number of sports/activities covered in Year 8 and continues to focus on the development of skills to improve performance. Students will also have opportunities to examine a range of activities that can provide for their future personal health related fitness. This includes a unit in the weights room, using light weights, focusing on technique and building knowledge. Students’ personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups, will form a significant part of their assessment.

**Practical Topics**

Badminton, Cricket OR Softrosse, Touch, Fitness Circuits, Basketball

**Health**

The health component of the course is based on the SHINE program. Participation in lessons aims to improve the students’ ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions in the future. Topics include: respect, health and life, drugs, safe partying, puberty, female and male reproductive systems, sexuality, diversity, relationships, gender/power/stereotypes, safer sex/contraception/sexually transmitted infections, negotiation and decision making and places to go for help and support.

**Assessment**

40% Physical Performance; 40% Communication, Cooperation & Effort, 20% Theory work.

**Special Requirements**

Payment for Health Booklet - $5
Health and Physical Education (continued)

### Physical Education

**CODE:** PED2B  **LEVEL:** Year 9  
**LENGTH:** Semester  
**CONTACT PERSON:** Peter Vowles  
**Recommended Background**  
This subject is for students who are genuinely interested in developing their sporting skills, and who more likely choose Physical Education the following year.

**Content**  
This course is designed to further extend the range of sports / activities that students have covered in the compulsory courses in Years 8 and 9. Again the emphasis is on the development of skills to improve performance. Students will also be expected to develop and display personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups. This course has no theory component.

**Practical Topics**  
Choices from: Volleyball, Athletics, Baseball, Softball, Hockey, Netball, Soccer, Aussie Rules, Tennis, Table Tennis.

**Assessment**  
60% Physical performance; 40% Communication, Cooperation & Effort

**Special Requirements**  
Nil

### Physical Education - ELECTIVE

**Physical Education Recreational**

**CODE:** PED3S  **LEVEL:** Year 10  
**LENGTH:** Semester  
**CONTACT PERSON:** Peter Vowles  
**Recommended Background**  
This subject is for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE.

**Content**  
Students will undertake 4 or 5 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Skill development and improving performance will remain a focus in all practical units. The theory component of this course centres on Health and Fitness issues within sport and the community. The minor topics consist of a choice of one of the following: Gender Issues, Money in Sport or Changes in Human Performance.

**School Based Pracs - Choices from:**  
Indoor Soccer, Softball, Soccrosse, Aussie Rules, Netball, Golf, Hockey, Cricket, Fitness.  
Community Based Pracs - Choices from: Squash, 8 Ball/Snooker, Lawn Bowls, Fencing, 10 Pin Bowling, Fitness, Dance, Self-defence.

**Assessment**  
40% Physical Performance; 40% Communication, Cooperation & Effort; 20% Theory work.

**Special Requirements**  
Nil

**Practical Topics**  
Choices from: Archery, Table Tennis, Badminton, Volleyball, Basketball, Athletics, Baseball, Tennis, Touch, International Rules, European Handball, Floor Hockey, Soccer.

**Assessment**  
40% Physical Performance; 40% Communication, Cooperation & Effort; 20% Theory work.

**Special Requirements**  
Nil

### Physical Education (Girls Only)

**CODE:** REC3G  **LEVEL:** Year 10  
**LENGTH:** Semester  
**CONTACT PERSON:** Peter Vowles / Anthea Williams  
**Recommended Background**  
Students must have successfully completed Yr 9 Core PE.

**Content**  
Students will undertake 4 or 5 practical units that will be determined by teacher expertise, student interest and the availability of facilities. Normally, one double lesson will be school based, while the other double will be spent in the community, where possible. Skill development and improving performance will remain a focus in all practical units. The theory component will focus on issues related to personal and community Fitness and Health. The minor topics consist of a choice of one of the following: Gender Issues, Money in Sport and Changes in Human Performance.

**School Based Pracs - Choices from:**  
Soccer, Softball, Soccrosse, Aussie Rules, Netball, Golf, Hockey, Cricket, Fitness.  
Community Based Pracs - Choices from: Squash, 8 Ball/Snooker, Lawn Bowls, Fencing, 10 Pin Bowling, Fitness, Dance, Self-defence.

**Assessment**  
40% Physical Performance; 40% Communication, Cooperation & Effort; 20% Theory work.

**Special Requirements**  
Students choosing this course cannot choose Rec. PE or Girls Only PE as another PE option.

**Subject Fees**  
Charges associated with the hire of instructors, facilities, equipment and transport are estimated at approximately $90 per student over the semester, but will depend on options selected.
Health and Physical Education

Health Education

CODE HLF3S : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Peter Vowles / Lori Mulhall

Recommended Background
A keen interest in health related issues and willingness to participate in discussions, group and community activities. This subject is a direct pathway into Senior Health.

Content
This course assists students to make informed choices about health issues and to develop an understanding of the complexity of factors which affect their health. The health component of the course is based on the SHine program. Participation in lessons aims to improve the students’ ability to develop healthy relationships, be confident and happy within themselves and their bodies, and make well-informed and safe decisions in the future. Topics include: respect, health and life, drugs, safe partering, puberty, female and male reproductive systems, sexuality, diversity, relationships, gender/power/stereotypes, safer sex/contraception/sexually transmitted infections, negotiation and decision making and places to go for help and support.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
• Workbook Responses
• Group Activities
• ICT Assignment

Special Requirements
Payment for Health Booklet - $5 Possible excursion costs.

For a 10-credit subject, it is recommended that students study at least one Core Concept undertake at least one Option Study.

Core Concept 1: Ways of Defining Health
Core Concept 2: Health Literacy
Option Topics: The Effects of Alcohol, Tobacco, and Other Drugs on Health
Health and Relationships – Sexual Health topics
Mental and Emotional Health

Physical Education

(Stage 2 Preparation)

CODE PED4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Peter Vowles

Recommended Background
A genuine interest and enthusiasm for physical activity, and a commitment to continue developing practical skills. Successful completion of Yr 10 PE is expected.

Content
• Practical Skills and Applications: Three practical units (one major and two minor) will be determined by teacher expertise, student interest and the availability of facilities. Efforts will be made so that students doing both semesters of PE do not repeat an activity.
  • Theory Topics: Students will study the following topics related to physical activity and well-being:
    1. Fitness
    2. Energy Systems
    3. Training Principles and Methods

As well as the above, students will also produce an “Issues Analysis” on an issue of local, regional, national, or global significance related to physical activity.

Assessment
60% Practical Skills and Application; 40% Theory.

Special Requirements Nil

Physical Education

(Stage 1 Preparation)

CODE PED4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Peter Vowles

Recommended Background
A genuine interest and enthusiasm for physical activity, and a commitment to continue developing practical skills. Successful completion of Yr 10 PE is expected.

Content
• Practical Skills and Applications: Three practical units (one major and two minor) will be determined by teacher expertise, student interest and the availability of facilities. Efforts will be made so that students doing both semesters of PE do not repeat an activity.
  • Theory Topics: Students will study the following topics related to physical activity and well-being:
    1. Body Systems
    2. Biomechanics
    3. Skill Learning

As well as the above, students will also produce an “Issues Analysis” on an issue of local, regional, national, or global significance related to physical activity.

Assessment
60% Practical Skills and Application; 40% Theory.

Special Requirements Nil
Physical Education (Aquatics)

CODE: PED4C | LEVEL: Stage 1
LENGTH: Semester
CREDITS: 10

CONTACT PERSON: Peter Vowles / Jason Archer

Recommended Background:
This course is offered specifically to those students who wish to undertake an Aquatics unit as their Major practical unit. Students must display a genuine interest and enthusiasm for physical activity, and a commitment to continue developing practical skills. Successful completion of Yr 10 PE is expected.

Content:
• Practical Skills and Applications:
  Three practical units (one Major (Aquatics) and two Minor) will be determined by teacher expertise, student interest and the availability of facilities. Efforts will be made so that students doing both semesters of PE do not repeat an activity.

• Theory Topics:
  Students will study two of the following topics related to physical activity and well-being.
  1. Body Systems
  2. Sports Injuries
  3. Participation in physical activity

As well as the above, students will also produce an ‘Issues Analysis’ on an issue of local, regional, national, or global significance related to physical activity.

Students will be using downloadable Polar Heart Rate Monitors to provide a great link between the theory concepts and practical units.

Assessment:
60% Practical Skills and Application, 40% Theory.

Special Requirements: Nil

Subject Fees:
Students doing this course will incur a fee of approximately $28 for the Aquatics unit, plus any associated transport costs.

Physical Education (Coaching & Participation VET - Sport & Rec Cert II)

CODE: PEV4S | LEVEL: Stage 1
LENGTH: Semester
CREDITS: 10

CONTACT PERSON: Peter Vowles

Recommended Background:
Students must display a genuine interest and enthusiasm for physical activity, and a commitment to continue developing practical skills. Successful completion of Yr 10 PE is expected. Experience in playing, training and coaching in a sporting environment would be beneficial.

Content:
Students will complete competencies towards a nationally recognised Certificate II in Sport and Recreation (SR020106). In this course students will gain these competencies by becoming certified as an Active After School (AASC) probationary deliverer and competently undertake paid employment for 1 hour after school once a term at a local OSHC. Through the course students will develop skills and knowledge in the planning and implementation of instruction for a range of sports. Students may be involved in the background organisation of BSS sporting events – Swimming Carnival, Standards Day, Sports Day, Zone and Knock Out sports.

Assessment:
Students are required to demonstrate competency achieved in 70 hours of the following to gain 10 SACE credits:
  - SRXOHS0001B Follow OH&S policies and procedures
  - SRXGCS002A Deal with client feedback
  - SRXINU001A Develop knowledge of the Sport & Recreation Industry
  - THHCS02B Promote products and services to clients
  - SRXCA1001B Assist in preparing sport and recreation sessions for participants
  - SRXCA1002B Assist in conducting sport and recreation sessions for participants
  - SRXCA1001B Provide equipment for activities
  - BSSCMN203A Work effectively with others
  - ICPMMW63BA Access the internet

Special Requirements:
Students will possibly incur transport costs associated with travel to local OSHC.

Subject Fees:
Approximately $20 per student will be charged for a nationally recognised statement of attainment from our registered training organisation Sports SA. Students will receive some financial reimbursement from AASC employment.

Health

CODE: HIF5A | LEVEL: Stage 2
LENGTH: 2 Semesters
CREDITS: 20

CONTACT PERSON: Peter Vowles / Lori Mulhall

Recommended Background:
A keen interest in health related issues and willingness to participate in discussions, group and community activities.

Content:
Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relationship to healthy living, and caring for themselves and the environment. Students develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

For a 10-credit subject (semester), it is recommended that students:
• study at least one Core concept
• undertake one Option study.

For a 20-credit subject (full year), it is recommended that students:
• study at least one Core concept
• undertake three Option studies.

Core Concepts:
Health Literacy OR The Social and Economic Determinants of Health

Option Studies:
• Sexuality and Health
• Health and Relationships
• Risks and Challenges to Health
Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Health:

School-based Assessment (70%)
• Assessment Type 1: Group Investigation and Presentation (30%)
• Assessment Type 2: Sources Analysis (20%)
• Assessment Type 3: Practical Activity (20%)
• Assessment Type 4: Investigation (30%)

External Assessment (30%)

For a 10-credit subject (semester), it is recommended that students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:
• at least one Group Investigation and Presentation
• one Sources Analysis assessment
• at least one Practical Activity
• one Investigation.

For a 20-credit subject (full year), it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:
• at least one Group Investigation and Presentation
• two Sources Analysis Assessments
• at least two Practical Activities
• one Investigation.

Special Requirements
Several tasks require practical community-based research and a positive commitment to enhancing personal and community health.

Physical Education

CODE PEDSA : LEVEL Stage 2
LENGTH Full Year
CREDITS 20

CONTACT PERSON Peter Vowles

Recommended Background
Successful completion of any Stage 1 Physical Education Semester Course, preferably Stage 1 Body Systems, or by negotiation with the subject Coordinator.

Content
• Practical Skills and Applications (50%)

Three practical units (18 – 20 hrs each) will be determined by teacher expertise, student interest and the availability of facilities.

An Aquatics unit may be included.
• Folio (20%)

Students will study the following theory topics and may be subjected to external moderation:
1. Exercise Physiology and Physical Activity. (6%)
Includes studying the energy sources for physical performance; effects of training on physical performance, physiological factors affecting performance and factors affecting participation and patterns of physical activity.
2. The Acquisition of Skills and the Biomechanics of Movement.
Includes studying how skills are acquired, factors affecting learning, psychological factors affecting performance of physical skills and how a knowledge of biomechanics can improve skilled performance.
3. Issues Analysis.
The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Discussion with students should emphasise the most appropriate methods of seeking and gathering information and the most effective way of presenting it.

Practical Topics
Choices from Archery, Table Tennis, Badminton, Volleyball, Basketball, Athletics, Baseball, Tennis, Touch, International Rules, European Handball, Floor Hockey, Soccer.

Assessment
School Based Assessment:
Practical Skills and Applications 50% Folio: Assignments, mid year exams, tests, Issues Analysis 20%
External Assessment:
End of Year Exam 30%

Special Requirements Nil

Subject Fees
Students doing this course will incur a fee of $36 for the Aquatics unit, plus any associated transport costs.
The PE Essentials workbook is a compulsory purchase. Students will receive paperwork & the permission form at the start of the year.
The Special Interest Volleyball program promotes skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sporting pursuits.

### Volleyball (Years 8 - 10)

<table>
<thead>
<tr>
<th>CODE</th>
<th>VOB1Y VOB2Y VOB3Y (boys)</th>
<th>VOG1Y VOG2Y VOG3Y (girls)</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>Years 8, 9, 10</td>
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<td>LENGTH</td>
<td>Full Year</td>
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<tr>
<td>CONTACT PERSON</td>
<td>Sue Rodger</td>
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</table>

**Recommended Background**
Special Interest Volleyball is a full year subject for those students who have successfully applied to be included in the program.

**Content**
The following theory topics will be covered in years 8, 9 & 10:
- SHine Health course (Year 9)
- Rules and refereeing
- National skill models
- Principles of training and coaching
- Sports injuries and management
- Goal setting
- Statistics and tactics

**Practical**: Volleyball skill development, fitness, team skills, and performance opportunities. In addition, other physical activities will be included in the program. This will encourage a broad range of skill development, which will prepare students who elect to study the Stage 2 subject.

**Assessment**
- Years 8 & 9 Practical 50%, Communication / Cooperation / Effort 30%, Knowledge 20%
- Year 10 Practical 70%, Theory 30%

**Special Requirements**
The Special Interest Volleyball course is only available to students who have been accepted into the SIV Program by meeting all selection criteria.

**Subject fees**
A fee of $200 per year is required to contribute to equipment and program costs. This fee may be subject to change.

### Volleyball 11

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<thead>
<tr>
<th>CODE</th>
<th>VOL4B (Boys) VOL4G (Girls)</th>
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<tr>
<td>LENGTH</td>
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<td>CREDITS</td>
<td>20</td>
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<td>CONTACT PERSON</td>
<td>Sue Rodger</td>
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This subject may be run as an off-line subject, with most lessons after 3.10pm on two days of the week.

**Recommended Background**
Special Interest Volleyball is a full year subject for those students who have successfully applied to be included in the program. Students must be recommended to continue after Year 10 SIV.

**Content**

**Practical**
- Indoor Volleyball
- Squash
- Beach Volleyball
- Badminton

Note: Practical activities may change depending on the availability of facilities.

**Theory / Folio**
- Body Systems: ‘Sports Analysis’
- Sports Coaching: NCAS Level 1
- Senior First Aid
- Physical Performance: ‘Fitness Profile’
- Issues Analysis
- Examination / Test (Semester 1)

**Assessment**
- Practical Skills and Applications 60% and Theory / Folio Work 40%

**Special Requirements**
Volleyball 11 is a course that is highly recommended for students planning to study Year 12 Volleyball. Students need to be aware that a semester of this course will be run off-line i.e. outside general school times e.g. after school which provides greater access to facilities.

Students will be required to pay additional costs for the NCAS Level 1 Coaching Course and the Senior First Aid Course, however the SIV program significantly subsidises the total costs of these courses. Payment needs to be made prior to starting the courses.
Special Interest Volleyball (continued)

The NCAS Level 1 Course requires completion of: 1 Volleyball Theory Course, 2 General Coaching Principles Online Course and 3.30 hours of coaching (variety of different options). The Senior First Aid course is a 2 day course 8.00am – 4.30pm with time in lieu given to allow students to catch up with work missed in other subjects during participation in the course.

Subject fees
A fee of $200 per year is required to contribute to equipment and program costs. This fee may be subject to change.

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<td>LENGTH: Full Year</td>
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<td>CREDITS: 20</td>
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<td>CONTACT PERSON: Sue Rodger</td>
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</tbody>
</table>

Recommended Background
Special Interest Volleyball is a full year subject for those students who have successfully applied to be included in the SIV program.

Content
• Practical Skills and Applications (50%)
  - Three practical units (18 hours each)
    - Volleyball
    - Aquatics
    - The third practical activity will be determined by teacher expertise, student interest and the availability of facilities.

• Folio (20%)
Students will study the following theory topics and may be subjected to external moderation:

1. Exercise Physiology and Physical Activity.
   Includes studying the energy sources for physical performance, effects of training on physical performance and physiological factors affecting performance.

2. The Acquisition of Skills and the Biomechanics of Movement.
   Includes studying how skills are acquired, factors affecting learning, psychological factors affecting performance of physical skills and how a knowledge of biomechanics can improve skilled performance.

3. Issues Analysis.
   The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Discussion with students should emphasise the most appropriate methods of seeking and gathering information and the most effective way of presenting it.

Assessment
School Based Assessment:
Practical Skills and Applications 50%
Theory course work (assignments, tests, presentations, labs) and Issues Analysis 10%

External Assessment:
End of Year Exam 30%

Special Requirements
It is highly recommended that students have successfully completed Volleyball at Stage 1.

Subject Fees
A fee of $200 per year is required to contribute to equipment, aquatics and program costs. This fee may be subject to change.
Using inquiry learning and other processes, society and environment encourages students to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities.

The Australian Curriculum:

The history curriculum in 2012 in year 8 will be based on the Australian curriculum. The history content at this year level involves two strands: Historical knowledge and Understanding and Historical skills. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum. The Society and Environment curriculum in Years 9 and 10 is organised into six strands:

Investigation, Communication and Participation

Students:
- develop skills in research (gather, collate, consider, and select information)
- research using a range of oral, visual and written sources
- interpret or apply their research findings
- develop a knowledge of the most effective way to research particular aspects of the area of study
- develop skills in using oral language, objects, documents, models, charts, maps, essays and multimedia to report their findings.

Many investigations will be done in groups so that students are able to:
- negotiate roles and responsibilities
- clarify their goals and identify required resources
- organise and plan how they will manage their time to complete tasks satisfactorily.

The five content strands which describe the key concepts students learn are:

Time, Continuity and Change

Students:
- consider how and why changes have occurred in people’s lives and the environment
- understand that change can be fast or slow
- learn how groups of people can initiate change, and understand that this may not be easy or happen in the way they anticipated
- understand that some groups benefit from change, while others benefit if no change takes place
- develop their own sense of identity in order to become active, informed citizens

Place and Space

Students:
- examine aspects of places in which people live and how those aspects may or may not change over time
- explore issues and values associated with places and their care
- develop knowledge, skills and values to pursue democratic and social action in relation to the use of places and spaces in their environment.

Culture

Students:
- learn how people form groups, and develop ways of living that satisfy their material and spiritual needs
- examine how the influence of one culture can affect the way other individuals and groups behave and think
- study aspects of Aboriginal and Torres Strait Islander cultures, and the cultures of other groups who live in Australia (eg the language, art, music, dress and spiritual beliefs)
- celebrate the cultural diversity of groups within Australia and the range of varying cultural beliefs and practices which make up an Australian way of life
- develop their own personal, group and cultural identity.

Resources

Students:
- investigate the nature, use and management of resources in Australia and other places, particularly Australia’s trading partners
- recognise the various and changing values that differing groups and societies place on the control, use and management of resources
- examine different forms of work and the values that people place on work
- study the factors that influence the conditions of work in the past, present and future.
Humanities and Social Sciences
Society, Environment (continued)

Natural And Social Systems

Students:
- study natural systems (e.g., ecosystems) and legal, political, and economic systems from local, national, and global perspectives
- investigate the importance of individual rights and responsibilities in maintaining or changing the systems to meet the changing values and priorities of societies
- develop knowledge, understanding, and skills in the processes that are used to initiate systems or initiate change.

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<tr>
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<th>Stage 1</th>
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<td>Classical Studies</td>
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<td>Legal Studies</td>
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Modern History

Economics

Women's Studies

Tourism
### Society and Environment A
**CODE** SOC1A : **LEVEL** Year 8  
**LENGTH** One semester  
**CONTACT** Pamela Rajkowski  
**Recommended Background** Nil

**Content**
- **Geography**: The content covers mapping skills, a study of the earth’s surface, weather and climate, settlement patterns, biotic life, local and world healthy homes and gardens.
- **History**: This content focuses on 650AD into modern world till 1750AD. Topics include barbarian invasions, spread of religions, trade routes and Vikings, voyager of discovery and the Silk Road, feudalism structure of society and Japan and the samurai.

**Assessment**
Students are assessed in a range of tasks.

**Special Requirements** Nil

### Society and Environment Geography
**CODE** SOC2G : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT** Julie Nulty  
**Recommended Background** Nil

**Content**
- **Geography**: Topics cover regions of South Australia, rivers and the water cycle, diverse landscapes and resources, ecosystem integrity, and energies.

**Assessment**
Students are assessed in a range of tasks.

**Special Requirements** Nil

### Society and Environment History
**CODE** SOC3H : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT** Hugh Taeuber  
**Recommended Background** Year 9 Society & Environment

**Content**
This course focuses on the Modern World and Australia in it, 1918 to today. Topics include League of Nations, 1920s, interwar years, Great Depression, rise of the dictators, World War II, Australian as a peace keeper in a global setting, multiculturalism and the stolen generation.

**Assessment**
Students are assessed in a range of tasks.

**Special Requirements** Nil

### Ancient Studies
**CODE** AST4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Pamela Rajkowski  
**Recommended Background** Nil

**Content**
This course aims to introduce students to the ancient world by studying a variety of cultures. They will develop knowledge of ideas, individuals, groups, institutions, social systems, events and artefacts, using this to deepen their understanding of the field of study. A primary aim of the course will be to develop skills of historical literacy which are required at Stage 2. Topics that may be studied include prehistory, archaeology, Egypt, Greece, Rome or the Aztecs.

**Assessment**
The course is divided into three sections:
- course work: a range of different tasks that may include reports, essays, oral or multi media presentations, or research pieces
- evidence investigation of primary or secondary sources
- research study of an aspect of the ancient world selected by the student via negotiation with the teacher.

**Special Requirements**
If students intend considering Classical Studies in Year 12, it should be noted that it is an advantage to study a semester of Ancient Studies in Year 11.
Humanities and Social Sciences
Society, Environment (continued)

**Economics**

**CODE** ECO4S : **LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACT** Michelle Andersen
**Recommended Background** Nil

**Content**
Economics gives students the opportunity to understand the way in which the Australian economy operates. Students learning may focus on some of the following topics:
- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the market Economy
- Economic Decision Making
- Trade in a Global Economy
- Inflation
- Unemployment

During the course students will be expected to complete an issue study and a collaborative task related to one or more of the above topics. As part of their course work students will undertake research tasks, essays, case studies (current Economic issues) and tests.

**Assessment**
Consists of three components – Course work (40%); Issues study (30%) and collaborative task (30%)

**Special Requirements**
**Recommended Background** Nil

**Event Management**

**CODE** EVE4S : **LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACT PERSON** Michelle Andersen
**Recommended Background** Nil

**Content**
This subject will focus on providing students with an understanding of the Event Management Industry and build necessary skills and knowledge to be able to run events. Students will have an opportunity to interact and work with people in the Event Management industry in South Australia. The content of the course will focus on:
- Developing communication skills
- Preparation of budgets – including using spreadsheets
- Marketing events

**Legal Studies**

**CODE** LST4S : **LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACT** Irene Frangos
**Recommended Background** Nil

**Content**
This subject aims to develop students’ appreciation of law and the legal system. The topic Law and Society will be studied along with one or two of the following topics:
- Young People and the Law
- Motorists and the Law
- Young Workers and the Law
- Law-making
- Justice and Society

**Assessment**
Folio, Issues Study, Presentation. Continuous assessment consisting of assignments, case studies, tests, video responses and participation in court activities.

**Special Requirements**
**Recommended Background** Nil

**Modern History**

**CODE** MHI4S : **LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACT PERSON** Pamela Rajkowski
**Recommended Background** Nil

**Content**
The aim of the subject is to give students the opportunity to examine and learn about the historical foundations of a range of societies and cultures. Students should gain an appreciation of the motives impelling people of other cultures, places and times as well as our own.

Topics may include:
- The Russian Revolution
- China in the 20th Century
- Ireland in the 20th Century
- Conflict in Vietnam
- The Arab-Israeli conflict
- The Cold War

**Assessment**
Based on a range of learning activities including essays, document studies, oral presentations and group work. SACE requires six summative tasks, which involve essay writing and source analysis.

**Special Requirements**
If students intend doing Stage 2 Modern History it should be noted that it is an advantage to study a semester of Stage 1 Modern History as they will gain skills, knowledge and insight in this subject which will be a significant foundation for Stage 2 Modern History.
Women’s Studies

**CODE**: WST4S • **LEVEL**: Stage 1
**LENGTH**: Semester
**CREDITS**: 10
**CONTACT PERSON**: Deborah Smith

**Recommended Background**: Nil

**Content**: Students investigate women’s achievements and health and wellbeing issues such as eating disorders and FGM. They also analyse the portrayal of women and men in the media including film, video clips and advertising, and negotiate a topic of interest to research and present a written, oral or multimedia report. This course is designed to develop students’ confidence and extend critical thinking skills.

**Assessment**: Text Analysis, Group Presentation, Issues Analysis
Each assessment type will have a minimum of a 20% weighting.

**Special Requirements**: Nil

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Legal Studies

**CODE**: LST5E • **LEVEL**: Stage 2
**LENGTH**: Full Year
**CREDITS**: 20
**CONTACT**: Irene Frangos

**Recommended Background**: Nil

**Content**: Exploration of the Australian Legal System both locally and its global connections. Looking at the strengths and weaknesses of the legal system and the role and influence of the individual on it.
- The Australian Legal System
- Constitutional government
- Lawmaking
- Justice Systems

**Assessment**: School Based (50%) Inquiry (20%) Examination (30%)

**Special Requirements**: It is recommended that students purchase past exam papers and attend Legal Studies evening.

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Society & Culture

**CODE**: SST5A • **LEVEL**: Stage 2
**LENGTH**: Full Year
**CREDITS**: 20
**CONTACT PERSON**: Pamela Rajkowski

**Recommended Background**: A. competent level of literacy and analytical skills are required in addition to self-directed, independent study skills. and a strong inquiry based approach to learning.

**Content**: Core topics:
1. Culture
   Under this topic students could be involved in studying Cultural Diversity, Culture of Youth, Work, Sport and Leisure, or the Material World.
2. New Challenges in a New Century
   These challenges include Social Ethics, Issues for Indigenous People, The Techno Revolution and People and the Environment.
   Issues for consideration include Globalisation, A Question of Rights, Politics and Political Leadership, People and Power.

**Assessment**: School Assessment 70% External Assessment: Issues Analysis 30%

**Special Requirements**: Nil

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Classical Studies

**CODE**: CLS5E • **LEVEL**: Stage 2
**LENGTH**: Full Year
**CREDITS**: 20
**CONTACT PERSON**: Mary Dellas

**Recommended Background**: Students need to have sound literacy and critical thinking skills.

**Content**: The subject aims to introduce students to the literary, artistic, intellectual, political and social achievements of the classical civilisations, and to develop a range of skills and concepts. The focus studies encourage students to engage the subject through critical analysis and reflections and covers the following areas:
- Greek Epic - Homer – The Odyssey
- Greek Tragic Theatre - King Oedipus and The Medea
- Greek Religion
- Sacred stories, gods and heroes, mystery religions, the oikos and polis, sacred places, rituals and the olympian religion.

**Assessment**: School Assessment 70%
External Assessment 30%

**Special Requirements**: Nil

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Modern History

**CODE**: MH5E • **LEVEL**: Stage 2
**LENGTH**: Full Year
**CREDITS**: 20
**CONTACT PERSON**: Hugh Taeuber

**Recommended Background**: Students need to have sound literacy and critical thinking skills.

**Content**: The subject aims to introduce students to major developments in European History from the French Revolution to the mid-twentieth century and to develop a wide range of historical skills and concepts. It covers the following areas:
- A comparative study of the French and Russian Revolutions
- An in depth study of the Great Depression, Adolf Hitler and The Second World War and its consequences or an in depth study of ‘the war to end all wars’ - the First World War and its consequences
- An individual research history essay

**Assessment**: School Assessment 70%
External Assessment 30%

**Special Requirements**: Nil
### Tourism

**CODE** TOU5A  
**LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Julie Nulty  
**Recommended Background**  
Sound literacy and analytical skills.  

**Content**  
Tourism is a study of tourism activities and their social, cultural, economic and environmental effects. It seeks to understand these activities and effects from a range of perspectives, and to predict the future orientation of tourism. An understanding of the sustainable management of tourism activities underpins much of this course. It seeks to develop a variety of interpersonal skills and skills of observation, investigation, communication, analysis, critical thinking and literacy.  
Themes include:  
- Operations & Structures of the Tourism Industry  
- Travellers’ Perceptions and Interaction of Host Community and Visitor  
- Sustainable Tourism  
- Nature of Work on the Tourism Industry.  
A number of optional topics will also be covered, eg  
- Responsible travel  
- Managing the impacts of Tourism  
- Indigenous People and Tourism  

**Assessment**  
School Assessment 70%  
External Assessment 30%  

**Special Requirements** Nil

### Women’s Studies

**CODE** WST5E  
**LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT** Deborah Smith / Barbara Richards  

**Recommended Background**  
Sound literacy and critical thinking skills.  

**Content**  
Students use their understanding of gender identity (femininity / masculinity), gender relations (gender stereotypes, public / private distinction), and identity as difference (identity politics) to work through four to six of the following key issues:  
- Representations of Women in Cultural Texts  
- Women and Work  
- Family Life and Caring  
- Health and Well-being  
- Women and the Law  
- Women’s struggles, Achievements, and Empowerment  
- Women, Culture, and Society  
- Lifestyle and Choice  
- Communication and Technology  
- Development and Globalisation  
- Negotiated Issue  

**Assessment**  
School Assessment (Text Analysis, Essay, Folio) 70%.  
External Assessment: 2,000 word Issues Analysis 30%  

**Special Requirements** Nil
Language education is an investment in Australia’s future. It has cognitive, social, political and economic advantages both for the individual and for society as a whole.

The content of the languages curriculum is organised into three strands.

- Communication in the target language
- Understanding language as a system
- Understanding culture.

- It enhances students’ social cognitive and intellectual potential. Research has shown that bilingual students develop higher order problem-solving skills and demonstrate greater flexibility of approach to issues and ideas as well as a greater capacity for lateral thought.

- It enables students to communicate with other users of that language, and hence gives them direct access to another culture.

- It expands students’ cultural awareness. Learning languages within the context of a culturally inclusive curriculum enables students to view the world from a broader perspective. It promotes social cohesion, cross-cultural understanding and harmony and provides opportunities to develop positive attitudes to diversity.

- It widens students’ post-school options both in the domestic and global context. Australia’s multilingual society offers bilingual people working in areas such as law, medicine, finance and education an advantage. They can provide services for different linguistic communities.

- Bilingual people have obvious advantages in many areas, eg tourism, trade, finance, politics, science and the arts. The importance of multiculturalism was recognised a long time ago by other countries where the study of more than one language is a prerequisite of formal education to matriculation level and for tertiary entrance.

- These skills are crucial to Australia’s potential to develop as a powerful and dynamic member of the world community. We must nurture these skills in today’s students if we are to meet future challenges effectively and with confidence.

- Language education serves to affirm students’ linguistic and cultural identity and in some cases to reclaim a linguistic and cultural heritage previously denied to them.

Course and resource materials are carefully selected to enhance students’ opportunities in all three strands. Students who have studied a language at primary school are strongly urged to continue with it at Year 8 level.

Students are encouraged to take advantage of the many opportunities for overseas exchanges.

Student Exchange

There are many opportunities for language students interested in travelling internationally to practise their linguistic skills. Each year an increasing number of Brighton Secondary Language students are undertaking exchanges.

By travelling overseas or hosting an exchange student, young people of different nationalities are given the opportunity to become acquainted with another culture, its language, heritage and values. The best way to understand another way of life is to be part of a family. When you become part of a family, you have the rare and valuable opportunity of experiencing life from the inside rather than viewing it as a tourist. The language you have learned comes alive as you make new friends, share your culture and discover new things about yourself and the world.

Upon return, the benefits include greater self-confidence and a better awareness of the world we share. Improved communication skills and personal growth give you a competitive edge in pursuing educational and career goals, and you are better prepared to contribute as a world citizen. The fun, friendship and rewarding educational benefits of being involved in an international exchange can make the experience unforgettable.

Throughout the year the Language Faculty will receive information about a variety of exchanges. These vary in length, cost and experience. Whilst these will be advertised, it is important that students interested in undertaking an exchange make their intention known to their teacher.

Additional Opportunities

Students have the chance to enter the national Assessment of Language Competence tests run by the ACER, and the state-run Alliance Française competition which can lead to a national prize.

They also have the option of studying extra languages through the School of Languages. They also have the option of studying extra languages such as Chinese background speakers through the School of Languages.
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**French**

**CODE**: FREY : LEVEL Year 8  
**LENGTH**: Full Year  
**CONTACT PERSON**: Lyn Hearn  
**Recommended Background**: Nil  

**Content**  
**Course used**: Allons-y 1  
Communicative topics include: greetings, nationality, age, family and pets, classroom objects, subjects and timetable, likes and dislikes, instructions, date and time, possession, position and direction, ordering in a café, asking questions, food shopping.  
Cultural topics include: French speaking countries, life in mediaeval France, the European Union, geography of France, holidays and celebrations, the Eiffel Tower, the importance of food in French culture.  

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

**Special Requirements**  
Activity Book.

**Japanese**

**CODE**: JAPY : LEVEL Year 8  
**LENGTH**: Full Year  
**CONTACT PERSON**: Lyn Hearn  
**Recommended Background**: Nil  

**Content**  
**Course used**: Mirai Stage 1  
Introduction of the hiragana writing system. Emphasis on reading comprehension and writing skills with regard to the hiragana script.  
Communicative topics involving:  
- self-introduction: name, age, residence, phone number, nationality, birthdays, languages spoken, likes and dislikes  
- Japanese school system: subjects, grades, timetables and adjectives  
- Japanese foods: cuisine and styles of cooking  
- classroom objects and instructions  
- cultural research assignment  
- time, going places, transport  
- culture: Japanese restaurant excursion, school life, games, festivals and national dress.  

**Assessment**  
Assessment contains aspects of listening, speaking, reading and writing with an emphasis placed on hiragana writing and reading skills. Weightings vary according to class circumstances.  

**Special Requirements**  
Activity book, hiragana card set, clutch pencil.

**French**

**CODE**: FRE2Y : LEVEL Year 9  
**LENGTH**: Full Year  
**CONTACT PERSON**: Lyn Hearn  
**Recommended Background**: Year 8 French  

**Content**  
**Course used**: Allonsy 1-2  
Communicative topics include: weather, sports and leisure (modern and mediaeval), school year, expressing intention, transport, timetables, clothing, sizes and prices.  
Cultural topics include: regions of France, regional food, transport, French inventions, Martinique, fashion.  

**Assessment**  
The areas of intercultural literacy, listening, speaking, reading and writing are assessed in formal tests and informally in class. There is an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.  

**Special Requirements**  
Activity Book.
Languages (continued)

Japanese

CODE JAP2Y : LEVEL Year 9
LENGTH Full Year
CONTACT PERSON Lyn Hearn
Recommended Background
Year 8 Japanese

Content
Course used: Mirai Stage 2
Revision of the hiragana script.
Introduction of the katakana script.
Introduction of relevant kanji.

Communicative topics involving:
• telling the time, doing things at a
time, frequency of activities and
daily routines, physical appearance
and describing things, planning,
inviting, suggesting and asking
permission, ability to do things,
existence of things, describing home
and the school, general instructions
in the classroom and pointers,
wanting to do/not do activities.

Culture:
• family life, cuisine, education and
sports.

Assessment
The areas of intercultural literacy,
listening, speaking, reading and
writing are assessed in formal tests
and informally in class. There is
an emphasis placed on interactive
communication skills and the
development of more sophisticated
writing skills. Weightings vary
according to class circumstances.

Special Requirements
Workbook.

German

CODE GER3Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON Lyn Hearn
Recommended Background
Year 9 German

Content
Course used: Katzensprung 2

Communicative topics include:
expressing hopes and possibilities,
giving reasons for events and
consequences, talking about past
events, explaining sequences of
facts, describing people, animals,
objects using appropriate adjectives,
comparing situations and people,
talking about ownership,
asking and reporting reasons and
consequences, reproaches and
excuses, giving orders (rules) and
alternative suggestions. Language
items will arise out of these topics
and be reinforced by the use of
readers and supplementary materials.
Frequent comparisons between the
German way of life and Australia will
be made.

Assessment
The areas of intercultural literacy,
listening, speaking, reading, and
writing are assessed in formal tests
and informally in class.
Weightings vary according to class
circumstances.

Special Requirements
Workbook from Year 9.

Chinese

(Background Speakers)

CODE CHI4A & CHI4B
LEVEL Stage 1
LENGTH 2 Semesters
CREDITS 20
CONTACT PERSON Lynlee Graham

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

Content
The course is organised around four
themes over the two years: China and
the World, Modernisation and Social
Change, the Overseas Chinese-
speaking Communities and Language
in use in Contemporary China. The
development of critical literacy skills is
essential to the successful completion
of the course.

Assessment
Each semester students complete one
oral, one written task, one text analysis
and one investigative task consisting of
a text analysis and a written task.

Special Requirements
Outside of normal school hours. This
course may be delivered at Brighton
Secondary School if enough students
enrol, otherwise it is offered off-
campus.

French

CODE FRE3Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON Lyn Hearn
Recommended Background
Year 9 French

Content
Course used: Allonsy 2

Communicative topics include:
employment, talking about past
achievements, dictionary techniques,
holidays, making a phone call,
household chores, weekends, home,
town and suburb, directions and
map reading, appointments, illness
and injury, detailed descriptions,
personality, invitations and
arrangements.

Cultural topics include:
Canada and Quebec (history, geography,
fauna, and cuisine), New Caledonia, French
architecture, housing and lifestyle,
Provence, French art, poetry and
entertainment, Algeria, the Alps.
French Continuers A & P

**CODE** FREA4 & FRE4P  
**LEVEL** Stage 1  
**LENGTH** 2 Semesters  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background**  
Year 10 French  

**Content**  
Course used: Allonsy 3-4  
Students have to meet objectives in the three strands. All three will be dealt with in three focus themes:  
1) The individual  
2) The French-speaking communities  
3) The changing world  

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

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Indonesia : Language, People and Culture

**CODE** INL4S  
**LEVEL** Stage 1  
**LENGTH** One Semester  
**CREDITS** 10  
**CONTACT PERSON** Lynlee Graham  
**Recommended Background**  
This subject may also be chosen by Year 10 students who will be able to gain SACE credits.  

**Content**  
A personal interest in Asian Culture and learning basic Indonesian language.  

**Assessment**  
Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary according to class circumstances.

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German Continuers A & P

**CODE** GER4A & GER4P  
**LEVEL** Stage 1  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background**  
Year 10 German  

**Content**  
Students have to meet objectives in the three strands. All three will be dealt within two units and four focus topics:  

**Unit A**  
- Family and self  
- Youth issues  
- Arts and entertainment  
- The division of Germany  

**Unit B**  
- School life  
- Daily life  
- The environment  
- German reunification  

**Assessment**  
Assessment will be spread over the listed topics and include the areas of speaking, listening, reading and writing. Weightings vary between 15% and 50%.

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Italian for Beginners

**CODE** ITA4A & ITA4P  
**LEVEL** Stage 1  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Barbara Richards  
**Recommended Background**  
Must have no prior knowledge or experience of the language.  

**Content**  
The beginners level languages are designed for students with little or no previous knowledge and / or experience of the language before undertaking Stage 1, and are designed as a 2 year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding and skills.  

**Assessment**  
Interaction 40%  
Text Production 40%  
Text Analysis 20%  

**Special Requirements**  
Clutch pencil.
Languages (continued)

Chinese
Background Speakers

**CODE CHISE : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Lynlee Graham**

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

**Content**
The course is organised around four themes over the two years: China and the World, Modernisation and Social Change, the Overseas Chinese-speaking Communities and Language in use in Contemporary China. The development of critical literacy skills is essential to the successful completion of the course.

**Assessment**
School Assessment 70%.
External Assessment: 30%

**Special Requirements**
Outside of normal school hours. This course may be delivered at Brighton Secondary School if enough students enrol, otherwise it is offered off-campus.

French

**CODE FRE5E : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Lyn Hearn**

**Recommended Background**
GER4A&B

**Content**
Course used: various sources
Students have to meet objectives in the three strands. All three will be dealt with in three focus themes:
1) The individual
2) The French-speaking communities
3) The changing world

**Assessment**
School Assessment 70%.
External Assessment: 30%

German

**CODE GER5E : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Lyn Hearn**

**Recommended Background**
GER4A&B

**Content**
Students have to meet objectives in the three strands. All three will be dealt with in each of several modules of study. In addition each student will have to prepare a folio about Germany or an aspect of German life and culture in German speaking countries or abroad and give an oral presentation based on this folio.

**Assessment**
School Assessment 70%.
External Assessment: 30%

Students will have the opportunity to expand their knowledge of Asia through the study of Indonesian language and culture. Studies will reinforce the connection Australia has with Indonesia and how a knowledge of culture and language is important to strengthening and developing positive links to the country and its people.

Japanese

**CODE JAP5E : LEVEL Stage 2**
**LENGTH Full Year**
**CREDITS 20**
**CONTACT PERSON Lyn Hearn**

**Recommended Background**
JAP4A&B

**Content**
Students have to meet objectives in the three strands. All three will be dealt with in six modules of study:
- Leisure
- Traditions and culture
- Planning a trip
- Travelling in Japan
- Future plans and work
- Issues

**Assessment**
School Assessment 70%.
External Assessment: 30%

**Special Requirements**
Clutch pencil.
The Australian Curriculum:
The Mathematics curriculum for Year 8 students in 2012 will be organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt. The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. (Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum.)

In years 9 to 10 the mathematics curriculum is organised into the following strands:

Strand: exploring, analysing and modelling data
Students engage with data by developing skills in posing questions, and collecting, organising, representing, critiquing and communicating data to help answer those questions. Students use critical appraisal to interpret data using methods of exploratory data analysis, while developing and evaluating predictions, inferences and arguments from data. Students understand basic notions of chance and probability, apply them to social situations, and report on their findings.

Strand: measurement
Students extend their capacity to think mathematically. They analyse and make connections between measurements, select and develop strategies to solve a variety of problems, and select the appropriate means of communicating results in a range of contexts. Students select from and apply a variety of techniques, tools and formulae for determining measurements accurately in a range of educational, recreational and occupational situations.

Strand: number
Students understand concepts of ‘number’, ways of representing numbers, relationships among numbers, number systems and the concept of numbers represented in logarithmic form. They report on their conceptualisation, and understand that numbers have cultural bases. Students understand and report on the meaning of operations, how they relate to each other and their use in modelling growth and change. Students select and use computational tools and strategies fluently, and estimate appropriately.

Strand: pattern and algebraic reasoning
Students recognise various families of functions, and analyse the effects of changes, in describing and analysing local and global behaviour of functions from a variety of contexts. Students use symbolic forms to represent, analyse and communicate mathematical situations and structure, in order to devise logical and creative solutions to contemporary problems ranging from proving identities to logical understanding of the argument by mathematical induction. Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They employ skills of interpolation and extrapolation to make and communicate informed judgments about future events, and what could influence them.

Strand: spatial sense and geometric reasoning
Students plan, test and refine their geometric reasoning, understanding and language through critical analysis and conjecture, and use alternatives to validate and formalise proofs. Students extend their geometric understanding and language through the use of different representational systems to solve complex spatial problems. Students gain confidence in their capacity to use symbolic forms to analyse mathematical situations and structures, and to establish and communicate proofs and envisage other possibilities.

Strand: analysing and modelling change
Students express personal ideas and analyse graphical representations. They make and justify predictions about relationships between variables, including variables involving a range of times and cultures. Students analyse change and rates of change in a range of contexts, and use experimental and theoretical data to make logical statements about these understandings. Students use and interpret relationships between variables as tools for analysing and modelling change, and to make reasonable predictions about future events. Students at all year levels, but particularly from Year 10 onwards, will use graphics calculators for significant parts of their courses. The school will support students wishing to purchase their own graphics calculators by providing them at a cost well below the normal retail price.

Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.
### Year 8 Mathematics

**CODE** MAS1Y  
**LEVEL** Year 8  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Nil  

**Content**  
Students will study the following topics in Year 8:  
- Number and place value  
- Real numbers  
- Money and financial mathematics  
- Patterns and Algebra  
- Linear and non-linear relationships  
- Measurement  
- Geometric reasoning  
- Probability  
- Data representation and interpretation  

**Assessment**  
Assessment in Year 8 is based on tests 70%, homework assignments, bookwork, projects and directed investigations 30%.  

**Special Requirements** Nil  

### Year 9 Mathematics

**CODE** MAS2Y  
**LEVEL** Year 9  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Satisfactory completion of Year 8 Mathematics  

**Content**  
Topics include:  
- Pythagoras  
- Number  
- Basic Algebra  
- Geometry  
- Equations  
- Percentage and Business Applications  

**Assessment**  
Assessment in Year 9 is based on tests 70%, homework assignments, bookwork and other projects and directed investigations 30%.  

**Special Requirements** Nil  

### Year 10 Mathematics

**CODE** MAS3Y  
**LEVEL** Year 10  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Satisfactory completion of Year 9 Mathematics  

**Content**  
Topics include:  
- Pythagoras and Trigonometry  
- Equations and Inequalities  
- Formulae  
- Algebra  
- Measurement  
- Indices  
- Coordinate Geometry  
- Simultaneous Equations  
- Algebra of Quadratics  
- Statistics  
- Quadratic Function  
- Similarity and Deductive Geometry  

**Assessment**  
Assessment in Year 10 is based on tests 70%, homework assignments, bookwork and other projects and directed investigations 30%.  

**Special Requirements** Nil  

### Extended Mathematics

**CODE** MAE3Y  
**LEVEL** Year 10  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Extended Mathematics is designed for students that achieved very high results throughout year 9 Mathematics. Students must be recommended by Year 9 Maths teachers.  

**Content**  
Topics include:  
- Pythagoras and Trigonometry  
- Equations and Inequalities  
- Formulae  
- Algebra  
- Measurement  
- Indices  
- Coordinate Geometry  
- Simultaneous Equations  
- Algebra of Quadratics  
- Statistics  
- Quadratic Function  
- Similarity and Deductive Geometry  

**Assessment**  
Assessment in Year 10 is based on tests 70%, homework assignments, bookwork and other projects and directed investigations 30%.  

**Special Requirements** A graphics calculator is a recommended item for students taking this subject – approximate cost $200. The calculator can be ordered through the school.
Stage 1 Mathematics

In order to meet the numeracy requirement of the SACE, students must select at least one semester from the following Stage 1 mathematics subjects;

- Mathematical Applications
- General Mathematics
- Trade Mathematics
- Mathematical Studies
- Specialist Mathematics

Students need to achieve a C grade or better in a one semester of mathematics to fulfil the compulsory 10 credit points of the numeracy requirement of the SACE.

Mathematical Applications A&P

CODE MAA4A & MAA4P
LEVEL Stage 1
LENGTH One Semester each
CREDITS 10 credits per semester
CONTACT Lyle Sutton

Recommended Background
Open to all students.

Content
These semester length subjects are designed for students who intend to study Mathematical Applications at Stage 2 of the SACE. Students need to study both A & B to study Stage 2 Mathematical Applications. A ‘C’ grade or better in either of these units is sufficient to allow students to achieve the numeracy requirement of the SACE. The focus of each subject is on solving problems with personal and business applications. To study Stage 2 Mathematical Applications a student must receive at least a C grade in each semester of Stage 1 Mathematical Applications.

The content of the units is developed from the SACE Stage 1 topics recommended by the SACE Board.

- Measurement
- Earning and Spending
- Data in Context

Unit B (Semester 2)
- Saving and Borrowing
- Statistics
- Geometry and Mensuration

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects. Skills & Applications tasks 60% Folio 40%

Special Requirements
A graphics calculator is a recommended item for students taking this subject – approximate cost $200

Mathematics (General)

CODE MAG4S - LEVEL Stage 1
LENGTH One Semester only
CREDITS 10
CONTACT Lyle Sutton

Recommended Background
Open to students who have experienced significant difficulty with Mathematics throughout their schooling. Students must be recommended by Year 10 Maths teachers. MAG4S does not lead to Stage 2 Mathematics.

Content
This semester subject is designed for students who have experienced difficulty in Mathematics in Years 8 – 10 and will not study any further Mathematics at Stage 1 or Stage 2 of the SACE. A ‘C’ grade or better in this subject is sufficient to allow students to achieve the numeracy requirement of the SACE. MAG4S does not lead to any Mathematics courses in Year 12. The focus is on solving problems with personal applications.

The content of the units is developed from the SACE Stage 1 topics recommended by the SACE Board.

- Measurement
- Earning and Spending
- Data in Context
- Saving and Borrowing

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects. Skills & Applications tasks 50% Folio 50%

Special Requirements
Nil

Mathematical Studies A&P

CODE MAS4A & MAS4P
LEVEL Stage 1
LENGTH One Semester each
CREDITS 10 credits per semester
CONTACT Lyle Sutton

Recommended Background
A or B grades in Extended Maths in Year 10.

Content
These semester subjects are designed for students who intend to study Mathematical Studies and/or Specialist Mathematics at Stage 2 of SACE. They require students to deal with abstract concepts and to demonstrate their ability to use these concepts in problem solving.

The content of the subjects is developed from the SACE Stage 1 topics recommended by the SACE Board.

Unit A
- Functions and Graphs
  - Coordinate Geometry
  - Models of Growth 1
  - Quadratic and Other Polynomials

Unit B
- Trigonometry
- Calculus

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects. Skills & Applications tasks 50% Folio 50%

Special Requirements
Nil

Mathematics Pathways (Trade)

CODE MAT4S - LEVEL Stage 1
LENGTH One Semester only
CREDITS 10
CONTACT PERSON Lyle Sutton

Recommended Background
This semester subject is designed for students who are enrolled in Certificate IV in Engineering Industry Pathways. It is also appropriate for students who are considering an apprenticeship in the building or electrical trades. MAT4S does not lead to Stage 2 Mathematics.
Mathematics (continued)

Unit B
- Statistics
- Geometry and Mensuration
- Quadratic and Other
- Polynomials 2
- Models of Growth 2

Students intending to study Mathematical Studies or Mathematics Methods at Stage 2 of SACE will be required to study Mathematical Studies A and P at Stage 1 of the SACE.

Students who are also considering studying Specialist Mathematics at Stage 2 of the SACE will also be required to study Specialist Mathematics at Stage 1.

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects.

Skills & Applications tasks 70%
Folio 30%

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Stage 2 Mathematics
Students that have satisfactorily completed the equivalent Stage 1 Mathematics course may continue into Stage 2 Mathematics. There are four choices:
- Mathematical Applications
- Mathematical Studies
- Specialist Mathematics
- Mathematical Methods

Mathematical Applications

CODE MAASA : LEVEL Stage 2
LENGTH Stage 2 Mathematical Applications is available as a 20 credit or a 10 credit subject.
CREDITS 20
CONTACT Lyle Sutton

Recommended Background
Students are recommended to have completed two semesters of Stage 1 Mathematical Applications with a B grade or better or Mathematical Studies with a C grade or better. Ability to perform well in test is essential. A good knowledge of spreadsheets is also recommended.

Content
This subject is designed to develop in students the knowledge and skills needed to deal with personal finances as consumers. In addition, students will be exposed to the mathematics of the commercial business sector. Students will study mathematical concepts and applications in the context of Share Investments, Investment & Loans, Statistics & Working with Data, and Mathematics & Small Business. The use of computers and graphics calculators throughout the subject will develop both student competence with computers and their awareness of computer applications in business.

Assessment
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)
- External Assessment (30%)
- Assessment Type 3: Examination (30%)

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Mathematical Studies

CODE MAS5E : LEVEL Stage 2
LENGTH Full Year
CREDITS 20
CONTACT Lyle Sutton

Recommended Background
A or B grades in SACE Stage 1 Mathematical Studies MAS4A and MAS4P.

Content
Mathematical Studies requires students to have knowledge of and an ability to use abstract mathematical concepts. Students who want to enter fields such as architecture, economics, and biological, environmental, geological, and agricultural science should study Mathematical Studies. Students envisaging careers in other related fields might also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

Students wishing to use Mathematical Studies as part of their university entrance qualifications should carefully check university entrance requirements. The topics studied include Working with Statistics, Working with Functions and Graphs using Calculus and Working with Linear Equations and Matrices.

Assessment
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (45%)
- Assessment Type 2: Folio (25%)
- External Assessment (30%)
- Assessment Type 3: Examination (30%).
Mathematics (continued)

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Subject Fees
It is recommended that students purchase a revision guide – approximate cost $25.

Mathematics Specialist

CODE: MAE5E
LEVEL: Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT: Lyle Sutton

Recommended Background
A or B grades in Stage 1 Mathematical Studies MAS4A, MAS4P and Specialist Mathematics MAE4S.

Students will also need to be enrolled in Stage 2 Mathematical Studies.

Content
This subject will provide pathways into university courses in mathematical sciences, engineering, computer science, physical sciences and surveying. Students envisaging careers in other related fields including economics and commerce might also benefit from studying this subject.

Specialist Mathematics requires students to have knowledge of and ability to use abstract mathematical concepts. The five topics studied include Trigonometry, Polynomials and Complex Numbers, Vectors & Geometry, Calculus and Differential Equations.

Students wishing to study Specialist Mathematics for part of their university entrance qualifications should carefully check university entrance requirements.

Assessment
School-based Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (45%)
• Assessment Type 2: Folio (25%)

External Assessment (30%)
• Assessment Type 3: Examination (30%)

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Subject Fees
It is recommended that students purchase a revision guide – approximate cost $25.

Mathematical Methods

CODE: MAM5E
LEVEL: Stage 2
LENGTH: Full Year
CREDITS: 20
CONTACT: Lyle Sutton

Recommended Background
A and B grades in SACE Stage 1 Mathematical Studies MAS4A and MAS4P.

Content
Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Mathematical Methods requires students to have knowledge of and an ability to use abstract mathematical concepts. Mathematical Methods leads onto some engineering, computer science and science courses.

Students wishing to use Mathematical Methods as part of their University entrance qualifications should carefully check University entrance requirements. Students who study Stage 2 Mathematical Methods are not able to study Stage 2 Mathematical Applications, Stage 2 Mathematical Studies or Stage 2 Specialist Mathematics.

The topics studied include Working with Statistics, Algebraic Models, Calculus and Linear Models.

Assessment
School based assessment 70%
Assessment type 1: Skills and Application Tasks (45%)
Assessment type 2: Folio (25%)

External Assessment 30%
Assessment type 3: Examination (30%)

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Subject Fees
A graphic calculator is an essential item for students taking this subject – approximate cost $200.

Special Requirements
It is recommended that students purchase a revision guide – approximate cost $25.
Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained.

The Australian Curriculum:

The science curriculum for 2012 in years 8 to 10 will be based on the Australian Curriculum. Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum.

The Australian Curriculum for Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

As well as the specific science strands there are General Capabilities and Cross-curriculum Priorities which apply in all subject areas.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands.

Biological Sciences

The biological sciences sub-strand is concerned with understanding living things:

- a diverse range of living things have evolved on Earth over hundreds of millions of years
- living things are interdependent and interact with each other and their environment
- the form and features of living things are related to the functions that their body systems perform
- life cycles, body systems, adaptations and survival
- how their characteristics are inherited from one generation to the next
- the cell as the basic unit of life and its function.

Chemical Sciences

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances:

- classify substances based on their properties, such as solids, liquids and gases
- elements, compounds and mixtures
- physical changes such as changes of state and dissolving
- atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances
- explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

Earth and Space Sciences

The Earth and Space sciences sub-strand is concerned with Earth’s dynamic structure and its place in the cosmos:

- Earth is part of a solar system that is part of a larger universe
- Earth is subject to change within and on its surface, through natural processes and human use of resources
- Earth as part of a solar system, which is part of a galaxy and the immense universe
- Changes on Earth, such as day and night and the seasons
- Evolution of Earth over 4.5 billion years
- Humans use of resources from the Earth and the influence of human activity on the Earth

Physical Sciences

The Physical Sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy:

- Forces affect the behaviour of objects
- Energy can be transferred and transformed from one form to another
- Motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces
- energy and energy transfer - motion, heat, sound, light and electricity.
Science (continued)

Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation. In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.
Science (continued)

Science

CODE SCI1Y : LEVEL Year 8
LENGTH Full Year
CONTACT PERSON Jenny Cabot

Content
Working in Laboratory
Biological Sciences
- Cells
- Body Systems
Chemical Sciences
- Matter
- Elements, compounds. Mixtures
- Chemical change
Earth and Space Science
- Rocks
Physical Sciences
- Energy
Assessment
Knowledge 30%, Skills 70%
Special Requirements Nil

Science

CODE SCI1Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON Jenny Cabot

Content
Biological Sciences:
- DNA and genes – transfer of characteristics from one generation to the next
- Evolution and natural selection
Physical Sciences
- Energy conservation: transfer and transformation
- Motion: Use of laws of physics, speed, acceleration, inertia and force
Chemical Sciences:
- Atomic structure, element properties, periodic table
- Chemical reactions, using chemical equations
Earth and Space:
- Origin of universe
- Global systems: carbon cycle, effects of human activity
Assessment
Knowledge 30%, Skills 70%
Special Requirements Nil

Science

CODE SCI2Y : LEVEL Year 9
LENGTH Full Year
CONTACT PERSON Jenny Cabot

Content
Biological Sciences:
- Multicellular organisms
- Ecosystems
Physical Sciences
- Heat
- Sound and light
- Electric circuit
Chemical Sciences:
- Atoms
- Chemical reactions combustion and acids
- Chemical reactions: rearranging atoms, energy conservation
Earth and Space
- Plate tectonics
Assessment
Knowledge 30%, Skills 70%
Special Requirements Nil

Science

CODE SCI2Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON Jenny Cabot

Content
Biological Sciences:
- DNA and genes – transfer of characteristics from one generation to the next
- Evolution and natural selection
Physical Sciences
- Energy conservation: transfer and transformation
- Motion: Use of laws of physics, speed, acceleration, inertia and force
Chemical Sciences:
- Atomic structure, element properties, periodic table
- Chemical reactions, using chemical equations
Earth and Space:
- Origin of universe
- Global systems: carbon cycle, effects of human activity
Assessment
Knowledge 30%, Skills 70%
Special Requirements Nil

Science

CODE SCI3Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON Jenny Cabot

Content
Biological Sciences:
- DNA and genes – transfer of characteristics from one generation to the next
- Evolution and natural selection
Physical Sciences
- Energy conservation: transfer and transformation
- Motion: Use of laws of physics, speed, acceleration, inertia and force
Chemical Sciences:
- Atomic structure, element properties, periodic table
- Chemical reactions, using chemical equations
Earth and Space:
- Origin of universe
- Global systems: carbon cycle, effects of human activity
Assessment
Knowledge 30%, Skills 70%
Special Requirements Nil

Biology CIM

CODE BLC4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot

Recommended Background
C grade or better and a recommendation from the year 10 science teacher.

Content
This is a study of cells, inheritance and micro-organisms.
- Cells and microscopy – the study of the building blocks of life, how microscopes have helped our understanding of cells and use of senior microscopes.
- Inheritance and genes: the study of DNA, chromosomes, and patterns of inheritance of our features.
- Micro-organisms – the study of a range of micro-organisms including bacteria, fungi and viruses. Students will gain an appreciation of the various roles of micro-organisms in our lives. An excursion to a local winery is planned.

Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Special Requirements Nil

Biology REN

CODE BLR4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot

Recommended Background
C grade or better and a recommendation from the year 10 science teacher.

Content
This is a study of a variety of human physiology and other organisms.
- Reproduction – the structure and function of the human reproduction system.
- Exchange – movement of materials in, out and around the human body; in particular the circulatory, respiratory and excretory systems. An excursion to the ARC Blood bank is planned.
- Nutrition – the composition of food, the effect of diet on health and how the human digestive system operates.

Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Special Requirements Nil
Science (continued)

Chemistry A
CODE CHE4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot
Recommended Background
C grade or better and a recommendation from the year 10 science teacher.
Content
Chemistry is the study of the nature of substances, the ways in which substances can interact with each other, and their impact on the environment. Topics studied in Chemistry A include:
1) Introduction to Chemistry.
2) Nomenclature, bonding and structure.
3) Organic Chemistry
5) Social Relevance – atmospheric gases.
All topics involve theoretical and practical work.
Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which will include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Chemistry P
CODE CHE4P : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot
Recommended Background
C grade or better and a recommendation from the year 10 science teacher.
Content
Chemistry is the study of the nature of substances, the ways in which substances can interact with each other, and their impact on the environment. Topics studied in Chemistry B include:
1) Electrochemistry and Metals.
2) Acids.
3) Quantitative Chemistry and Analytical Techniques.
4) Environmental Chemistry.
5) Social Relevance – The impact of mining in the Adelaide Hills.
All topics involve theoretical and practical work.
Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Physics A
CODE PHY4A : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot
Recommended Background
C grade or better and a recommendation from the year 10 science teacher.
Content
Physics helps people to understand the world around them. It is a subject for students who are interested in the fundamental processes of nature. Students are introduced to the basic laws of the physical world. The laws of physics underlie many other sciences and engineering and also provide background knowledge for many occupations. The subject includes:
1. The physics of motion - velocity, speed, acceleration.
2. What causes motion - forces, Newton’s laws.
3. Projectile and circular motion.
4. Static electricity and electric fields.
5. Current electricity.
Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Physics P
CODE PHY4P : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot
Recommended Background
C grade or better and a recommendation from the year 10 science teacher.
Content
Students are reacquainted with the laws of Physics and are introduced to extended studies of the concepts such as:
1. Momentum.
2. Energy - the laws of conservation, kinetic energy, potential energy, wave energy
3. Waves, the properties of waves, including sound and light.
4. Magnetism
Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

Psychology A (introduction)
CODE PSY4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jenny Cabot
Recommended Background
C grade or better and a recommendation from the year 10 science teacher.
Content
This semester subject will explore the following topics:
1. Introduction to the nature of psychology and the methods of investigation
2. Ethical issues related to psychological research programs
3. Brain and behaviour studies
4. Human Psychological Development
Assessment
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which may include a practical report, research and issues assignments.
Psychology B (Optimum Psychology)

**CODE PSY4B : LEVEL Stage 1**
LENGTH Semester CREDITS 10
CONTACT PERSON Maria Galouzis

**Recommended Background**
C Grade or better in a Year 10 Science.

**Content**
Psychology is the scientific study of the behaviour of individuals and their mental processes. This subject focuses on the influence of emotion, thought processes and social influence on optimal performance. Students will investigate how elite performers (e.g. sportspersons, actors, musicians) prepare for optimal performance and the psychological factors that influence successful performance of complex tasks. Examples from the field of Sports Psychology will be emphasized. Research methods and ethical issues related to conducting research programs in psychology will also be studied.

**Assessment**
Assessment tasks include opportunities for students to develop the capabilities, numeracy and literacy. They will complete an Investigation folio which includes a practical report, research and issues assignments. Skills and applications tasks may include written tests, practical tests or oral presentations. Details of the assessment tasks will be described in the Learning and assessment plan.

**Special Requirements** Nil

Biology

**CODE BIOSE : LEVEL Stage 2**
LENGTH Full Year
CREDITS 20
CONTACT PERSON Jenny Cabot

**Recommended Background**
B grade or better in any Stage 1 Science subject or C or better in Stage 1 Physics or Chemistry.

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

**Assessment**
School assessment (70%) includes an Investigations Folio with practical reports and a human awareness issues essay, and Skills and Application Tasks including tests.

External assessment (30%) is an exam at the end of the year.

Chemistry

**CODE CHESE : LEVEL Stage 2**
LENGTH Full Year
CREDITS 20
CONTACT PERSON Jenny Cabot

**Recommended Background**
Stage 2 Chemistry builds upon the concepts and knowledge studied in Stage 1. C grade or better in stage 1 Chemistry A and B.

**Content**
Major areas of study are:
- Experimental Skills
- Analytical Techniques
- Organic & Biological Chemistry
- Elemental & Environmental Chemistry
- Using & Controlling Reactions
- Materials

All topics involve theoretical and practical work.

**Assessment**
School Assessment (70%) includes an Investigations Folio with practical reports, manipulative skill activities and social relevance tasks, and Skills and Application Tasks including tests.

External assessment (30%) is an exam at the end of the year.

Physics

**CODE PHSE : LEVEL Stage 2**
LENGTH Full Year
CREDITS 20
CONTACT PERSON Jenny Cabot

**Recommended Background**
Stage 2 Physics builds upon the concepts and knowledge studied in Stage 1. C grade or better in Stage 1 Chemistry A and B.

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

**Assessment**
School Assessment (70%) includes an Investigations Folio with practical reports and an issues or phenomena investigation, and Skills and application tasks including tests.

External assessment (30%) is an exam at the end of the year.

Science (continued)
## Glossary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACARA</td>
<td>Australian Curriculum, Assessment and Reporting Authority</td>
</tr>
<tr>
<td>ASBA</td>
<td>Australian School-based Apprenticeship</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.</td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority.</td>
</tr>
<tr>
<td>Curriculum Pattern</td>
<td>A selection of subjects required in order to qualify for the SACE.</td>
</tr>
<tr>
<td>Credit</td>
<td>Ten credits are equivalent to one semester or six months study in a particular subject or course.</td>
</tr>
<tr>
<td>DECS</td>
<td>Department of Education and Children’s Services</td>
</tr>
<tr>
<td>IPP</td>
<td>Industry Pathways Program</td>
</tr>
<tr>
<td>ISEC</td>
<td>Intensive Secondary English Course.</td>
</tr>
<tr>
<td>MER</td>
<td>Minimum Entry Requirements used for TAFE entry purposes</td>
</tr>
<tr>
<td>PIP</td>
<td>The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A formal requirement that is needed before proceeding to further study.</td>
</tr>
<tr>
<td>Research Project</td>
<td>A compulsory Stage 2 subject</td>
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<tr>
<td>RTO</td>
<td>Registered Training Organisation.</td>
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<tr>
<td>SACE</td>
<td>The South Australian Certificate of Education</td>
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<tr>
<td>SACE BOARD</td>
<td>South Australian Certificate of Education Board</td>
</tr>
<tr>
<td>SACSA Framework</td>
<td>South Australian Curriculum Standards and Accountability Framework.</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre.</td>
</tr>
<tr>
<td>Semester</td>
<td>50 to 60 hours of programmed lesson time - subjects of 1 unit are a semester in length.</td>
</tr>
<tr>
<td>Stage 1</td>
<td>The first of two levels of the SACE - this will usually be a student’s 11th year of schooling.</td>
</tr>
<tr>
<td>Stage 2</td>
<td>The second of two levels of the SACE - this will usually be a student’s 12th year of schooling.</td>
</tr>
<tr>
<td>STAT</td>
<td>Special Tertiary Admissions Test.</td>
</tr>
<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TAS</td>
<td>Tertiary Admission Subject – a SACE Stage 2 subject which has been approved by TAFE SA and the universities for tertiary admission</td>
</tr>
<tr>
<td>Unit</td>
<td>Half a year (50 to 60 hours of programmed time) of full-time study</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>Youth Allowance</td>
<td>Youth Allowance is a means tested payment made to full time students aged between 16 and 24.</td>
</tr>
</tbody>
</table>
Some Relevant Publications and Websites

The following publications are made available to students at various times to help in the course counselling process. Information can also be found on the web sites listed:

DEPARTMENT OF EDUCATION & CHILDREN’S SERVICES www.decs.sa.gov.au
FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS www.flinders.edu.au
UNIVERSITY OF ADELAIDE UNDERGRADUATE PROSPECTUS www.adelaide.edu.au
UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS www.unisa.edu.au
TAFE SUBJECT GUIDE www.tafe.sa.edu.au
SACE Board www.sace.sa.edu.au
SATAC GUIDE www.satac.edu.au
YOUTH ALLOWANCE www.youthallowance.centrelink.gov.au

Career Guidance Resources

Myfuture
www.myfuture.edu.au
Australia’s online career exploration and information service.

The Australian Careers Directory
www.careers.gov.au
A gateway to links that can help career exploration and decision making, job search preparation, training resources and more.

The Job Guide
www.jobguide.deewr.gov.au
Provides information on over 600 occupations and describes the education or training needed for those occupations.

Go Career
www.gocareer.gov.au
A Commonwealth campaign which highlights the range of initiatives to provide young people with information to make informed decisions about their futures.

SACE Board
www.saceboard.sa.edu.au
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.

Curriculum information for Brighton Secondary School is also available on the school website www.brightonss.sa.edu.au/curriculum