This guide describes the curriculum offered in Years 8 to 12 at Brighton Secondary School for 2015. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work.

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.

The Australian Curriculum is the mandated curriculum for Years 8 to 10. The South Australian Teaching for Effective Learning Framework (TfEL) supports 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.

Our vision is to develop strategic learners who are prepared for varied and unpredictable career paths in a global digitized world.

Our purpose is to develop lifelong learners who can problem solve, think creatively and critically, communicate effectively and act ethically.

Our Strategic Priorities are to develop:
- successful learners
- confident and creative individuals
- active and informed citizens

Students and staff are committed to developing the school as a community of stakeholders with shared responsibility to create optimal conditions for sustained, relevant and rigorous learning to be successful global and digital citizens. We commit to embracing the Cross Curriculum Priorities and the General Capabilities of the Australian Curriculum.

The iPad and Macbook program at Brighton Secondary School provides a vehicle for a personalised learning program and support a constructivist approach to a creative curriculum for students at Brighton Secondary School.
School Improvement Plan

The Student as Learner

- Has the capacity and capability to learn, understand and engage in their studies, and to develop deep self-knowledge.
- Possesses prior knowledge and 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 and 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 and self-improvement.

Inquiry 1
How can we ensure that students have a strong sense of identity where they feel safe, secure and supported to confidently and creatively embrace opportunities?

Inquiry 2
How can teacher learning communities through shared leadership, foster best practice within teaching and learning and attend to the culture of high expectations for the whole school community in the 21st century?

Inquiry 3
How can we develop strategies to ensure students engage in their learning and school community with a shared vision for success?

The Teacher as Teacher

- 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 and establishes behaviours that build positive relationships.

Quality Learning
- Communicates high expectations of programs to all students.
- Provides learning experiences that challenge all learners.
- Develops an understanding of the challenges the community faces in a global context.
- Seeks challenges aiming to increase knowledge, understanding and self-improvement.

Significance
- Allows opportunities for connections to be made between studies and real-life situations.
- Promotes connections across areas of study.
- Support the overall development of students in all aspects of the diversity of school life.
Course Counselling

Homegroup teachers help to prepare students for subject selection with the support of School Team Leaders and the Principal Team. A specialist staff team that includes the Assistant Principal Senior Schooling, Student Counsellors and the Career Development 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 2015 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.

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


Recommendations to all students about course selection.

• 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.
Information for International Students

French and Japanese (Years 8-12) languages can be studied at the school while other languages can be studied off line by negotiation. In 2015 a cross-disciplinary course (Indonesian, People and Culture) is offered at Year 10 and 11.

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 72 for more information.

English as an Additional Language or Dialect and language support is available at Year 10, Stage 1 and 2 levels, and a strong home group lesson program supports students’ welfare and orientation.

Entry to Special Interest Program subjects in Music or Volleyball is considered by special application on an individual basis.

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 DECD (Department for Education and Child Development) 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 lifelong learning and aspects of global citizenship.

The Structure and Content

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 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 1 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 are 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 44 to 49.

Further information about application processes and timelines is available on the school’s website www.brightonss.sa.edu.au

The Special Interest Music program is recognised both nationally and internationally as a centre of excellence for more than 35 years.
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 Content

There are three main areas of the program. The four 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, and entry into the SIV program in Years 9-12.

Further information about volleyball subjects can be found under the Health and Physical Education section.

Further information about application processes and timelines is available on the school’s website www.brightonss.sa.edu.au
Structure of the Curriculum
The students are spread across houses and home groups. Their other classes will depend on subject choices i.e. Language, Arts and whether they are also part of the Special Interest Music or Volleyball programs.

Think Bright students are in the same class for English, Humanities (History and Geography), Maths, Science and Technologies in Year 8. In Year 9 Think Bright students are in the same class for English, Humanities (History), Maths, Science and the STEAM Challenge based Project.

Curriculum Content
The curriculum content is aligned to Australian Curriculum requirements. Interdisciplinary approaches to teaching and learning will occur for some of the program. The focus is on creativity and critical thinking across the curriculum.

Pedagogy
The pedagogy is aligned to the SA Teaching for Effective Learning (TEL). The teachers embrace inquiry and challenge-based approaches to learning. Students have the opportunity to work individually and in teams. The use of iPads is an integral part of students’ learning.

Location
The Think Bright students are based in the Bright Learning Centre and move to other parts of the school for choice subjects.

Think Bright Personnel
The Think Bright teachers work collaboratively in a Teacher Learning Community to develop innovative ways to facilitate the students’ learning. Their work is shared with other teachers to develop interdisciplinary and innovative teaching and learning practices across year levels and subjects.

Selection Procedures
Year 8 and 9 students for 2015 may apply to enter the Think Bright Program. Applicants are required to complete a form available from the school. Interviews may occur as part of the selection process.
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.

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, 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.

More information can be found at: www.australiancurriculum.edu.au

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.
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**CHOICE SUBJECTS**

- Art For Our Life
- Art In Our World
- Bright Lights, Buzzlebots and Boxers
- Chefs in Action
- Design It – Make It – Race It
- Elements of Drama
- Languages B (French or Japanese)
- Music Experience
- Music A
- Music B
- Physical Education

**CHOICE SUBJECTS**

- Art For Our Life
- Art In Our World
- Bright Lights, Buzzlebots and Boxers
- Chefs in Action
- Design It – Make It – Race It
- Elements of Drama
- Languages B (French or Japanese)
- Music Experience
- Music A
- Music B

**Note:** If Music A is chosen, Music B must be chosen as well. Studying only Music A does not prevent the study of Music in Year 9, for SIV students.

In subjects labelled A or B (such as Music and Languages) subject A must be studied before subject B.
Year 8 Curriculum Pattern Strands

<table>
<thead>
<tr>
<th>Brighton 3 (Special Interest Music)</th>
<th>Units</th>
<th>Brighton 4 (Think Bright)</th>
<th>Units</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>2</td>
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</tr>
<tr>
<td>English or EALD</td>
<td>2</td>
<td>English or EALD</td>
<td>2</td>
</tr>
<tr>
<td>HASS (Hist/ Geog/ C&amp;C/ Economics and Business)</td>
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<td>HASS (Hist/ Geog/ C&amp;C/ Economics and Business)</td>
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</tr>
<tr>
<td>Languages A (French or Japanese)</td>
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<tr>
<td>Arts (Music + Special Interest) with Technologies embedded</td>
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<td>Arts: Elements of Drama or Art for Our Life or Art in Our World or Music A or Music Experience</td>
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<tr>
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**CHOICE SUBJECTS**

- Art For Our Life
- Art In Our World
- Bright Lights, Buzzlebots and Boxers
- Chefs in Action
- Design It – Make It – Race It
- Elements of Drama
- Languages B (French or Japanese)
- Music Experience
- Music A
- Music B
- Physical Education

*Note: If Music A is chosen, Music B must be chosen as well.*
### Year 9 Curriculum Pattern Strands

<table>
<thead>
<tr>
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<th>Units</th>
<th>Brighton 2 (Special Interest Volleyball)</th>
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<tbody>
<tr>
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<td>HASS History</td>
<td>1</td>
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<tr>
<td>Health and PE</td>
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<thead>
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<td>• Building with the Elements of Art</td>
</tr>
<tr>
<td>• Creative Principles of Art</td>
<td>• Creative Principles of Art</td>
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<tr>
<td>• F1 in Schools</td>
<td>• F1 in Schools</td>
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<tr>
<td>• Food in Action</td>
<td>• Food in Action</td>
</tr>
<tr>
<td>• HASS Geography</td>
<td>• HASS Geography</td>
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<tr>
<td>• Japanese (Full year)</td>
<td>• Japanese (Full year)</td>
</tr>
<tr>
<td>• Media Arts</td>
<td>• Media Arts</td>
</tr>
<tr>
<td>• Music (Full year)</td>
<td>• Music (Full year)</td>
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<tr>
<td>• Page to Stage</td>
<td>• Page to Stage</td>
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<tr>
<td>• Physical Education</td>
<td>• Physical Education</td>
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<tr>
<td>• Sew Make Create</td>
<td>• Sew Make Create</td>
</tr>
<tr>
<td>• Technical Drawing</td>
<td>• Technical Drawing</td>
</tr>
<tr>
<td>• The Best of Both Worlds</td>
<td>• The Best of Both Worlds</td>
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<tr>
<td>• Workshop Practices</td>
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## Year 9 Curriculum Pattern Strands

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<th>Units</th>
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<tbody>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Health and PE</td>
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<td>Health and PE</td>
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<td><strong>TOTAL UNITS</strong></td>
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**CHOICE SUBJECTS**

- Building with the Elements of Art
- Creative Principles of Art
- F1 in Schools
- Food in Action
- HASS Geography
- Japanese (Full year)
- Media Arts
- Page to Stage
- Physical Education
- Sew Make Create
- Technical Drawing
- The Best of Both Worlds
- Workshop Practices

- Building with the Elements of Art
- Creative Principles of Art
- F1 in Schools
- Food in Action
- HASS Geography
- Japanese (Full year)
- Media Arts
- Music or Special Interest Music (Full year)
- Page to Stage
- Physical Education
- Sew Make Create
- Technical Drawing
- The Best of Both Worlds
- Workshop Practices
## Year 10 Curriculum Pattern Strands

<table>
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<th>Brighton 1</th>
<th>Units</th>
<th>Brighton 2 (Special Interest Volleyball)</th>
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<td>HASS History</td>
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<td>Health and PE* (select from)</td>
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<td><strong>CHOICE</strong></td>
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<td><strong>CHOICE</strong></td>
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<tr>
<td><strong>TOTAL UNITS</strong></td>
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<td><strong>TOTAL UNITS</strong></td>
<td>14</td>
</tr>
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### CHOICE SUBJECTS

- Art and Ideas
- Art in a Global Community
- Business Awareness
- CAD and Graphics
- Desktop Publishing
- Electronics / Electro Technology
- Entertaining
- F1 in Schools
- Fashion Design Studio
- Food and Other Cultures
- Food Fun and Vitality*
- French (Full year)
- HASS Geography
- Girls Fitness and Recreation*
- Graphic Design
- Health
- Indonesian Language People and Culture
- Japanese (Full year)
- Maybe Baby
- Media Animation
- Media Arts
- Metal Technology
- Music (Full Year)
- Outdoor Pursuits*
- Photography
- Physical Ed (Recreation)*
- Physical Education*
- Product and Environmental Design
- The Magic of Theatre
- Theatre Across the Ages
- Video Game and Interactive Design
- Wood Technology

*Choice options within the compulsory HPE Australian Curriculum.
Year 10 Curriculum Pattern Strands

<table>
<thead>
<tr>
<th>Brighton 3 (Special Interest Music)</th>
<th>Units</th>
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</tr>
<tr>
<td>HASS History</td>
<td>1</td>
</tr>
<tr>
<td>Health and PE* (select from)</td>
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</tr>
<tr>
<td>Arts (Music + Special Interest)</td>
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<tr>
<td>CHOICE</td>
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<td>TOTAL UNITS</td>
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### CHOICE SUBJECTS

- Art and Ideas
- Art in a Global Community
- Business Awareness
- CAD and Graphics
- Desktop Publishing
- Electronics / Electro Technology
- Entertaining
- F1 in Schools
- Fashion Design Studio
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- Graphic Design
- Health
- Indonesian Language People and Culture
- Japanese (Full year)
- Maybe Baby
- Media Animation
- Media Arts
- Metal Technology
- Outdoor Pursuits*
- Photography
- Physical Ed (Recreation)*
- Physical Education*
- Product and Environmental Design
- The Magic of Theatre
- Theatre Across the Ages
- Video Game and Interactive Design
- Wood Technology
Information about the SACE

The South Australian Certificate of Education (SACE) is an internationally recognized qualification awarded to students who successfully complete certain requirements in their senior secondary education. The SACE forms the basis for entry into higher education.

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 meets the needs of students, families, higher and further education providers, employers and the community by helping students develop the skills and knowledge needed to succeed, whether they are headed for further education and training, university, an apprenticeship or immediate employment.

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

As part of the SACE students will:
- Receive credits for different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Have their individual assessment tasks within a subject assessed using performance standards criteria.
- Have thirty percent of their work in every Stage 2 subject externally assessed. This will be done in various ways including examinations, investigations, practical or performances.

The requirements to achieve the SACE

To gain the SACE certificate students must earn 200 credits as per the SACE pattern requirements as shown below. Ten credits are equivalent to 1 semester or 6 months study in a particular subject or course.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 – Stage 1 subject</td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 – Stage 1 subjects</td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects or courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of Mathematics subjects or courses)</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 or 12 – Stage 1 or Stage 2 subjects</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>Up to 90</td>
</tr>
<tr>
<td>Year 12 – Stage 2 subjects</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 subjects and courses</td>
<td>60</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE).
The importance of the compulsory subjects is reflected in the requirement that students must achieve a ‘C’ or better at Stage 1 and a ‘C-’ at Stage 2 in those subjects to complete the SACE successfully.

Refer to pages 23 and 24 for the list of subjects to be offered at Stage 1 and Stage 2 at Brighton Secondary School in 2015.

Where do you go for further help?

Visit the SACE Board website at www.sace.sa.edu.au for further information concerning the SACE.

Students Online

Students can log into Students Online using their SACE registration number and pin at www.sace.sa.edu.au/students-online.

Students Online contains information about an individual student’s SACE. It can help students to:
- plan their SACE and consider different subjects and course combinations
- check their progress towards completing the SACE
- access their results.
The SACE Planner 2015

The following table indicates two examples of SACE completion.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory – Stage 1 Personal Learning Plan</td>
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<td>10</td>
</tr>
<tr>
<td><strong>Year 11</strong></td>
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<td></td>
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<tr>
<td>Compulsory – Stage 1 English Communications A</td>
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<td>Compulsory – Stage 1 English Communications B</td>
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</tr>
<tr>
<td>Compulsory – Stage 1 Mathematical Applications A</td>
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<td>Stage 1 Biology C.I.M.</td>
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</tr>
<tr>
<td>Stage 1 Creative Arts</td>
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</tr>
<tr>
<td>Stage 1 Physical Education (Body Systems)</td>
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<td></td>
</tr>
<tr>
<td>Stage 1 Physical Education (Physical Performances)</td>
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<td></td>
</tr>
<tr>
<td>Stage 1 Photography A</td>
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<td></td>
</tr>
<tr>
<td>Stage 1 VET Automotive</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
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<tr>
<td><strong>Year 12</strong></td>
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<td></td>
</tr>
<tr>
<td>Stage 2 – Research Project</td>
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<tr>
<td>Stage 2 – English Communications</td>
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<td>Stage 2 – Mathematical Applications</td>
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<td>Stage 2 – Biology</td>
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<td></td>
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<tr>
<td>Stage 2 – Vet Automotive</td>
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<tr>
<td></td>
<td></td>
<td>90</td>
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<tr>
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<table>
<thead>
<tr>
<th>Subjects</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compulsory – Stage 1 Personal Learning Plan</td>
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<tr>
<td><strong>Year 11</strong></td>
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<td>Compulsory – Stage 1 English Studies B</td>
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<tr>
<td>Compulsory – Stage 1 Mathematical Studies A</td>
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<td><strong>Year 12</strong></td>
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<tr>
<td></td>
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</tbody>
</table>
In order to meet the requirements for SACE Stage 1, students need to select:

- 2 units from the Literacy Group
- 1 unit from the Numeracy Group
- 7 units from the Choice Subjects Group

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

### Literacy

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### Numeracy

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### Choice Subjects

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*CP = Communication Products  
MP = Material Products  
S&C = Systems and Control Products
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Special Advice to Year 11 Students

Year 11 students will be expected to choose a minimum of 5 subjects (50 credits) in semester 1 and five subjects (50 credits) in semester 2 (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 1 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 panel 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 for 2016

Selection into 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.

Eligibility

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

Competitiveness

Your competitiveness in relation to other applicants is based on your Selection Rank which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.

For university entry from 2016 the requirements for calculation of a university aggregate have been changed.

To obtain a university aggregate and an ATAR you must:
• qualify for the SACE
• comply with the rules regarding Precluded Combinations
• comply with the rules regarding Counting Restrictions
• complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts which need not be in consecutive years
• of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 20 credits can be Recognised Studies.

* 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.
Calculating the university aggregate

The university aggregate is calculated from scaled scores. These are numeric measures of your performance in TAS which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects.

Please note that if you do not attempt the externally assessed component of a TAS (e.g. an examination or investigation), you will be given a scaled score of 0.0 for that subject.

The university aggregate for 2015 (to be used for university entrance in 2016) is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS
- half the scaled score of 1 or more TAS
- the scaled score of 1 or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

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

Tertiary institutions provide their own information about their courses and selection requirements via their own websites, as well as open days in Term 3.

TAFE Entry Requirements

Completion of the SACE can meet the Course Admission Requirements for most of TAFE SA’s courses.

TAFE also considers a variety of other qualifications in its entry and selection processes.

For further details go to the TAFE SA website (www.tafesa.edu.au)
The Personal Learning Plan

**Code:** PLP3Y  
**Level:** Year 10  
**Length:** (undertaken in Extended Homegroup Lessons)  
**Credits:** 10  
**Contact Person:** Jill Brindley

**Year 10**  
The Personal Learning Plan in Year 10 focuses on the inquiry question:  

**What are my personal, learning and career goals?**

Students produce a personal profile, carry out a career research challenge including workplace interactions and a 1 day workplace taster, as well as undertake a SACE course interview. The Year 10 component culminates in a folio and reflection that is assessed for SACE accreditation. Student assessment is based on the capabilities:

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

Valuable work is undertaken in Years 8 and 9 Extended Home Group lesson and focus days to contribute toward the PLP. In Year 8, the Identity Inquiry and in Year 9 the Community Service Project provide activities that allow students to demonstrate achievement of the SACE capabilities.
The Research Project

The Stage 2 Research Project is a compulsory 10 credit subject undertaken at Stage 2. Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B. Research Project A is not a Tertiary Admissions Subject, while Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR).

In the first instance, all Brighton Secondary School Year 12 students will be enrolled in Research Project B, but are able to change their enrolment to Research Project A by the end of Term 1 if they wish.

Students choose a research question that is based on an area of interest to them. They explore and develop 1 or more capabilities in the context of their research.

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

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills, through the in-depth exploration of an area of interest.

Research Project A

**CODE RPA5A : LEVEL Stage 2**
**LENGTH** Semester
**CREDITS** 10
**CONTACT PERSON** Dzintra Kargans

There are 3 Assessment Types in Research Project B. Assessment Type 1 and 2 are assessed by the school. Assessment Type 3 is externally assessed.

Content:
See information above

**School Assessment**
Folio 30%
- proposal
- research development
- discussion

Research Outcome 40%
The research outcome can be presented in written form (maximum 1500 words), oral (10 minutes), or the multimodal equivalent.

**External Assessment**
Review 30%
A written summary of 150 words (or its oral equivalent) and a review of 1500 words if written, or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form.*

*Research Project A is not a Tertiary Admissions Subject and will not contribute towards a student’s ATAR.

Research Project B

**CODE RPB5B : LEVEL Stage 2**
**LENGTH** Semester
**CREDITS** 10
**CONTACT PERSON** Dzintra Kargans

There are 3 Assessment Types in Research Project B. Assessment Type 1 and 2 are assessed by the school. Assessment Type 3 is externally assessed.

Content:
See information above

**School Assessment**
Folio 30%
- proposal
- research development
- discussion

Research Outcome 40%
The research outcome can be presented in written form (maximum 2000 words), oral (12 minutes), or the multimodal equivalent.

**External Assessment**
Evaluation 30%
A written summary of 150 words (or its oral equivalent), together with an evaluation of 1500 words. The external assessment for Research Project B must be written.
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 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 1 course.

This subject is not chosen at the end of 2014 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 2014. 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 2-4 Peer Leaders are allocated to each Year 8 Home Group according to their ‘House’. Leaders meet with that Year 8 Home Group each 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.

- planning and leading a series of activities
- supporting teachers and delivering a variety of programs
- attending the Year 8 Standards Day, Shiloh Hills excursion, Year 8 Acquaintance Night and Bullying and Harassment Play
- attending day 1 of the 2015 school year to work with Year 8 students and Home Group teachers (1 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 2014. Successful students have this subject added as an extra SACE unit to their Year 11 course in 2015.
- subject fee $45

World Challenge

**CODE** WOC4S
**LEVEL** Year 10 or 11

**World Challenge Trip and Assessment Tasks**
CREDITS 20
CONTACT PERSON Tony Mahar

**Recommended background**
Enrolment in this course is dependent on students being involved in the World Challenge in 2015 and 2016. 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 2014 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 1 week of rest and relaxation. The aim of the expedition is to teach leadership and 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.
Cross Disciplinary (continued)

**Indonesia: Language, People and Culture**

- **CODE**: INL4S
- **LEVEL**: Year 10 and 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 for 2015 as part of the online 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 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 2 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 Assistant Principal Senior Schooling is the contact person for individually negotiated community based credit arrangements.
Vocational Education and Training

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.

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 2015 are the following:

- Physical Education (Coaching and Participation) Sports and Recreation Certificate II (VET) refer to page 87.
External VET courses

External VET courses are run by various Training Organisations outside of the school. These are often partial or full Certificate I, Certificate II or Certificate III courses. There are approximately 40 different courses on offer to students ranging from Building and Construction, Automotive, Hospitality, Tourism, Hair and Beauty, Photography and Child Care.

External VET courses often involve students being out of the school for 1 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 3.

Costs of the courses will vary depending on the course. It is an expectation that costs are covered by students/parents.

Students who are interested in undertaking a VET course in 2015 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 1 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 1 day per week in the workplace, 1 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 Coordinator.
What is an Industry Pathways Program (IPP)?

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

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

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

Details regarding the course, any fees, times and hours are available from: Ms Hayley Reid, Career Development Coordinator.
Where can I access Industry Pathways Programs?

Talk with your VET coordinator to find out how to study an IPP at another school (see list below).

<table>
<thead>
<tr>
<th>Industry Pathway Program offered</th>
<th>School at which program offered</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Care</td>
<td>Seaview High School</td>
<td>Richard Harrington</td>
</tr>
<tr>
<td>Aquatics</td>
<td>Seaview High School</td>
<td>Richard Harrington</td>
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<tr>
<td>Mitcham Girls High School</td>
<td>Unibrae Agricultural High School</td>
<td>Jill Olifent</td>
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<tr>
<td>Unibrae Agricultural High School</td>
<td>Australian Science and Mathematics School</td>
<td>Jane Sulicich</td>
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<tr>
<td>Seaview High School</td>
<td>Hamilton Secondary College</td>
<td>Richard Harrington</td>
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<td>Hamilton Secondary College</td>
<td>Pasadena High School</td>
<td>Will Halwass</td>
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<td>Hamilton Secondary College</td>
<td>Thebarton Senior College</td>
<td>Heather Thomas</td>
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<tr>
<td>Creative Industries</td>
<td>Hamilton Secondary College</td>
<td>Heather Thomas</td>
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<tr>
<td>Digital Media</td>
<td>Hamilton Secondary College</td>
<td>Will Halwass</td>
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<tr>
<td>Electrotechnology</td>
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<td>Heather Thomas</td>
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<tr>
<td>Engineering (Fabrication)</td>
<td>Hamilton Secondary College</td>
<td>Heather Thomas</td>
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<tr>
<td>Engineering (Fabrication/Machining)</td>
<td>Hamilton Secondary College</td>
<td>Will Halwass</td>
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<tr>
<td>Fitness</td>
<td>Blackwood High School</td>
<td>Tina Kritikos</td>
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<tr>
<td>Food Processing</td>
<td>Unibrae Agricultural High School</td>
<td>Heath Thomas</td>
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<tr>
<td>Unibrae Agricultural High School</td>
<td>Thebarton Senior College</td>
<td>Tina Kritikos</td>
</tr>
<tr>
<td>Business Services</td>
<td>Unley High School</td>
<td>Toby Watts</td>
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<tr>
<td>Community Services</td>
<td>Hamilton Secondary College</td>
<td>Heather Thomas</td>
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<tr>
<td>Construction</td>
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<td>Heath Thomas</td>
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<tr>
<td>Creative Industries</td>
<td>Hamilton Secondary College</td>
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<td>Media</td>
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<td>Primary Industries</td>
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<td>Sport and Recreation</td>
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<td>Sports Coaching</td>
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<td>Technical Production</td>
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<tr>
<td>Technical Production (Theatre)</td>
<td>Hamilton Secondary College</td>
<td>Heath Thomas</td>
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<tr>
<td>Tourism/Travel</td>
<td>Hamilton Secondary College</td>
<td>Heath Thomas</td>
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</tbody>
</table>
The Certificate III in Technical Production course will be running at Brighton Secondary school with Learning Music Australia (LMA) as our registered Training Organisation (RTO).

The course gives opportunities to develop skills in working with sound, light, music production software and managing and promoting live events. Participants in the course will gain 40 SACE credits at Stage 2 and provides a great career pathway to University, TAFE and employment.

Below is the course information in more detail. Please contact Hayley Reid for more information.

**Certificate III in Technical Production - Theatre, Live, Studio and Electronic**

**Registered Training Organisation**  Australian College of the Arts Pty Ltd (Code: 0109)

**Delivery Site**  Brighton Secondary School

**Qualification Title**  Certificate III in Technical Production (Full)

**Qualification Code**  CUS30209

**Number of SACE Credits**  Up to 40 at Stage 2

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<thead>
<tr>
<th>ISCA Schools</th>
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<tbody>
<tr>
<td>Course Fees:</td>
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<tr>
<td>Additional Costs:</td>
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<tr>
<td>Total:</td>
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</tbody>
</table>

**Course Description**
Students will have opportunities to produce videos and film clips, short film / music documentary and radio shows. They will also be involved in recording an EP, creating electronic music and managing websites. They will learn about managing live events – including promotion, sound and lighting. They will also map out a career pathway in the creative industries.

**Commencement Date**  Week 1, Term 1 (Day TBA)

**Length of Course**  2 semesters

**Day and Time**  To be advised

**Work Experience**  Structured Work Placement – 40 hours required for assessment.

**Pre-Requisites**  A good standard of literacy is required.

**Further Education Pathway**  Certificate IV in Music or Music Technology, Diploma of Music or Technical Production, Advanced Diploma of Music, Bachelor of Music.

**Career Pathways**  Music Producer, DJ, MC, Music Instructor, High School Music Teacher, Primary School Music Teacher, Performer, Sound Engineer, Booking Agent, Event / Tour Manager, Music / Arts Administrator.
The Australian Curriculum

The Arts curriculum for 2015 in Years 8-10 is aligned to the Australian Curriculum. Refer to page 12 for more details about the implementation of the Australian Curriculum.

The Arts forms offered are:
- Drama
- Media Arts
- Music
- Visual Arts (Including Design and Multi-Media).

The curriculum for The Arts is divided into 2 strands:
- Making
- Responding

The content structure is organised through 2 interrelated strands that present a sequence of development of knowledge, understanding and skills.

Making
Learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make arts works.

Responding
Exploring, responding to, analysing and interpreting art works.

The SACE
The Arts curriculum options in Years 11 and 12 are aligned to the SACE requirements.
### The Arts (continued)

#### DRAMA

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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</thead>
<tbody>
<tr>
<td>Elements of Drama</td>
<td>Page to Stage</td>
<td>Theatre Across The Ages</td>
<td>Drama – Naturalism</td>
<td>Drama</td>
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<td>The Magic of Theatre</td>
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<td>Technical Production Certificate III</td>
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</table>

#### MEDIA

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<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<th>Stage 2</th>
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</thead>
<tbody>
<tr>
<td>Media Arts</td>
<td>Media Arts</td>
<td>Media Studies</td>
<td>Media Studies</td>
<td>Video Game &amp; Interactive Narrative Design</td>
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</table>

#### MUSIC

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<tbody>
<tr>
<td>Music</td>
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<td>Special Music</td>
<td>Music Studies</td>
<td>Music in Context</td>
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<td>Music Experience</td>
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<td>Music Composing &amp; Arranging</td>
<td>Solo Performance</td>
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<td>Sound Technology</td>
<td>Performance Special Studies</td>
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<td>Technical Production Certificate III</td>
<td>Ensemble Performance</td>
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<td>Composing &amp; Arranging</td>
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</table>

#### VISUAL ART

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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</thead>
<tbody>
<tr>
<td>Art For Our Life</td>
<td>Art In Our World</td>
<td>Building with the Elements of Art</td>
<td>Graphic Design</td>
<td>Visual Arts – Design Focus</td>
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<tr>
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<td>Creative Principles of Art</td>
<td>Creative Arts</td>
<td>Visual Arts – Art Focus</td>
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<td>Digital Arts</td>
<td>Creative Arts</td>
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<td>Product &amp; Environmental Design</td>
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<td>Art &amp; Ideas</td>
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<td>Art in a Global Community</td>
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<td>Visual Arts &amp; the Environment</td>
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<td>Visual Arts &amp; How Artists Work</td>
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</tbody>
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*by interview*
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.

### Elements of Drama

**CODE DRA1S : LEVEL Year 8**  
**LENGTH** Semester  
**CONTACT PERSON** Yasmin Paterson  
**Recommended Background** Nil

**Content**  
In this subject students will develop basic skills of the elements of drama including improvisation, vocal expression, mime, and movement. In addition to these skills the concept of characterisation will be addressed through the study of body language, physicalisation, script writing, improvisation and the presentation of a group devised play.  
All of the above skills and concepts will be further explored through the study the historical Beginnings of Theatre and Ancient Ritual with a focus on the Asia Pacific and Aboriginal and Torres Strait Islander societal contexts and cultures.  
Included in the subject will be a number of theory and homework exercises, which will link directly to the topics being studied and allow students to evaluate and respond to the dramatic works of themselves and others.

**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.

### Page to Stage

**CODE DRA2S : LEVEL Year 9**  
**LENGTH** Semester  
**CONTACT PERSON** Yasmin Paterson  
**Recommended Background** Nil

**Content**  
In addition to building upon performance skills of improvisation and vocal and physical expression, students refine and extend their understanding and use of role, character, relationships, and situation through 1 of more of the following topics:  
- Elements of Drama  
- Theatre Sports  
- Melodrama/Soap Opera  
- Puppetry  
- Stagecraft.  
Elements of the above topics will be incorporated into a group devised or scripted major performance 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.

### Theatre Across The Ages

**CODE DRA3A : LEVEL Year 10**  
**LENGTH** Semester  
**CONTACT PERSON** Yasmin Paterson  
**Recommended Background** Year 9 Drama recommended

**Content**  
Students will draw on drama from a range of cultures, times and locations, and study a range of dramatic styles and genres through the ideas of theatrical practitioners and selected historical perspectives. Topics will include:  
- Presentational and Representational  
- Greek and Roman Theatre  
- Medieval Theatre  
- Commedia Dell’arte  
- Elizabethan Theatre and Shakespeare  
- Traditional versus contemporary Aboriginal and Torres Strait Islander performance  
- Konstantin Stanislavski  
- Antonin Artaud  
- Collage Drama.

Elements of the above topics will be incorporated into:  
- practical workshops  
- a small group scripted performance  
- a small group devised Collage Drama.

**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 $20 will apply to cover ticket costs and materials. Students must also expect to perform to audiences outside the Drama class.
The Magic of Theatre

**CODE** DRA3B  •  **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Yasmin Paterson 
**Recommended Background** Year 9 Drama recommended

**Content**
Students will study a range of dramatic styles and genres through the ideas of theatrical practitioners. They will explore elements of design and technology involved in theatre production and experiment with mood and atmosphere to create engaging theatrical performance. Topics will include:

- Comedy
- Lighting and Sound Design
- Set Design
- Costume Design
- Directing
- Careers in the Theatre Industry.

Elements of the above topics will be incorporated into:

- a small group scripted comedy performance
- a small group production of scenes from a chosen text.

**Assessment**
Students will be assessed in group work, review writing, reflection writing, design tasks, as well as major performance tasks.

**Special Requirements**
It is expected that students will participate in excursions to view live performances. A levy of $20 will apply to cover ticket costs and materials. Students must also expect to perform to audiences outside the Drama class.

Drama – Epic Theatre

**CODE** DRA4B  •  **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Yasmin Paterson 
**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 on stage as actor/performers, or off stage in the roles of other theatre practitioners (i.e. set, sound, lighting and costume design, front-of-house, publicity, make-up, multi-media 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 1 or more of these aspects. The possible outcomes may include a hypothetical 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 $25 will apply to cover some of the ticket costs. Students must also expect to perform to audiences outside the Drama class. It is expected that students doing Drama B will attend at least 3 rehearsals after school and/or weekend rehearsals.
Drama – Naturalism

CODE DRA4A  :  LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Yasmin Paterson
Recommended Background
Year 10 Drama recommended

Content
As a class students will investigate the dramatic innovator Konstantin Stanislavski, and the text *The Book of Everything*, by Richard Tulloch. They will then complete an Individual Investigation and Presentation based on 1 or both of these topics, selecting from a range of possible dramatic questions or developing a question of their own.

Performance
Students will work in small groups to devise a theatrical performance using the techniques of Stanislavski, based around the theme of '7 Deadly Sins'. 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.

A visiting artist specializing in the Stanislavski System 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 ideas 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 – 40%
Performance – 40%
Folio – 20%

Special Requirements
- 40 hours of Structured Work Placement is required for assessment
- students may be required to work at events on weeknights and weekends.

Cost
$500 (not included in fees)
(See page 36 for further information)

Technical Production – Certificate III

CODE TPR4A and TPR4B
LEVEL Stage 1 or 2
LENGTH Full year
CREDITS Up to 40 at Stage 2
CONTACT PERSON Hayley Reid

This course will be run off-line and will require students to complete 35 x 5 hour workshops over the year.

Recommended Background
A genuine interest in the entertainment industry, focusing on the technical areas of Theatre, Live, Studio and electronics. A good standard of literacy is required.

Content
This subject focuses on developing knowledge and skills in Technical Production through projects such as managing live events, creating electronic music, working with radio, creating and managing websites and producing film/music documentaries.

Assessment
Theory and practical tasks are assessed. Assessment is competency based.

Special Requirements
- 40 hours of Structured Work Placement is required for assessment
- students may be required to work at events on weeknights and weekends.

Drama

CODE DRA5E  :  LEVEL Stage 2
LENGTH Full year
CREDITS 20
CONTACT PERSON Yasmin Paterson
Recommended Background
Stage 1 Drama (preferably 20 credits) or by an 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 4 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:
- 1 group presentation
- 1 report and at least 2 reviews for the folio
- 1 interpretative study
- 1 performance or 1 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 3 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 $60 will apply to cover some of the ticket costs.

Back to Contents
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 the internet. 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.

Media Arts

**CODE MED2S : LEVEL Year 9**
LENGTH Semester
CONTACT PERSON Alan Todd

**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**
Students will be assessed through a variety of making (practical) and responding (written and/or oral tasks) through the semester.

**Special Requirements** Nil

Media Arts

**CODE MED3S : LEVEL Year 10**
LENGTH Semester
CONTACT PERSON Alan Todd

**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**
Students will be assessed through a variety of making (practical) and responding (written and/or oral tasks) through the semester.

**Special Requirements** Nil
Video Game and Interactive Narrative Design

**CODE** DVI3S : **LEVEL** Year 10
**LENGTH** Semester
**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**
Students will play and analyse popular and obscure video games to uncover the different elements that support each other to create a meaningful gaming experience. These elements include: text, visual style, images, animation, sound effects, music, gameplay, user interface and narrative techniques. Students will then use these elements to construct video games using a variety of game engines and programming languages. We will also explore the power (for good and evil) of video games and how they affect individuals and society.

**Assessment**
Assessment is based on several individual and group tasks. These include: analysing video games and identifying their specific elements, discussing the benefits and weaknesses of video games their context/effect in current and near-future societies, and creating several minor games and 1 major interactive narrative.

**Special Requirements** Nil

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Media Studies

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

**Recommended Background** 1 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.

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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 3 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
Students studying Year 8 Music do not need to have prior knowledge on a musical instrument. All Music 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.

Other students may participate in Year 8 Music Experience and may be given the opportunity via an interview to proceed to the 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 Music and an interview / audition.

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

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.

### Music

**CODE MUS1Y : LEVEL Year 8**

**LENGTH** Full year

**CONTACTS** Jeffrey Kong / Craig Bentley

**Recommended Background**

Some musical/instrumental knowledge is an advantage but not essential.

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

**Assessment**

On-going through: homework exercises, tests, choral, instrumental participation, demonstration of skills and instrumental lesson work. Musicianship 40%, Ensemble 40%, Choir 20%.

**Special Requirements** Nil

**Subject Fees**

- Instrument hire (if required) - $170 per year
- Instrument tutor book approx. $15-30
- Instrument accessories (reeds etc)

### Special Interest Music

**CODE MSI1Y : LEVEL Year 8**

**LENGTH** Full year

**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.

**Assessment**

On-going through: practical work and written work. Performance Practice 30%, Listening 30%, Keyboard/Ensemble 10%, Composition 30%

**Special Requirements**

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

**Subject Fees**

- Instrument hire (if required) - $170 per year
- Instrument tutor book approx. $15-30
- Instrument accessories (reeds etc)
Music Experience

<table>
<thead>
<tr>
<th>CODE</th>
<th>LEVEL</th>
<th>LENGTH</th>
<th>CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEX1S</td>
<td>Year 8</td>
<td>Semester</td>
<td>Jeffrey Kong / Craig Bentley</td>
</tr>
</tbody>
</table>

**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 / Composing
- Guitar
- Percussion
- Musical Appreciation.

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

**Special Requirements**
Nil

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**Music**

<table>
<thead>
<tr>
<th>CODE</th>
<th>LEVEL</th>
<th>LENGTH</th>
<th>CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS2Y</td>
<td>Year 9</td>
<td>Full year</td>
<td>Jeffrey Kong / Craig Bentley</td>
</tr>
</tbody>
</table>

**Recommended Background**
Year 8 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. Musicianship work 40%, Ensemble 40%, Choir 20%.

**Special Requirements**
Nil

**Subject Fees**
- Instrument hire (if required) - $170 per year
- Instrument tutor book approx. $15-30
- Instrument accessories (reeds etc)

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**Special Interest Music**

<table>
<thead>
<tr>
<th>CODE</th>
<th>LEVEL</th>
<th>LENGTH</th>
<th>CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSI2Y</td>
<td>Year 9</td>
<td>Full year</td>
<td>Jeffrey Kong / Craig Bentley</td>
</tr>
</tbody>
</table>

**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 25%, Choir 20%, Performance Practice 30%, Listening 25%.

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

**Subject Fees**
- Instrument hire (if required) - $170 per year
- Instrument tutor book approx. $15-30
- Instrument accessories (reeds etc)
**Music**

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

**Recommended Background**  
Year 9 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. Musicianship work 40%, Ensemble 40%, Choir 20%.

**Special Requirements** Nil  
**Subject Fees**  
- Instrument hire (if required) - $170 per year  
- Instrument tutor book approx $15-30  
- Instrument accessories (reeds etc)

**Music (continued)**

**Special Interest Music**

**CODE** MSI3Y : **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 25%, Choir 20%, Performance Practice 30%, Theory work 25%.

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

**Subject Fees**  
- Instrument hire (if required) - $170 per year  
- Instrument tutor book approx $15-30  
- Instrument accessories (reeds etc)

**Music Craft A and B**

**CODE** MUC4A and MUC4B : **LEVEL** Stage 1  
**LENGTH** Full year  
**CREDITS** 10 credits per semester  
**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 (if required) - $170 per year  
- Instrument tutor book approx $15-30  
- Instrument accessories (reeds etc)

**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%.

**Special Requirements** Nil
Music (Composing and Arranging)

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

**Recommended Background**
Year 10 Music 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

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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.

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Technical Production - Certificate III

**CODE** TPR4A and TPR4B
**LEVEL** Stage 1 or 2
**LENGTH** Full year
**CREDITS** Up to 40 at Stage 2
**CONTACT PERSON** Hayley Reid

This course will be run off-line and will require students to complete 35 x 5 hour workshops over the year.

**Recommended Background**
A genuine interest in the entertainment industry, focusing on the technical areas of Theatre, Live, Studio and electronics. A good standard of literacy is required.

**Content**
This subject focuses on developing knowledge and skills in Technical Production through projects such as managing live events, creating electronic music, working with radio, creating and managing websites and producing film/music documentaries.

**Assessment**
Theory and practical tasks are assessed. Assessment is competency based.

**Special Requirements**
- 40 hours of Structured Work Placement is required for assessment
- students may be required to work at events on weeknights and weekends.

**Cost**
$500 (not included in fees)
(See page 36 for further information)
**Music (continued)**

### 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Level</th>
<th>Length</th>
<th>Credits</th>
<th>Contacts</th>
<th>Recommended Background</th>
<th>Content</th>
<th>Assessment</th>
<th>Special Requirements</th>
<th>Subject Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUM5E</td>
<td>Stage 2</td>
<td>1 semester studied over a full year</td>
<td>10</td>
<td>Jeffrey Kong / Craig Bentley</td>
<td>Stage 1 Craft A and B, instrumental work and ensembles at school.</td>
<td>This subject involves the study of theoretical concepts and their application in aural and harmony exercises and in the development of an arrangement.</td>
<td>Students will be assessed and moderated by SACE Board in accordance with the set syllabus for this subject.</td>
<td>Nil</td>
<td>School Assessment: 70%</td>
</tr>
<tr>
<td>MUC5E</td>
<td>Stage 2</td>
<td>1 semester studied over a full year</td>
<td>10</td>
<td>Jeffrey Kong / Craig Bentley</td>
<td>Stage 1 Music Studies and Craft A and B, instrumental work and ensembles at school.</td>
<td>This subject involves the study of music in its historical and musical context, including an analysis of the music and aural recognition.</td>
<td>Students will be assessed and moderated by SACE Board in accordance with the set syllabus for this subject.</td>
<td>Nil</td>
<td>Final Moderation: 30%</td>
</tr>
<tr>
<td>MUS5E</td>
<td>Stage 2</td>
<td>1 semester studied over a full year</td>
<td>10</td>
<td>Jeffrey Kong / Craig Bentley</td>
<td>Out of school hours performances.</td>
<td>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.</td>
<td>Students will be assessed and moderated by the SACE Board in accordance with the set syllabus for this subject.</td>
<td>Out of school hours performances.</td>
<td>Instrument hire: $170 per year (if applicable).</td>
</tr>
</tbody>
</table>

### 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 and 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%  
- Aural Recognition Test 30%  
- Research Papers 40%.  

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

**Subject Fees:**  
- Instrument hire (if required)  
  - $170 per year  
- Instrument tutor book approx. $15-30  
- Instrument accessories (reeds etc).
### Performance 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 and 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).

### 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 and 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 and other musical knowledge in an ensemble. This subject also includes participation and public performance in 1 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 Requirements**  
Regular attendance at rehearsals. Out of school hours performances.

**Subject Fees**  
Instrument hire (if required)  
- $170 per year  
Instrument tutor book approx $15-30  
Instrument accessories (reeds etc).

### Composing and 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 and B and Composing and 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.  
Folio of other Works 70%  
Major Work 30%

**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 life-long learning. Visual arts includes drawing, painting, printmaking, ceramics, sculpture, graphic, product and architectural design, digital image-making, animation and multimedia.

Visual Art/Design

<table>
<thead>
<tr>
<th>Art For Our Life</th>
<th>Art In Our World</th>
<th>Building with the Elements of Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE ART1A : LEVEL Year 8</td>
<td>CODE ART1B : LEVEL Year 8</td>
<td>CODE ART2A : LEVEL Year 9</td>
</tr>
<tr>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
<td>LENGTH Semester 1</td>
</tr>
<tr>
<td>CONTACT PERSON Yasmin Paterson</td>
<td>CONTACT PERSON Yasmin Paterson</td>
<td>CONTACT PERSON Yasmin Paterson</td>
</tr>
<tr>
<td>Recommended Background Nil</td>
<td>Recommended Background Nil</td>
<td>Recommended Background Nil</td>
</tr>
<tr>
<td>Content</td>
<td>Content</td>
<td>Content</td>
</tr>
<tr>
<td>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 2 and 3 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.</td>
<td>Students will explore the role art plays in our world through studies of selected cultures and societies. Thematic projects will address the creative process in art and design, critical analysis and specific skills and techniques. This course allows students to express their ideas and their place in the world through creativity challenges.</td>
<td>Students study and develop key skills and concepts in the development of visual art and design projects. Amongst these are Colour, Form, Space, Tone and Texture. Art and design processes include frottage drawing, collage, painting, clay sculpture, graphic and digital processes. Projects are linked to art and design movements and cultures. These may include Studies of Asia, Aboriginal and Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in their art works.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Students will be assessed through a variety of making (practical) and responding (written and / or oral tasks) through the semester.</td>
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<tr>
<td>Special Requirements Nil</td>
<td>Special Requirements Nil</td>
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</tr>
</tbody>
</table>
Visual Arts (continued)

<table>
<thead>
<tr>
<th>Creative Principles of Art</th>
<th>Media Animation</th>
<th>Art and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE ART2B : LEVEL Year 9</td>
<td>CODE ANM3S : LEVEL Year 10</td>
<td>CODE ART3A : LEVEL Year 10</td>
</tr>
<tr>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
</tr>
<tr>
<td>CONTACT PERSON Yasmin Paterson</td>
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</tr>
<tr>
<td>Recommended Background Nil</td>
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</tr>
<tr>
<td><strong>Content</strong></td>
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<td><strong>Content</strong></td>
</tr>
<tr>
<td>Students study and develop key skills and concepts in the development of visual art and design projects. Amongst these are Pattern, Perspective and Movement in art and design. Art and design processes may include line, printmaking, drawing, digital image processes, sculpture (modelling with clay), construction and painting. Projects are linked to art and design artists, art movements and cultures. These may include Studies of Asia, Aboriginal and Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in art.</td>
<td>Students will work in 2 areas: clay animation and 2D/3D animation and experience a variety of software programs. Practical work relates to the development and production of 2 separate animations. Theory assignments entail the completion of topics relating to analysis and criticism of various animations.</td>
<td>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, digital productions, 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.</td>
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<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td><strong>Special Requirements</strong> Nil</td>
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<td><strong>Special Requirements</strong> Nil</td>
</tr>
<tr>
<td><strong>Subject Fees</strong> $20 per semester</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphic Design</th>
<th>Product and Environmental Design</th>
<th>Art in a Global Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE DES3A : LEVEL Year 10</td>
<td>CODE DES3B : LEVEL Year 10</td>
<td>CODE ART3B : LEVEL Year 10</td>
</tr>
<tr>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
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<tr>
<td>CONTACT PERSON Yasmin Paterson</td>
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</tr>
<tr>
<td>Recommended Background Nil</td>
<td>Recommended Background Nil</td>
<td>Recommended Background Nil</td>
</tr>
<tr>
<td><strong>Content</strong></td>
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<td><strong>Content</strong></td>
</tr>
<tr>
<td>This semester focuses on Graphic Design. Students will explore the design process i.e. establishing a brief, research, idea generation 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. This unit focuses on the elements and principles of design and typography. Students will analyse and appreciate design works.</td>
<td>Students will work in 2 areas: clay animation and 2D/3D animation and experience a variety of software programs. Practical work relates to the development and production of 2 separate animations. Theory assignments entail the completion of topics relating to analysis and criticism of various animations.</td>
<td>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). 1 to 2 major Visual Arts Studies will be completed through the semester. Related tasks include the critical analysis of 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 3 dimensional media (e.g. drawing, painting, printmaking, sculpture and digital images).</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
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</tr>
<tr>
<td><strong>Subject Fees</strong> $20 per semester</td>
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</tr>
</tbody>
</table>
# 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 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 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 SAALA - South Australian Living Arts Week and the Brighton Jetty Sculpture Festival.

**Assessment**  
Creative Product 60% (Developmental folio and final product)  
Folio 40% (Investigation, Skills project)

**Special Requirements** Nil  
**Subject Fees** $20 per semester

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# Digital Art

**CODE** DIG4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Yasmin Paterson  
**Recommended Background** Nil

**Content**  
Students undertake practical art projects using a combination of hand made and digital elements. This may include 2D or 3D software. Students develop their skills and appreciation of the links between Visual Art and Digital presentations and explore the contemporary applications.

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

**Special Requirements** Nil  
**Subject Fees** $20 per semester

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# Product and Environmental Design

**CODE** DES4B : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Cheryl Evans  
**Recommended Background** Year 10 Design

**Content**  
In the development of design products students may explore architecture and 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 Fees** $20 per semester

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# Graphic Design

**CODE** DES4A : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Cheryl Evans  
**Recommended Background** Year 10 Design

**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** $20 per semester
Visual Arts – Art and the Environment

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

Content
Students study the environment as a central theme, exploring their world, issues and traditions from a variety of social and cultural contexts. Artists and visual arts works on an environmental theme are critically analysed. Students may choose to work in a variety of expressive form. These include drawing, painting, installation, sculpture and printmaking.

Students will develop a visual study on the methods and materials of environmental artists. The folio allows students the ability to develop more personal responses to the environmental theme. Final resolutions will be developed into a major work.

Assessment
Folio 40%
Product 30%
Visual Study 30%

Special Requirements Nil
Subject Fees $20 per semester

Visual Arts – 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 2 or 3 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%

Special Requirements Nil
Subject Fees $20 per semester

Creative Arts

CODE CRT5B : 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 exhibitions, advertisements, animated films, art exhibitions, graphic novels, illustrated children’s books, murals, public art and installations.

Assessment
School based assessment 70%
Product 50% (students produce 1 major creative product with support materials)
Investigation 20% (students investigate and review 1 area of interest)
External Assessment 30%
Practical Skills 30%

Special Requirements Nil
Subject Fees $20 per semester
Creative Arts

CODE: CRT5A  LEVEL: Stage 2
LENGTH: Full year
CREDITS: 20
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 exhibitions, 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, with support material)
Investigation 20% (2 investigations)
External Assessment 30%
Practical Skills Folio

Special Requirements: Nil

Subject fees:
$40 per annum

Visual Arts - Art Focus

CODE: VIA5E  LEVEL: Stage 2
LENGTH: Full year
CREDITS: 20
CONTACT PERSON: Yasmin Paterson
Recommended background: An interest in the visual arts and/or Stage 1 Visual Art or Design

Content
In Visual Arts 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 visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. These areas of study are covered: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of their course, students participate in a major exhibition of their work.

Assessment
School based Assessment: Folio 40%; Practical 30% (2 products supported by Practitioners’ Statements)
External Assessment: Visual Study 30%

Special Requirements: Nil
Subject fees:
$40 per annum

Visual Arts - Design Focus

CODE: VID5E  LEVEL: Stage 2
LENGTH: Full year
CREDITS: 20
CONTACT PERSON: Cheryl Evans
Recommended background: An interest in Design and/or Stage 1 Design

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 3 areas of study covered are: Visual Thinking, Practical Resolution, Visual Arts in Context. At the conclusion of the course students participate in a major exhibition of their works.

Assessment
School based Assessment: Folio 40%; Practical 30% (2 products supported by Practitioners’ Statements)
External Assessment: Visual Study 30%

Special Requirements: Nil
Subject fees:
$40 per annum
The Senior 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 (eg 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, eg clay, paper, card, plastic, fabric, metal
- learn to use a range of tools safely.

The Years 8 to 10 Technologies curriculum is aligned to the Australian Curriculum. There are 2 strands: Design Technologies and Digital Technologies.
Design It – Make It – Race It

**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 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  

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F1 in Schools

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

**Content**  
This is a STEM (Science, Technology, Engineering and Maths) program. It provides an exciting opportunity for students to design, analyse, test, manufacture and race a prototype F1 vehicle combining all of the above disciplines. In addition, 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. Success in this course will lead to opportunities to compete in the biggest engineering competition in the world.  

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

**Special Requirements** Nil  

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Computer Aided Drafting

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

**Writing component**  
- students to discuss and write on some of the influences technical drawing has on society.  

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

**Special Requirements** Nil  

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The Best of Both Worlds

**CODE** TST2A : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
This course allows students to combine both contemporary studies in traditional workshop activities using materials such as wood, metal and plastics, with electronics and control technologies. The design process will be taught in some depth here.  

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

**Special Requirements** Nil  

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**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.  

**Subject Fees**  
$20 per semester  

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**Subject Fees**  
$20 per semester  

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### Workshop Practices

**CODE** TST2B : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**
2 term length courses which include further workshop experiences, combined with robotics to design and manufacture student design projects.

**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**
It is possible for students to do 1 or 2 semesters of Design and Technology in Year 9. Each semester is made up of term length courses including Photography, Graphics, Wood Metal, Robotics and Electronics. It is our preferred intention to expose students to areas of Design and Technology not experienced at Year 8. To improve their chances of studying their first choice (e.g. Photography), students will need to choose 2 semesters rather than 1, as subject allocation depends on room availability.

**Subject Fees**
$15

### Business Awareness

**CODE** BAW3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Carmel Vozzo  
**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 Report

**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

**Subject Fees**  
$10 per semester (approximately)

### CAD and 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).
- 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 CAD - 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**
$10 per semester (approximately)
### Desktop Publishing

**CODE** DSK3S  
**LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Michelle Ovan  
**Recommended Background** Nil  
**Content**  
Students will critique, design and make various Desktop Publishing products using Word, Illustrator, Photoshop and InDesign. They will learn to create logos, edit photographs and design magazine and newspaper layouts, DVD and CD covers, newsletters and brochures. Written assignments will include investigating best practices in Desktop Publishing. A design process will be undertaken to complete their major task in creating their own Desktop Publishing product.

**Assessment**  
- Practical skills: 60%  
- Designing and Skills Applications: 30%  
- Issues Analysis: 10%  

**Special Requirements** Nil  
**Subject Fees** $20 per semester

### 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 III 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**  
- Theory work 30%  
- Practical work 70%  

**Special Requirements** Nil  
**Subject Fees** $30 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 engineering 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 CATIAV5 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 1 of 2 schools in SA, with access to it.

Students will use Computational Fluid Dynamic testing software (Virtual Wind Tunnel) to validate the aerodynamic features of their vehicles. Smoke Tunnel testing is also included, as is the use of an actual wind tunnel to test vehicles post manufacture. Success in this course can lead to State, National and Global F1 in School Competitions.

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

**Special Requirements** Nil  
**Subject Fees** $30 per semester
Business, Enterprise and Technologies (continued)

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**Content**

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**Metal Technology**

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** $30 per semester. Additional fees may apply dependent on project choice.

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**Photography**

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.
- Image Adjustment
  - crop – size and resolution
  - exposure correction – levels, curves, shadow and highlight
  - sharpening – smart sharpen filters.
- Photoshop
  - selection methods, layers, application of text.

**Tasks:**
1. Rules of composition
2. Images on a selected theme - ‘communication’ Critiquing, Designing and Making
3. Purchasing a digital camera
4. Photographing a product for sale on Ebay
5. Planning Portfolio
   - document stages in production of a postcard promoting ‘Glenelg as a Tourist destination’
6. Major Product
   - Postcards to include - Glenelg images
     - creative layouts including text and borders

**Assessment**

Theory work 30%
Practical work 70%

**Special Requirements** Nil

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

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**Wood Technology**

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
## Business, Enterprise and Technologies (continued)

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<td><strong>CODE</strong> BST4S : <strong>LEVEL</strong> Stage 1</td>
<td><strong>CODE</strong> CAD4S : <strong>LEVEL</strong> Stage 1</td>
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<td><strong>CONTACT PERSON</strong> Carmel Vozzo</td>
<td><strong>CONTACT PERSON</strong> Hayley Reid</td>
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### Accounting

**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 and Enterprise

**Content**

Students will study 1 of the following core topics:

- Introduction to Business and Enterprise
- Business Enterprise in Practice

Students will also undertake a study of 2 to 3 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.

### CAD and Graphics

**Content**

An exciting, state of the art course, where students will use Industry standard 3D modelling package, CATIA (used by Boeing and many other industry leaders. We are the only school in SA doing so), to develop solutions to a number of sequential exercises. We will use 3D printing to audience their work. No experience is needed. Drawing convention will be also taught.

Students will use the Computer Controlled equipment to design, draw and make an article 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%

**Subject Fees**

$10 per semester (approximately)
### Computing for the Technical Workplace – Communication Products

**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 1 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/ Electro Technology – Systems and Control

**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, ICS  
- Focus on the TDA 15621C.  

Practical aspects of project construction:  
- Making of printed circuit boards for projects  
- Soldering of components into printed circuit boards  
- Stereo 12V Amplifier.  

Using computers to:  
- Simulate circuit action  
- Design printed circuit board layouts.

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

**Special Requirements** Nil  
**Subject Fees** $15

### Submarines in Schools – Systems and Control

**CODE** SIS4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil

**Content**  
This subject is a STEM (Science, Technology, Engineering and Maths) course, and 1 where students will have the opportunity to work in small teams to design, test, analyze and construct a prototype submarine. It is intended that the vessel will be Radio controlled, be able to submerge, surface and navigate through a body of water (swimming pool).  
Significant use of computational fluid dynamic software will be used to help design the best possible hull designs, and 3D printing will play a major role in the construction and prototype designing of the sub hull and infrastructure. Clearly, the principles of flotation, buoyancy and gravity will be studied in this course. We have a very supportive working relationship with the Australian Submarine Corporation.

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

**Special Requirements** Nil  
**Subject Fees** $30
Business, Enterprise and Technologies (continued)

### Information Processing and Publishing

**CODE** IPR4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  

**Content**  
Students will learn to use publishing software (which may include In-Design, Photoshop and Illustrator) to design documents both of a personal and business nature.  

Theory and practical tasks undertaken during this course include:  
- Advertisements  
- Magazine covers  
- Newsletter brochures  
- Business cards  
- Business forms  
- Catalogues  
- Resumes  
- Design and skills application task  
- Work Health Safety (Issues task).

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

**Special Requirements** Nil

**Subject Fees** $20 per semester (approximately) for printing

### Metal Technology 1 – Material Products

**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 and Engineering Certificate 1. There is a section of the course dedicated to basic welding and fabricating, where the primary welding / joining system will be Metal Inert Gas. (MIG)

**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.  
Skills 20%, Product 50%, Folio 30%.

**Subject Fees** $30 per semester (approximately)

### Metal Technology 2 – Material Products

**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.

**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.  
Skills 20%, Product 50%, Folio 30%.

**Subject Fees** $30 per semester (approximately)
Photography 1
– Communication Products
CODE PHO4A : 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.
Skills Tasks
- Digital Camera Operation
- modes, functions and exposures
- Application of "shutter speeds" - action photography
- Creative Camera - panorama
Planning Portfolio
Students document stages in planning and production of images demonstrating techniques in manipulating and effectively using natural light.
Major Product
Presentation of images suitable for use by a graphic designer in the production of a web site.
Assessment
Skills 30%
Major Practical Work 40%
Folio 30%
Subject Fees
$60
Photography 2
– Communication Products
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.
Skills Tasks
- Digital Camera Operation
- modes, functions and exposures
- Depth of Field
- emphasis on point of interest
- Creative Camera
- montage
- multiple image
- high dynamic range.
Planning Portfolio
Students document stages in planning and production of images demonstrating techniques in manipulating and effectively using artificial lighting systems. (flash photography)
Major Product
Presentation of images suitable for use by a graphic designer in the production of a Recipe Book (food photography).
Assessment
Skills 30%
Major Practical Work 40%
Folio 30%
Subject Fees
$60
Web Design
– Communication Products
CODE ITE4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil
Content
Students learn how to develop and design an interactive website using the Adobe Dreamweaver software program. 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 program used include:
- Adobe Dreamweaver
- Adobe Flash
- Adobe Photoshop
- Firefox
- HTML Editor
Assessment
Practical 35%, Skills task 30%, Folio 35%
Special Requirements Nil
### Solid Timber Framing Construction – Material Products

**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 rafter 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, 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.

### Traditional Timber Carcass Construction – Material Products

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

**Content**  
Students will:  
- Work with traditional carcass 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 carcass 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.  
**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, 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.

### Workplace Practices

**CODE** WKP4S : LEVEL Stage 1  
**CREDITS** 10  
**LENGTH** Semester  
**CONTACT PERSON** Hayley Reid

**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 may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).  
The subject comprises 3 focus areas of study:  
- Industry and Work Knowledge  
- Vocational Learning  
- Vocational Education and Training.  
Students undertake 2 topics from:  
- Future Trends in the World of Work  
- The Value of Unpaid Work in Society  
- Workers Rights and Responsibilities  
- Career Planning  
- Negotiated Topics.  
**Assessment**  
Students demonstrate evidence of their learning through 3 types of assessment:  
- Folio  
- Performance  
- Reflection.  
**Special Requirements** Nil
### Accounting Studies

**CODE** ACC5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read  
**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 $70.

### Business and Enterprise

**CODE** BST5A : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 10 credits per semester  
**CONTACT PERSON** Steve Read  
**Recommended Background**Nil  
**Content**  
Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. The content of the course consists of a core topic and 2 option topics:  

**Core topic:** The Business Environment which includes:  
- Business in Australia  
- The Nature and Structure of Business  
- The Business Enterprise.  

2 option topics are chosen from the following:  
- People, Business and Work  
- Business and the Global Environment  
- Business, Law and Government  
- Business and Technology  
- Business and Marketing.  

**Assessment**  
School based Assessment:  
- Folio (4 tasks) 30%  
- Practical task 20%  
- Issues Study 20%  
- Situation Analysis Report (external assessment) 30%  

**Special Requirements** Nil  

**Subject Fees**  
$25 per annum

### CAD Computer Aided Design and Drafting – Communication Products

**CODE** CAD5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  
**Content**  
No previous experience is required. All work is presented at entry level.  

**Assessment**  
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 CAD component in their training. Completed work will be digitally presented for marking. Students will also learn to use high quality rendering to prepare images for assessment. Students will have the opportunity to audience their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD render drawings.  

**Assessment**  
The assessment will be based on 3 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%  

**Special Requirements** Nil  

**Subject Fees**  
$25 per annum
Electronics/Electro Technology – Systems Control

**CODE** ELE5E  :  **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**
Through a focus on control 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 program micro controllers which satisfy the set design criteria.
The practical nature of the course will cover the manufacture a project which uses a micro controller to operate a robot.

**Assessment**
The assessment will be based on 3 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%

**Special Requirements** Nil

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Furniture Construction – Material Products

**CODE** FUR5E  :  **LEVEL** Stage 2
**LENGTH** Full year
**CREDITS** 20
**CONTACT PERSON** Steve Read

This subject may be run as an off-line subject, with most lessons after 3.10pm on 2 days of the week.

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

**Content**
This course will cover the following:
- The principles, experimental exercise and practical activities associated with both traditional and contemporary Carcass construction furniture methods.
- Practical and research aspects of workshop safety, material selection, preparation for machining and the use of machine jointing techniques.
- Experimenting with door and drawer construction, hardware selection and fitting, and the use of a variety of surface finishes and techniques.
- Designing and making a major project focusing on carcass construction (using sheet materials) with the inclusion of a drawer and door (minimum).
- Working from given drawings for set tasks, and the use of appropriate graphics as part of the Folio.

**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 CAD drawings and renders.

**Special Requirements** Nil

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Graphic and Industrial Design – Communication Products

**CODE** GID5E  :  **LEVEL** Stage 2
**LENGTH** Full year
**CREDITS** 20
**CONTACT PERSON** Steve Read

This course provides students with the opportunity to become graphic or industrial designers, where they learn to use the 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 audience their work using presentation software (for example, Camtasia Studio, a screen capture program) and the course will culminate with a display of their CAD render drawings and their prototype. Students will engage with other contemporary technologies including Rapid Prototyping and Computer Aided Manufacturing processes, such as 3 axis machining.
A folio of work will be kept for later use by the 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 CAD drawings and renders.

**Special Requirements** Nil

**Subject Fees**
$40 for full year
### Information Processing and Publishing

<table>
<thead>
<tr>
<th>CODE</th>
<th>IPPSS : LEVEL Stage 2</th>
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<tbody>
<tr>
<td>LENGTH</td>
<td>Semester</td>
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<tr>
<td>CREDITS</td>
<td>10</td>
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<tr>
<td>CONTACT PERSON</td>
<td>Steve Read</td>
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<tr>
<td>Recommended Background</td>
<td>Nil</td>
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</tbody>
</table>

**Content**
Desktop Publishing involves the use of a computer and page-layout and other software to assemble text and graphics electronically for publishing on paper. Tasks may include programs, leaflets, brochures, advertising material, menus and magazines.

**Assessment**
School-based Assessment (70%)
- Assessment Type 1: Practical Skills (40%) 2 or 3 practical skills assessments
- Assessment Type 2: Issues Analysis (30%) 1 issues analysis assessment.

**External Assessment (30%)**
- Assessment Type 3: Product and Documentation (30%) 1 product and documentation assessment.

**Special Requirements**
There is a large amount of printing necessary in this course. Students will need to maintain their printing balance at a level that allows them to print in colour.

**Subject Fees**
$20

### Information Technology – Communication Products

<table>
<thead>
<tr>
<th>CODE</th>
<th>CMP5E : LEVEL Stage 2</th>
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<tbody>
<tr>
<td>LENGTH</td>
<td>Full year</td>
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<td>CREDITS</td>
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<tr>
<td>CONTACT PERSON</td>
<td>Steve Read</td>
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<tr>
<td>Recommended Background</td>
<td>Nil</td>
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</tbody>
</table>

**Content**
Stage 2 Information Processing and Publishing consists of 2 focus areas:
- Desktop Publishing involves the use of a computer and page-layout program (in particular Adobe In-Design and Photoshop) and other software to assemble text and graphics electronically for publishing on paper. Tasks may include programs, leaflets, brochures, menus, magazines and advertising material.
- Business Documents involves the use of computer hardware and software to present and display documents for the purpose of communication. Documents produced are of a business nature. Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs, and itineraries.

**Assessment**
School-based Assessment (70%)
- School-based Assessment (70%)
- Practical Skills (40%) at least 5 practical skills assessments
- Issues Analysis (30%) 1 issue analysis and 1 technical and operational understanding assessment.

**External Assessment (30%)**
- Product and Documentation (30%).

**Special Requirements**
There is a large amount of printing necessary in this course. Students will need to maintain their printing balance at a level that allows them to print in colour.

**Subject Fees**
$40 for full year
### Metal Fabrication and Technology – Material Products

**CODE** MET5E : **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 (CNC) 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%  

**Special Requirements** Nil

### Photography – Communication Products

**CODE** PHO5E : **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. Students will also have the opportunity to develop skills in this rapidly advancing technology. ie

- basic/advanced camera techniques  
- range of photographic accessories - lenses, filters, timers  
- natural and artificial lighting systems  
- latest image manipulation software.  

These skills will then be used to produce a commercial article in response to a design brief. ie

- photo album, website, childrens jigsaw, brochure or wall mounted image (as per Assessment #2 Product).

**Assessment**
The assessment will be based on 3 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%  

**Special Requirements** Nil

### Workplace Practices 1 and 2

**CODE** WKP5A and WKP5B  
**LEVEL** Stage 2  
**LENGTH** 1 semester each  
**CREDITS** 10 credits per semester  
**CONTACT PERSON** Hayley Reid  

**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 may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The subject comprises 3 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
The Australian Curriculum

The English curriculum for 2015 in Years 8, 9 and 10 is aligned to the Australian Curriculum. Refer to page 12 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 Creation 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, 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, film, printed and on-line 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.

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

**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 eg finding and correcting grammar and spelling mistakes
- presenting their written and multimodal work using appropriate format and layout, illustrations and print style.

**The SACE**

The English curriculum options in the senior years are aligned to the SACE requirements.
English (continued)

**English**

**CODE**: ENG1Y : LEVEL Year 8  
**LENGTH**: Full year  
**CONTACT PERSON**: Deborah Smith  
**Recommended Background**: Nil

**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, view films and multi-modal 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 including grammar and language studies will lead into these major pieces.

**Special Requirements**

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of $9 will apply.

**English**

**CODE**: ENG3Y : LEVEL Year 10  
**LENGTH**: 2 semesters  
**CONTACT PERSON**: Deborah Smith  
**Recommended Background**: Satisfactory completion of Year 9 English.

**Content**

Students will read novels, short stories, plays, poems, view films and multi-modal texts, analysing and responding to them in greater depth and detail than at earlier year levels.

**Assessment**

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

**Special Requirements**

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of $9 will apply.

**English as an Additional Language or Dialect (EALD)**

**CODE**: EAL1Y EAL2Y EAL3Y  
**LEVEL**: Years 8, 9, 10  
**LENGTH**: Full year  
**CONTACT PERSON**: Lindsay Dick  
**Recommended Background**: Nil

**Content**

This subject is intended for students for whom English is a Second Language and for other students requiring additional literacy support. Communication skills in spoken and written English for a variety of purposes are emphasised while following the same year level English curriculum.

**Assessment**

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

**Special Requirements**

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of $9 will apply.

**Intensive Secondary English Course (ISEC)**

**CODE**: IMAIN; IPLP; ICTMS; IHEHL  
**LEVEL**: Years 8, 9, 10, 11  
**LENGTH**: 10 - 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/EALD
- ISEC PLP (Personal Learning Plan)
- ISEC ICT, Mathematics and Science
- ISEC Health and Home Economics

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.

**Special Requirements**

Nil
Meeting the literacy requirement through Stage 1 English

In order to meet the literacy requirement of the SACE, students must select at least 2 semesters from the following Stage 1 English subjects: English Studies; English Communications; Writing for Publication; Literacy for Work and Community Life; or English as an Additional Language or Dialect.

Students need to achieve a grade of C or better in 2 semesters of English to fulfill the compulsory 20 credit points of the literacy requirement of the SACE.

<table>
<thead>
<tr>
<th>English Communications A and B</th>
<th>English Writing for Publication</th>
<th>Literacy for Work and Community Life A and B</th>
</tr>
</thead>
<tbody>
<tr>
<td>CODE ENC4A and ENC4B:</td>
<td>CODE ENJ4S:</td>
<td>CODE ENW4A and ENW4B:</td>
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<tr>
<td>LEVEL Stage 1</td>
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<td>CONTACT PERSON Deborah Smith</td>
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<tr>
<td>Recommended Background</td>
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</tr>
</tbody>
</table>
| Satisfactory completion of Year 10 English | Satisfactory completion of Year 10 English | 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 will present 5 assessment tasks. These will include an analysis of, and response to, texts studied in class and students’ own compositions. At least 1 assessment will be an oral or multi-modal presentation.

An Extended Study will either compare a minimum of 2 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.

Special Requirements

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and/or drama. A levy of $9 will apply.

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.

Content

This 1 semester course is designed for students who are keen to explore the art of writing in various forms, such as in newspapers, novels and speeches. Students will investigate the craft of writing and production elements.

Learning will centre on the importance of audience and purpose. 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.

Special Requirements

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Recommended Background

Satisfactory completion of Year 10 English.

Content

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Learning will centre on the importance of audience and purpose. Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning.

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Recommended Background

Satisfactory completion of Year 10 English.

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Learning will centre on the importance of audience and purpose. 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.

Special Requirements

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and/or drama. A levy of $9 will apply.

Recommended Background

Satisfactory completion of Year 10 English.

Content

This 1 semester course is designed for students who are keen to explore the art of writing in various forms, such as in newspapers, novels and speeches. Students will investigate the craft of writing and production elements.

Learning will centre on the importance of audience and purpose. 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.

Special Requirements

It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and/or drama. A levy of $9 will apply.

Recommended Background

Satisfactory completion of Year 10 English.
English as an Additional Language or Dialect (EALD)

CODE EAL4A and EAL4B :
LEVEL Stage 1
LENGTH 1 or 2 semesters
CREDITS 10 or 20
CONTACT PERSON Lindsay Dick

Recommended Background
This subject is intended for students for whom English is an Additional Language or Dialect.

Content
Students will present 4 to 5 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 1 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. These will include an analysis of, and response to, texts studied in class, and students' own compositions. At least 1 assessment will be an oral presentation. An Extended Study will either compare a minimum of 2 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.

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 5 years of full-time schooling where the medium of instruction was English or who has had more than a total of 5 years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

Special Requirements
It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of $9 will apply.

English Studies A and B

CODE ENS4A and 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 5 assessment tasks. These will include an analysis of, and response to, texts studied in class, and students' own compositions. At least 1 assessment will be an oral presentation. An Extended Study will either compare a minimum of 2 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.

Assessment
Students will be assessed in Text Production and Language Application. These will include an analysis of, and response to, texts studied in class, and students' own compositions. At least 1 assessment will be an oral presentation. An Extended Study will either compare a minimum of 2 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.

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 5 years of full-time schooling where the medium of instruction was English or who has had more than a total of 5 years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

Special Requirements
It is expected that students will participate in workshops with visiting experts, for example in poetry, public-speaking and / or drama. A levy of $9 will apply.

English Communications

CODE ENG5A : LEVEL Stage 2
LENGTH Full year
CREDITS 20
CONTACT PERSON Deborah Smith

Recommended Background
B grade or better in Stage 1 English

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%).

Special Requirements
Nil
**English Communications**

**CODE** ENS8 : **LEVEL** Stage 2  
**LENGTH** 1 semester  
**CREDITS** 10  
**CONTACT PERSON** Deborah Smith  
**Recommended Background**  
B grade or better in Stage 1 English  
**Content**  
This subject focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communication between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.  
**Assessment**  
School-based Assessment: Text Analysis and Text Production 40%; Communication Study 30%.  
External Assessment: Students complete a folio of work containing either: a Response to an Example of Communication or Text Production with Writer’s Statement 30%.

**English as an Additional Language or Dialect (EALD) Studies**

**CODE** EALSS : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Lindsay Dick  
**Recommended Background**  
High achievement in Stage 1 EALD. 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%.

**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 5 years of full-time schooling where the medium of instruction was English, or who has had more than a total of 5 years of full-time schooling where the medium of instruction was English and whose knowledge of English is restricted.

**English as an Additional Language or Dialect (EALD)**

**CODE** EALSE : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Lindsay Dick  
**Recommended Background**  
A subject that is intended for students for whom English is an Additional Language or Dialect.  
**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 oral).

**Assessment**  
School-based Assessment: Shared Studies 30%; Individual Study 20%, Text Production 20%; Examination 30%.  
External Assessment: Examination 30%.
The Australian Curriculum:

The Health and Physical Education curriculum for 2015 in Years 8, 9 and 10 is aligned to the Australian Curriculum requirements.

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

**Strand 1: Personal, Social and Community Health**

Substrands:
- being healthy, safe and active
- communicating and interacting for health and wellbeing
- contributing to healthy and active communities.

**Strand 2: Movement and Physical Activity**

Substrands:
- moving our body
- understanding movement
- learning through movement.

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 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.

Within our core curriculum we provide opportunities for students to address the general capabilities and cross-curricular priorities as outlined in the Australian Curriculum.

The SACE:

The Health and Physical Education options in Years 11 and 12 are aligned to the SACE requirements.
Health and Physical Education (continued)

### Home Economics

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<td>Volleyball</td>
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<td>Volleyball A</td>
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<td>Fashion Design Studio</td>
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<td>Volleyball</td>
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### Health & Physical Education (Elective)

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<thead>
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<tr>
<td>Health &amp; Physical Education (Core)</td>
<td>Physical Education (Elective)</td>
<td>Physical Education (Elective)</td>
<td>Outdoor Education (Mountain Biking &amp; Sailing)</td>
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<tr>
<td>Outdoor Pursuits*</td>
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<td>Physical Education (Body Systems)</td>
<td>Outdoor Education (Kayaking &amp; Rock Climbing)</td>
<td>Physical Education (Physical Performance)</td>
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<tr>
<td>Physical Education (Recreation)*</td>
<td>Health*</td>
<td>Physical Education (Sport and Recreation)</td>
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<td></td>
<td>Food, Fun &amp; Vitality*</td>
<td>Health</td>
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### Health & Physical Education (Core)

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</thead>
<tbody>
<tr>
<td>Health &amp; Physical Education (Core)</td>
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<td>Girls Fitness &amp; Recreation</td>
<td>Outdoor Pursuits*</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Physical Education*</td>
<td>Physical Education (Body Systems)</td>
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<td>Physical Education (Sport and Recreation)</td>
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### Physical Education (Recreation)*

<table>
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<tr>
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<td>Volleyball A</td>
<td>Physical Education (Volleyball Focus)</td>
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*Choice options within the compulsory HPE Australian Curriculum.*
**Bright Lights, Buzzlebots and Boxers**

**CODE** HEC1B : **LEVEL** Year 8  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  

**Content**  
Students will be introduced to the safe and correct operation of the sewing machine and associated equipment. They will have the opportunities to design and make their own LED + fibre optic lightup Buzzlebot as well as develop their skills through the construction of boxer shorts.  

**Assessment**  
Theory work 40%  
Practical 60%  

**Special Requirements** Nil  

**Subject fees** $20

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**Chefs in Action**

**CODE** HEC1A : **LEVEL** Year 8  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  

**Content**  
This course introduces students to kitchen safety and hygiene, technology and nutrition. They will use the Design Model to design and make their own cupcake with an opportunity to enter the Cupcake Bake off. Students use the dietary guidelines to prepare simple dishes to encourage healthy food choices and develop food preparation skills.  

**Assessment**  
Theory work 40%  
Practical 60%  

**Special Requirements** Nil  

**Subject fees** $35

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**Sew Make Create**

**CODE** HEC2B : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** An interest in fashion and construction.  

**Content**  
Students will develop their understanding of fabric, design and construction. Students will also have an opportunity to:  
- use a sewing machine  
- design their own fabrics using tablet and pen  
- investigate fabric construction and properties.  

**Assessment**  
Theory work 40%  
Practical work 60%  

**Special Requirements** Nil  

**Subject fees** $35

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**Food in Action**

**CODE** HEC2A : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** An interest in food technology and nutrition.  

**Content**  
Students will develop their understanding of kitchen safety, hygiene, nutrition, technology, food preparation and presentation. Students use the Design Model to investigate, plan and make their own pasta dish. They examine cultural influences on Australian cuisine with a focus on their own family history and signature dishes. The Australian Guide to Healthy Eating is used to analyse and improve personal and community food choices.  

**Assessment**  
Theory work 40%  
Practical work 60%  

**Special Requirements** Nil  

**Subject fees** $35

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**Entertaining**

**CODE** ENT3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in meal planning and food preparation.  

**Content**  
Students will examine safe food handling practices, the 7 formal courses of a meal and the factors that influence meal planning. They apply this knowledge through the preparation and presentation of dishes for a range of occasions. Students will have the opportunity, individually or in groups, to investigate, plan and prepare dishes for selected occasions. Practical tasks are selected to reinforce content and extend students’ food preparation skills.  

**Assessment**  
Theory work 40%, Practical 60%.  

**Special Requirements** Students may have to supply special ingredients if required.  

**Subject fees** $60

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**Fashion Design Studio**

**CODE** FAS3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in fashion, design and construction.  

**Content**  
This subject examines and implements the Design Process. Students will extend their clothing construction skills through the construction of a skirt or shorts and a simple knit garment. Students will investigate:  
- cultural designs  
- what influences their clothing choices  
- how to use commercial patterns  
- the impact of technology on fabric and product design.  

**Assessment**  
Theory work 40%, Practical 60%.  

**Special Requirements** Students are responsible for purchasing the fabric and notion requirements for each garment.  

**Subject fees** $20
### Food, Fun and Vitality

This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.

**CODE** FFV3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background**  
This course is offered to students as a choice within the compulsory Health and PE subject area of the Australian Curriculum. There are no prerequisites, however students would be expected to have an interest in further developing skills and knowledge in the area of nutrition and healthy food preparation, safety and the health benefits of physical activities.  
**Content**  
Students focus on the areas of  
1. Food and nutrition  
2. Health benefits of physical activity  
3. Safety  
Students will:  
- investigate food groups and nutritional recommendations for healthy eating in order to develop their own strategies for eating a healthy balanced diet. Practical skills will include designing and making healthy meals and snacks  
- analyse the value of lifelong physical activities for personal and community health and wellbeing  
- investigate and promote community resources and facilities which have a positive influence on the health, safety and wellbeing of the community.  
**Assessment**  
Theory work 30%  
Practical work 70%  
**Special Requirements** Nil  
**Subject fees** $50

### Food and Other Cultures

**CODE** FOO3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background**  
A genuine interest in meal planning and food preparation.  
**Content**  
In this subject, students examine the development of the Australian Cuisine and the influence of other cultures on our food choices. Content may cover Australian Bush Foods, influence of English settlement and the impact of other cultures eg: Italian, Thai, Japanese, Greek, on our diet. Opportunity will be available for students to investigate the food of another country. Practical tasks are selected to reinforce content and extend students’ food preparation skills.  
**Assessment**  
Theory work 40%, Practical 60%.  
**Special Requirements** Students may have to supply special ingredients if required.  
**Subject fees** $60

### Child Studies

**Understanding Children**

**CODE** CHD4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background**  
A genuine interest in young children (0-8 years).  
**Content**  
Students examine the period of childhood from birth to 8 years and issues related to the growth, health and wellbeing of children. They examine diverse attitudes, values and beliefs about childhood and the care of children.  
Students study topics within 1 or more of the following 3 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 collect information and conduct interviews.  
**Subject fees** $35

### Maybe Baby

**CODE** HBA3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  
**Content**  
Students examine the impact of having children. They will focus on the period from conception to 2 years. Students use Virtual babies to experience what it is like to care and nurture a child. Other focus areas include:  
- nutrition  
- healthy lifestyle  
- cultural difference  
- community advice and support  
- safety.  
**Assessment**  
Theory work 40%  
Practical work 60%  
**Special Requirements** Nil  
**Subject fees** $60 includes hire of Virtual Baby
Health and Physical Education (continued)

### Fashion Design Studio

**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:  
- design a wool garment as specified by the Wool4Skools Student Design Competition  
- produce a folio showing investigation, planning and evaluating  
- analyse and evaluate fabric suitability to make a jacket  
- construct a jacket.  
**Assessment**  
Skill and Application Task 20%, Folio 20%, Product 60%.  
**Special Requirements**  
Students are responsible for purchasing the fabric and notion requirements for each garment.  
**Subject fees**  
$20

### Food and Hospitality – 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 within 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. 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**  
Students may be required to provide some special ingredients  
**Subject fees**  
$60

### Food and Hospitality – 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 and Investigation.  
**Special Requirements**  
Students may be required to provide some special ingredients  
**Subject fees**  
$60
### Child Studies

**CODE** CST5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Marie Elley  
**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**  
Students may be required to provide some special ingredients and materials.  

Students will be required to visit the community to collect information, conduct interviews.  

**Subject fees**  
$60

### Fashion Design Studio

**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 3 skills and applications tasks including making a corset, using Design Elements and Principles in fashion design and Fabric Analysis  
- construct 2 garments  
- design a folio.  

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

**Special Requirements**  
Students are responsible for purchasing the fabric and notion requirements for each garment.  

**Subject fees**  
$85

### Food and Hospitality

**CODE** FOH5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Marie Elley  
**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 economics, 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**  
- attendance on excursions  
- students may be required to provide some special ingredients.  

**Subject fees**  
$85
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.

Health and Physical Education

CODE PEC1A : LEVEL Year 8
LENGTH Semester
CONTACT PERSON Peter Vowles
Recommended Background
If only 1 semester of Physical Education is chosen, it must be HPE Core.

Content
This course will provide students with opportunities to learn about and experience aspects of health and physical activity. The focus is on developing skills and improving performance in Games and sports, Fundamental movement skills, Challenge and adventure activities, Active play and minor games, Rhythmic and expressive activities and Lifelong physical activity. Students will also be expected to develop and display personal qualities, attitudes and behaviours consistent with positive outcomes for individuals and groups.

Practical Topics
During double lessons practical topics will be Athletics, Aussie Rules, Softball, Basketball, Indoor Hockey and Indoor Soccer.
Practical single lessons will be units focusing on Fitness, Minor games and challenges and Dance.

Health
During a single lesson a week students will develop knowledge in order to make informed safe decisions in regards to health related topics including:

- Alcohol and other drugs
- Mental health and wellbeing
- Food and Nutrition
- Relationships and sexuality (based on the SHine program)

Assessment
Physical Performance 40%
Communication, Cooperation and Effort 40%
Theory work 20%

Special Requirements Nil

Health and Physical Education

CODE HPE2A : LEVEL Year 9
LENGTH Semester
CONTACT PERSON Peter Vowles
Recommended Background
If only 1 semester of Physical Education is chosen, it must be HPE Core.

Content
In this course students will further develop understanding and build on their experiences in health and physical activity. Using a “Sport Education Model”, students will have the opportunity to challenge themselves, adopt organisational and officiating roles, develop leadership and improve performance through the medium of Games and sports, Fundamental movement skills, Active play and minor games. Students will also participate in Rhythmic and expressive activities and Lifelong physical activities.

Practical Topics
During double lessons practical topics will be Lacrosse, Netball, Badminton and Table Tennis.
Practical single lessons will be units focusing on Aerobic and Anaerobic Fitness, Minor Games and Rhythmic and Expressive Activities.

Health
During a single lesson a week students will continue to develop knowledge in order to make informed safe decisions in regards to health related topics including:

- 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.
Health and Physical Education

Alcohol and other drugs
Mental health and wellbeing
Food and Nutrition
Relationships and sexuality (based on the SHine program)

Assessment
Physical Performance 40%
Communication, Cooperation and Effort 40%
Theory work 20%

Special Requirements Nil

Food, Fun and Vitality

This can be a choice subject, or selected as a HPE Australian Curriculum compulsory subject.

CODE FPV3S : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Marie Elley

Recommended Background
This course is offered to students as a choice within the compulsory Health and PE subject area of the Australian Curriculum. There are no prerequisites, however students would be expected to have an interest in further developing skills and knowledge in the area of nutrition and healthy food preparation, safety and the health benefits of physical activities.

Content
Students focus on the areas of
1. Food and nutrition
2. Health benefits of physical activity
3. Safety
Students will:
• investigate food groups and nutritional recommendations for healthy eating in order to develop their own strategies for eating a healthy balanced diet. Practical skills will include designing and making healthy meals and snacks
• analyse the value of lifelong physical activities for personal and community health and wellbeing.
• investigate and promote community resources and facilities which have a positive influence on the health, safety and wellbeing of the community.

Assessment
Physical Performance 40%
Communication, Cooperation and Effort 30%
Theory work 30%

Special Requirements Nil

Subject fees
$50

Girls Fitness and Recreation

CODE REC3G : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Peter Vowles

Recommended Background
As a choice subject, students are expected to have successfully completed Year 9 Health and Physical Education.

Content
Students will undertake practical units determined by teacher expertise, students interest and the availability of facilities. The double lesson will include some community based activities, or instructors. Activities may include choices from Ten Pin Bowling, Yoga, Pilates, Boxing and Dance. Practical topics at school may include choices from Soccer, Softball, AFL, Netball, Golf, Hockey, Cricket, Weights and Cardio Fitness.

The theory component will concentrate on Health and Fitness issues, modern training methods, body image and wholistic wellbeing.

Assessment
Physical Performance 40%
Communication, Cooperation and Effort 30%
Theory work 30%

Special Requirements
This is a choice subject and must be chosen in conjunction with at least 1 of the Australian Curriculum based compulsory options.

Subject fees
Charges associated with the hire of instructors, facilities, equipment and transport are estimated at approximately $90 per students over the semester, but will depend on options selected.
### Health

**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, the importance of physical activity for lifelong health, food allergies and trends, drugs, safe partying, 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**
Possible excursion costs.

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### Outdoor Pursuits

**Recommended Background**
This course is offered to students who have an interest in developing skills in outdoor pursuits and recreation. It has a 3 day canoeing expedition component. Students should approach the course with a genuine interest in minimal impact camping, aquatic skill development, group work and leadership. Successful achievement of Year 9 Physical Education and a positive application to school values is expected.

**Content**
Practical Skills and Application:
Practical units will include Aquatic skills undertaken over 2 single days at Port Noarlunga Aquatic centre, including pre-camp kayaking skills; a 3 day, 2 night, canoeing expedition; Monto excursion expedition preparation and group dynamics activities; beach and school based recreational and fitness related activities to be determined by teacher expertise, student interest and the availability of facilities.

Theory component:
Students will study the following topics related to physical health and wellbeing.
1. Minimal impact camping techniques and risk management
2. First Aid
3. Sustainability and the environment
4. Nutrition and Hydration for physical activity

**Assessment**
Practical Skills and Application 70%
Theory 30%

**Special Requirements**
Possible excursion costs. Students undertaking this course will incur a fee of $200 to cover the costs of transport, camping and equipment hire for the Canoe Expedition and Aquatics unit.

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### Physical Education

**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 preparing students for senior Physical Education theory topics. It includes Anatomy and Physiology, Foods as fuel for performance and sports injuries.

**Practical Topics**
Choices from: Archery, Badminton, Volleyball, Basketball, Athletics, Baseball, Tennis, Touch, International Rules, European Handball and Soccer in double lessons and Indoor Soccer, Indoor Hockey and Table Tennis and Fitness in single lessons.

**Assessment**
Physical Performance 40%
Communication, Cooperation and Effort 30%
Theory work 30%

**Special Requirements**
Nil
Health and Physical Education (continued)

### Health

**CODE** HLF4S : **LEVEL** Stage 1
**LENGTH** Semester
**CREDITS** 10
**CONTACT PERSON** Peter Vowles

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

**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.

For a 10-credit subject, it is recommended that students:
- study at least 1 Core Concept
- undertake at least 1 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

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:
- Issues Response
- Group Activity
- Investigation

60% Practical Skills and Application; 40% Theory.

**Special Requirements** Nil

**Subject Fees**
Charges associated with the hire of instructors are estimated at approx. $20 per student over the semester.

### Physical Education (Recreation)

**CODE** REC3S : **LEVEL** Year 10
**LENGTH** Semester
**CONTACT PERSON** Peter Vowles

**Recommended Background** Nil

**Content**
Students will undertake 4 or 5 practical units that will be determined by teacher expertise, student interest and the availability of facilities. The double lessons will be spent in the community, where possible. 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, Nutritional choices, training principles and discrimination in sport.

School Based Pracs - Choices from: Indoor Soccer, Softball, Lacrosse, 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**
Physical Performance 40%
Communication, Cooperation and Effort 30%
Theory work 30%

**Special Requirements** Nil

**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.

### Outdoor Education

**CODE** OEK4S : **LEVEL** Stage 1
**LENGTH** Semester 2 (only)
**CONTACT PERSON** Peter Vowles

**Recommended Background**
A keen interest in the environment and physical activity is expected. Successful completion of Year 10 Outdoor Pursuits is desirable.

**Content**
Practical units will include kayaking skills undertaken for a single day at Pt Noarlunga Aquatic centre. A 4 day, 3 night kayaking expedition down the Glenelg River. Indoor Climbing excursions will be conducted and assessed during class double lessons. A full day outdoor rock climbing excursion will be conducted using outsourced instructors and equipment from “Rock About”, as well as expedition preparation and group dynamics activities. School based fitness related activities will include our new “Spin Room” as well as other beach and recreational pursuits to be determined by teacher expertise, student interest and the availability of facilities.

Theory topics will include:
- Weather
- Survival
- Equipment analysis
- National and Recreational park management and Ecosystems
- Nutrition
- Risk management.

**Assessment**
Practical skills and Application 60%
Theory 40%

**Special Requirements**
Ability to manage time to make up work missed in other subjects through participation in expeditions and aquatics. Supervised time in class will be provided to aid students to achieve this.

**Subject Fees**
Students undertaking this course will incur a fee of $350 to cover the costs of transport, camping and equipment hire.
Health and Physical Education (continued)

### Outdoor Education (Mountain Biking and Sailing)

(Students can only choose 1 of the Outdoor Education options)

**CODE**: OEB4S  LEVEL: Stage 1  
**LENGTH**: Semester 1 (only)  
**CONTACT PERSON**: Peter Vowles

**Recommended Background**
A keen interest in the environment and physical activity is expected. Successful completion of Year 10 Outdoor Pursuits is desirable.

**Content**
Practical units will include Sailing skills undertaken over 2 single days at West Lakes Aquatic centre and a 3 day, 2 night mountain biking expedition in the Adelaide hills. Equipment and instructors will be outsourced through “Rock About”. Indoor Climbing excursions will also be conducted and assessed during class double lessons, as well as expedition preparation and group dynamics activities. School based fitness related activities will include our Weights room and Spin Room, as well as other beach and recreational pursuits to be determined by teacher expertise, student interest and the availability of facilities.

**Theory topics will include:**
- Weather
- Survival
- Equipment analysis
- National and Recreational park management and Ecosystems
- Nutrition
- Risk management.

**Assessment**
Practical Skills and Application 60%
Theory 40%

**Special Requirements**
Ability to manage time to make up work missed in other subjects through participation in expeditions and aquatics. Supervised time in class will be provided to aid students to achieve this.

**Subject Fees**
Students undertaking this course will incur a fee of $350 to cover the costs of transport, camping and equipment hire.

### Physical Education (Body Systems)

**CODE**: PES4A  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 Year 10 PE is expected.

**Content**
- **Practical Skills and Applications:** 2 to 3 practical units will be determined by teacher expertise, student interest and the availability of facilities. Efforts will be made so students doing both semesters of PE do not repeat an activity.
- **Theory Topics:**
  - Body Systems
  - Skill Acquisition
  
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**
Practical Skills and Application 60%
Theory 40%

**Special Requirements**
Nil

### Physical Education (Physical Performance)

**CODE**: PEP4B  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 Year 10 PE is expected.

**Content**
- **Practical Skills and Applications:** 2 to 3 practical units 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:**
  - Fitness
  - Energy Systems
  - 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**
Practical Skills and Application 60%
Theory 40%

**Special Requirements**
Nil
Physical Education (Coaching and Participation VET - Sport and 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 Year 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 recognized Certificate II in Sport and Recreation (SR020106). Through the course students will develop skills and knowledge in the planning and implementation of instruction for a range of sports. This may include activities with local primary schools. Students may be involved in the background organisation of BSS sporting events – Swimming Carnival, Standards Day, Sports Day and lunchtime sports competition. These projects will be assessed as a single practical unit and 2 other practical units will be determined by teacher expertise and the availability of facilities.

Assessment
Certificate II students are required to demonstrate the following competencies to have them recorded on their Statement of Attainment: ICPMM263C Access and use the internet ICAICT102A Operate a word processing application SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills SISXWHS101 Follow work health and safety policies SISXIND211 Develop and update sport and recreation industry knowledge

SIXCAI102A
Assist in preparing and conducting sport and recreation sessions.
SIXCAI101A
Provide equipment for activities.
SISSDE201
Communicate effectively with others in a sport environment.

Assessment
60% practical skills and application and 40% Theory.

Special Requirements
Students will possibly incur transport costs associated with travel to local primary schools and facilities.

Subject Fees
A fee of $12 per student will be charged for a nationally recognised statement of attainment from our registered training organisation Sports SA.

Health

CODE HLF5A : LEVEL Stage 2
LENGTH 2 Semesters
CREDITS 20
CONTACT PERSON Peter Vowles / Lori Mulhall

CODE HLF5B: Level 2
LENGTH 1 Semester
CREDITS 10
CONTACT PERSON Peter Vowles / Matt Fuss

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 relation 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 1 Core concept
• undertake 3 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%).

For a 20-credit subject (full year), it is recommended that students provide evidence of their learning through 7 to 9 assessments, including the external assessment component. Students undertake:
• at least 1 Group Investigation and Presentation
• 1 Sources Analysis assessment
• at least 1 Practical Activity
• 1 Investigation.

For a 20-credit subject (full year), it is recommended that students provide evidence of their learning through 4 or 5 assessments, including the external assessment component. Students undertake:
• at least 1 Group Investigation and Presentation
• 1 Sources Analysis assessment
• at least 2 Practical Activities
• 1 Investigation.

Special Requirements
Several tasks require practical community based research and a positive commitment to enhancing personal and community health. This subject does have a significant literacy component.

For a 20-credit subject (full year), it is recommended that students provide evidence of their learning through 7 to 9 assessments, including the external assessment component. Students undertake:
• at least 1 Group Investigation and Presentation
• 1 Sources Analysis assessment
• at least 2 Practical Activities
• 1 Investigation.

Special Requirements
Several tasks require practical community based research and a positive commitment to enhancing personal and community health. This subject does have a significant literacy component.
Physical Education

(SACE Restrictions do not allow students to study both Volleyball and Physical Education at Stage 2)

CODE: PED5A  LEVEL: Stage 2
LENGTH: Full year
CREDITS: 20
CONTACT PERSON: Peter Vowles

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

Content

- Practical Skills and Applications (50%)

  3 practical units (18 – 20 hours each) will be determined by teacher expertise, student interest and the availability of facilities.
  An Aquatics unit will be included.

- 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.

Practical Topics
Badminton, Touch, Aquatics.

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.
Volleyball (Years 8 - 10)

CODE VOB1Y VOB2Y VOB3Y (Boys)
CODE VOG1Y VOG2Y VOG3Y (Girls)
LEVEL Years 8, 9, 10
LENGTH Full year
CONTACT PERSON Sue Rodger

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

Content
The following topics will be covered in years 8, 9 and 10:
- SHine Health course (Year 8 and Year 9)
- Rules and Refereeing - District and Regional Level
- Sports Nutrition
- Body Conditioning
- 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 and 9 Skill Development 50%, Communication / Cooperation / Effort 30%, Knowledge 20%
- Year 10 Skill Development 70%, Knowledge 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 Stage 1

CODE VOL4B (Boys) VOL4G (Girls)
LENGTH Full year
CREDITS 20
CONTACT PERSON Sue Rodger

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
- Beach Volleyball
- A selection from the following:
  - Squash (additional cost approx $28)
  - Touch Rugby
  - Badminton
  - Lawn Bowls.

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

Theory / Folio
- Body Systems: ‘Sports Analysis’
- Sports Coaching: NCAS Level 1
- Applied 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 Stage 1 is a course that is highly recommended for students planning to study Year 12 Volleyball.

Students will be required to pay additional costs for the NCAS Level 1 Coaching Course (approx $30) and the Applied First Aid Course (approx $60), however the SIV program significantly subsidises the total costs of these courses. Payment needs to be made prior to starting the courses.

The Special Interest Volleyball program promotes skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sporting pursuits.
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 Applied First Aid course is a 2 day course 8.00am – 4.30pm.

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

### Physical Education (Volleyball Focus)
**Stage 2**

(SACE Restrictions do not allow students to study both Volleyball and Physical Education at Stage 2)

**CODE** VOL5A : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Sue Rodger

**Recommended Background**
Special Interest Volleyball is a full year subject for those students who have been recommended to continue after successfully completing SIV at Stage 1.

**Content**
- **Practical Skills and Applications**
  3 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**
  Students will study the following theory topics and will 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.
- **Examination**

**Assessment**
**School Based Assessment:**
Practical Skills and Applications 50%  
Theory course work (Assignments, Tests and Issues Analysis)

**External Assessment:**
End of year exam 30%

**Special Requirements** Nil

**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.
The Australian Curriculum

The Humanities and Social Sciences curriculum for 2015 in Years 8-10 is aligned to the Australian Curriculum requirements.

HASS is the acronym for Humanities and Social Sciences (formerly known as SOSE).

HASS is based on a critical inquiry and issues based approach to the world around us now and in the past examining the forces that have shaped societies and the environments past and present. In essence, HASS promotes critical investigations of issues which shaped humanit y and the world we live in. It challenges assumptions and the mainstream conventional view of societies and environments.

HASS at Brighton Secondary School follows the guidelines of the Australian History and Geography curriculums. HASS is a full year course in Year 8 consisting of 1 semester of History and 1 semester of Geography. The Australian Curriculum Civics and Citizenship requirements are embedded in the Geography and History courses at Brighton Secondary School.

In Years 9 and 10 all students undertake 1 semester of History at each of these year levels and have the option of studying a semester of Geography.

The History Curriculum

History is about the forces, peoples, ideas, movements and events that have shaped our contemporary world. The History curriculum in Years 8, 9 and 10 is organised into two main strands these being: Historical Knowledge and Understanding and Historical skills. These two strands define the content of the course and the skills of Historical Inquiry.

At each year level (8-10) the course work revolves around 3 Depth Studies (topic study areas). The Depth Studies are guided by key Inquiry questions specific to each year level. Each Depth study also has specific links to 1 or more of the 7 general capabilities and the 3 cross curriculum priorities.

In History the curriculum is guided by the key concepts and skills. These are using evidence (primary and secondary), continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The Geography Curriculum

Geography is the study of places, people, the environment and the interactions between these.

In each year level there are broadly 2 units of study and a major student directed investigation based on inquiry and challenge based approaches to learning.

In Year 8 the 2 units are Landforms and Changing nations.

In Year 9 the 2 units are Biomes and Food Security, and Interconnections.

In Year 10 the 2 units are Environmental Change and management and Wellbeing.

In HASS research and critical inquiry are essential components of the curriculum with all students producing at least 1 piece of work in each of the 4 key Literacies (Visual, Written, Oral and ICT) each semester.

Students will be given the opportunity of working individually and in groups for particular formative and summative assessment tasks as prescribed in the semester assessment plans distributed to students early in each semester.

The SACE

The Humanities and Social Sciences curriculum options in Years 11 and 12 are aligned to the SACE requirements.
Humanities and Social Sciences (continued)

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HASS Geography

CODE: HAS1G - LEVEL: Year 8
LENGTH: Semester
CONTACT: Jack Kyriakou / Julie Nulty
Recommended Background: Nil

Content
This is a 1 semester course offered as a choice option in addition to History. The course focuses on 3 key inquiry issues. These are:
- the human and natural processes which affect places and environments
- the interconnections between places, people and environments
- the consequences of changed environments and how these changes are managed.

These 3 inquiry issues are covered over 2 topics: Landforms and landscapes and Changing Nations. Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

Assessment
4-6 Summative assessment tasks per semester covering the 4 literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the Semester grade.

Special Requirements: Nil

HASS History

CODE: HAS1H - LEVEL: Year 8
LENGTH: Semester
CONTACT: Jack Kyriakou
Recommended Background: Nil

Content
History: Ancient to the Modern World c650CE -1750
The course focuses on the significant events and issues from the end of the Ancient Period to the beginning of the modern period and how these events/issues shaped the modern world. A range of societies and civilizations from Asia, Europe and the Islamic world will be investigated focusing primarily on their influence and contributions to the pre-modern and modern world.

The course involves 3 Depth Studies and overview of the period with the depth studies based around Medieval Europe, Japan under the Shoguns and The Spanish Conquistadors.

Research and use of Primary and Secondary Sources form the foundation of this course.

Assessment
4-6 Summative assessment tasks per semester covering the 4 literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15 % of the total grade.

Special Requirements: Nil

HASS Geography

CODE: HAS2G - LEVEL: Year 9
LENGTH: Semester
CONTACT: Jack Kyriakou / Julie Nulty
Recommended Background: Year 8 Geography

Content
This 1 semester course focuses on 3 key inquiry issues. These are:
- the causes, consequences and management of changes in places and environments
- future implications to places and environments
- strategies to ensure sustainability (interconnections).

These 3 inquiry issues are covered over 2 topics: Biomes and Interconnections.

Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

Assessment
4-6 Summative assessment tasks per semester covering the 4 literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task (major) task is worth 10-15% of the Semester grade.

Special Requirements: Nil
**HASS History: Making of the Modern World 1750-1918**

**CODE**: HAS2H  \  **LEVEL**: Year 9  
**LENGTH**: Semester  
**CONTACT**: Jack Kyriakou

**Content**
This semester course focuses on the period 1750-1918; a period which saw major upheavals, wars and revolutions across the World. It was an era characterised by Nationalism, Imperialism, the emergence of new states/countries and the first global modern conflict.

Students will investigate these issues through 3 depth studies based on Inquiry questions.

The depth studies will focus on the Industrial Revolution, The Making of our Nation [Australian History] and World War I.

Students will locate and use a range of primary and secondary sources to make deductions about the periods and issues under study.

Each term a theme is also investigated based on Days of National and International Significance.

**Assessment**
4-6 Summative tasks per semester covering assessment in oral, written, visual and ICT literacy A.

Each Summative [major] task is worth 10-15 % of the total grade.

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**HASS Geography**

**CODE**: HAS3G  \  **LEVEL**: Year 10  
**LENGTH**: Semester  
**CONTACT**: Jack Kyriakou / Julie Nulty

**Recommended Background**
Year 9 Society and Environment

**Content**
This 1 semester course focuses on 3 key inquiry issues. These are:
- spatial variations in places and environments
- managing sustainability
- global issues and policy decisions

These 3 inquiry issues are covered over 2 topics: Environmental change and Indicators of Wellbeing.

Research, data collection and analysis of Primary and Secondary sources form the foundation of this course.

**Assessment**
4 summative assessment tasks per semester covering the 4 literacies (oral, visual, written and ICT) plus a major student directed investigation on an inquiry question negotiated with the teacher.

Each summative task [major] task is worth 10-15% of the Semester grade.

The Major investigation accounts for 30% of the Semester grade.

**Special Requirements** Nil

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**HASS History: Making of the Modern World and Australia 1919-Present**

**CODE**: HAS3H  \  **LEVEL**: Year 10  
**LENGTH**: Semester  
**CONTACT**: Jack Kyriakou

**Content**
The semester course covers the tumultuous period from the end of the First World War to the present and the major events, issues, ideologies and movements, which shaped and are still shaping the contemporary world. Australia’s place in world affairs will be also evaluated.

Students will investigate 3 Depth Studies and an overview of the period based on critical Inquiry Questions and interpretation plus analysis of Primary and Secondary Sources.

The depth studies will center around World War 2, Post War immigration and Rights and Freedoms.

Each term a theme is also investigated based on Days of National and International Significance.

**Assessment**
4-6 Summative tasks per semester covering assessment in oral, written, visual and ICT literacy.

Each Summative [major] task is worth 10-15 % of the total grade.

**Special Requirements** Nil
Humanities and Social Sciences (continued)

**Ancient Studies**

**CODE** AST4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT** Jack Kyriakou

**Recommended Background**  
Due to the language rich nature of the course strong literacy skills and good passes in Year 10 History are highly recommended.

**Content**  
This course aims to introduce students to the ancient world and archaeology by studying a variety of cultures. Students will develop knowledge of ideas, individuals, groups, institutions, social systems, events and artefacts, using this to deepen their understanding of ancient societies. A primary aim of the course will be to develop skills of historical literacy and inquiry 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 3 assessable 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  
- student directed investigation 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.

**Economics**

**CODE** ECO4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT** Jack Kyriakou

**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 1 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 3 components –  
- Course work (40%), Issues study (30%) and collaborative task (30%)

**Special Requirements** Nil

**Event Management**

**CODE** EVE4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Hayley Reid

**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  
- Developing event industry knowledge  
- Doing risk assessment  
- Assisting in an event in and/or out of school  
- Managing an event.

**Assessment**  
- A folio of work – including written, oral reports, assignment work  
- Group task of managing an event with an evaluation  
- Sales pitch staging a party - research task leading to a power point presentation

**Special Requirements** Nil
<table>
<thead>
<tr>
<th><strong>History</strong></th>
<th><strong>Legal Studies</strong></th>
<th><strong>Classical Studies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE MHI4S : LEVEL Stage 1</strong></td>
<td><strong>CODE LST4S : LEVEL Stage 1</strong></td>
<td><strong>CODE CLS5E : LEVEL Stage 2</strong></td>
</tr>
<tr>
<td>LENGTH Semester</td>
<td>LENGTH Semester</td>
<td>LENGTH Full year</td>
</tr>
<tr>
<td>CREDITS 10</td>
<td>CREDITS 10</td>
<td>CREDITS 20</td>
</tr>
<tr>
<td>CONTACT PERSON Jack Kyriakou</td>
<td>CONTACT Irene Frangos</td>
<td>CONTACT Person Pamela Rajkowski</td>
</tr>
</tbody>
</table>

**Recommended Background**

History is a language rich subject and as such strong literacy skills are highly recommended.

**Content**

Using the skills of historical inquiry students have the opportunity to study to some depth a range of themes such as Revolutions, International crises, Freedom, Oppression or Peace Makers in the Modern World. Through critical investigations and source analysis students gain an appreciation of how the modern world has been shaped by ideas, ideologies, significant events, issues and individuals.

Topics may include:
- China in the 20th Century
- Ireland in the 20th Century
- Germany in the 20th Century
- Conflict in Vietnam
- The Arab-Israeli conflict.

**Assessment**

4 summative assessment tasks and a major individual investigation form the basis of the course.

The 4 summative tasks include ‘essays’ source analysis tasks, multimodal/oral presentations and group work. The major individual investigation is based on a topic of choice, negotiated with the teacher.

**Women’s Studies**

CODE WST4S : LEVEL Stage 1  
LENGTH Semester  
CREDITS 10  
CONTACT PERSON Georgie Barker  
Recommended Background Nil  
Content  
Students investigate how gender is portrayed in media and will consider how teenage use of social media contributes to gender stereotypes. They will investigate health issues such as FGM, domestic violence, chronic diseases from a gendered perspective. A topic of interest will be chosen to research and presented as a written, oral or multimedia report. This course is designed to develop students’ confidence and extend critical thinking skills.

**Assessment**

2 Text Analyses, 2 Group presentations, Issues Analysis  
Each assessment type will have a minimum of 20% weighting.

**Special Requirements**

Nil

**Legal Studies**

Legal Studies is a language rich subject therefore students should be competent in presenting ideas clearly. As such, strong literacy skills are highly recommended.

**Content**

An objective is for students to learn enough about our legal system to emerge with sufficient confidence to understand how it affects their lives. The subject aims to develop in students an appreciation of law and the legal system. The topic “Law and Society” will be studied along with a range of other topics which may include:
- Law Making, Justice and Society and Young People and the law.
- Issues/topics may include:
  - Young people and the law
  - Motorists and the Law
  - Law Making
  - Justice and Society.

**Assessment**

- A Folio of work – written (essay, report, tests), multi-media assignments  
- Issue Study – 1000 in-depth research on a current legal issue  
- Presentation – such as a poster, participation in mock parliament or debate which have an oral component attached.

**Classical Studies**

Classical Studies is a language rich subject and as such strong literacy and critical thinking skills are highly recommended.

**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 topics:

- Greek Drama and Theatre: Homer: The Odyssey  
- Greek Tragic Theatre: King Oepidus and Bacchae  
- Greek and Spartan society, culture and history.

**Assessment**

School Assessment 70%:
- Folio and special Study (40%)  
- Essays: text response and evaluative (30%)  
- External Assessment 30%

**Special Requirements**

Nil
Humanities and Social Sciences (continued)

Legal Studies
CODE LST5E : LEVEL Stage 2
LENGTH Full year
CREDITS 20
CONTACT Irene Frangos

Recommended Background
Legal Studies is a language rich subject and as such strong literacy and critical thinking skills are highly recommended.

Content
An exploration of Australia’s 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.

Topics include:
• The Australian Legal System
• Constitutional Government
• Lawmaking
• Justice Systems.

Assessment
School Assessment 70%
• Folio (50%)
• Inquiry (20%)
External Assessment 30%
• Exam

Special Requirements Nil

Modern History
CODE MHI5E : LEVEL Stage 2
LENGTH Full year
CREDITS 20
CONTACT PERSON Pamela Rajkowski

Recommended Background
Modern History is a language rich subject and as such strong literacy and critical thinking skills are highly recommended.

Content
This subject aims to introduce students to major developments in Modern History from c1500 CE/AD to the present and to develop a wide range of historical skills, understandings and concepts.

Topics that may be studied include:
• A thematic study titled “revolutions and turmoil”. This topic delves into Social and Political upheavals since c1500 covering prerevolutionary Russian society and the Russian Revolutions of February 1917 and October 1917 to 1922.
• A depth study titled “An age of catastrophes: Depression, Dictators and the Second World War”. This topic covers the Great Depression, the rise of Dictatorships and the Second World War in Europe.

Assessment
School Assessment 70%
• Folio (50%)
• Individual essay: 2000 words (20%)
External Assessment 30%

Special Requirements Nil

Society and 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 social inquiry based approach to learning.

Content
Students study 3 core topics:
1. Culture: Under this topic students can investigate Cultural Diversity or Youth Culture
2. Contemporary challenges: Investigating Social Ethics, Issues for Indigenous People or the Technological Revolution

Assessment
School Assessment 70%
• Folio (50%)
• Interaction (20%)
External Assessment 30%
• Individual Investigation

Special Requirements Nil
### Society and Culture

**CODE**: SST5B  
**LEVEL**: Stage 2  
**LENGTH**: Semester  
**CREDITS**: 10  
**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 social inquiry based approach to learning.

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

Topics investigated include:  
- Culture  
- Contemporary Challenges  
- Global Issues.

**Assessment**  
The following assessment types enable students to demonstrate their learning in Stage 2 Society and Culture:  
- School Assessment 70%  
  - Assessment Type 1: Folio (50%)  
  - Assessment Type 2: Interaction (20%)  
- External Assessment 30%  
  - Assessment Type 3: Investigation (30%).

**Special Requirements**: Nil

### Tourism

**CODE**: TOUSE  
**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. These include:  
- Operations and Structures of the tourism Industry  
- Travellers’ Perceptions and Interaction of Host Community and visitor  
- Sustainable Tourism  
- Nature of Work in the tourism Industry.  
A number of optional topics will also be covered, e.g.  
- Responsible travel  
- Managing the impacts of Tourism  
- Indigenous People and Tourism.

**Assessment**  
School-based Assessment (70%)  
- Type 1: Folio (20%)  
- Type 2: Practical Activity (25%)  
- Type 3: Investigation (25%)  
- External Assessment (30%)  
- Type 4: Examination (30%).

**Special Requirements**: Nil

### Women’s Studies

**CODE**: WST5E  
**LEVEL**: Stage 2  
**LENGTH**: Full year  
**CREDITS**: 20  
**CONTACT**: Georgie Barker

**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 4 to 6 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
Australian Curriculum

The Languages curriculum for 2015 in Years 8-10 is aligned to the Australian Curriculum requirements.

The key concepts of language, culture, and learning underpin the learning area and provide the basis for a common rationale and set of aims that apply to all languages. Languages is designed to enable students to engage in learning a language in addition to English.

Language is organised by two interrelated strands:

- Communicating: using language for communicative purposes in interpreting, creating, and exchanging meaning; and
- Understanding: using language for communicative purposes in interpreting, creating and exchanging meaning.

Content descriptions aim to ensure that students develop the skills, knowledge, and understanding required to communicate in the target language, to understand language and culture and to develop an intercultural capability in communication.

Achievement standards describe what students are expected to achieve and how well.

The Languages curriculum - content and achievement standards - is organised in bands for each sequence of learning:

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The Australian Curriculum recognises Australia’s distinctive and dynamic migration history. Language learning builds upon students’ intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Learning languages also develops students’ overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

The SACE

The Languages curriculum options in Years 11 and 12 are aligned to the SACE requirements.

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 including Chinese background speakers through the School of Languages.

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.
Language Program Year 8

Year 8 Language Beginners (1st semester only)
Recommended for students wanting to complete minimum language requirements at Year 8. Students completing this course will not have the recommended background to continue language study in Year 9. Students may be able to continue their language study in second semester should they decide to continue their language study in Year 9.

Year 8 Language Beginners (Full Year)
Recommended for students who are starting a new language at Year 8 or for students who want to consolidate their primary school language learning. Recommended for students who are considering continuing their language studies at Year 9 level or beyond.

*N.B. Special Interest Music (SIM) students can only study 1 semester of language in Year 8. SIM students wanting to continue language study at Year 9 must participate in an independent language program in their non language semester.

Year 8 Language Accelerated Program (i.e. Year 9 Language Program – Full Year)
This pathway recognizes prior learning providing opportunity for students to complete the Year 12 subject in Year 11. Recommended for students who have studied the language in R-7 and have excelled in their language studies. These students will need to successfully sit a language proficiency test in order to enroll in this Year 9 course.
<table>
<thead>
<tr>
<th>Languages</th>
<th>French</th>
<th>Japanese</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CODE</strong></td>
<td>FRE1Y or FRE1S</td>
<td>JAP1Y or JAP1S</td>
<td>FRE2Y</td>
</tr>
<tr>
<td><strong>LEVEL</strong></td>
<td>Year 8</td>
<td>Year 8</td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>LENGTH</strong></td>
<td>Full year or semester</td>
<td>Full year or semester</td>
<td>Full year</td>
</tr>
<tr>
<td><strong>CONTACT PERSON</strong></td>
<td>Lindsay Dick</td>
<td>Lindsay Dick</td>
<td>Lindsay Dick</td>
</tr>
<tr>
<td><strong>Recommended Background</strong></td>
<td>Nil</td>
<td>Nil</td>
<td>Year 8 French</td>
</tr>
</tbody>
</table>

### Content

**French**
- **Course used:** Allons-y 1

Communicative topics may 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**
- $15 for Language Perfect online learning program. Required for all language students.

**Japanese**
- **Course used:** iiTomo Book 1

Introduction of the hiragana writing system. Emphasis on reading comprehension and writing skills with regard to the hiragana script; some basic kanji.

Communicative topics involving:
- self-introduction, greetings, name, age, phone number, nationality, adjectives
- food, restaurant menus, ordering food
- family, family members and descriptions
- residence, cities and towns, facilities and descriptions
- activities and likes, days of the week
- cultural research assignment
- culture: restaurant excursion, Japanese cuisine, teenage interests, family traditions, major cities in Japan, writing systems, popular after-school activities.

**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**
- $15 for Language Perfect online learning program. Required for all language students.

**French**
- **Course used:** Allons-y 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**
- $15 for Language Perfect online learning program. Required for all language students.
<table>
<thead>
<tr>
<th>Languages</th>
<th>Code</th>
<th>Level</th>
<th>Year</th>
<th>Length</th>
<th>Contact Person</th>
<th>Recommended Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>JAP2Y</td>
<td>Year 9</td>
<td>Full year</td>
<td>Lindsay Dick</td>
<td>Year 8 Japanese</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Course used: Mirai Stage 2</td>
<td>Revision of the hiragana script. Introduction of the katakana script. Introduction of relevant kanji.</td>
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<tr>
<td>Communicative topics involving:</td>
<td>• 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 school, general instructions in the classroom and pointers, wanting to do/not do activities.</td>
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<tr>
<td>Culture:</td>
<td>• family life, cuisine, education and sports.</td>
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</tr>
<tr>
<td>Assessment</td>
<td>The areas of listening, speaking, reading, writing and script are assessed in formal tests and informally in class. Equal emphasis is placed on all areas. Weightings vary according to class circumstances.</td>
<td></td>
<td></td>
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<tr>
<td>Special Requirements</td>
<td>$15 for Language Perfect online learning program. Required for all language students.</td>
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</tr>
<tr>
<td>French</td>
<td>FRE3Y</td>
<td>Year 10</td>
<td>Full year</td>
<td>Lindsay Dick</td>
<td>Year 9 French</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Course used: Allons-y 2</td>
<td>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.</td>
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</tr>
<tr>
<td>Assessment</td>
<td>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.</td>
<td></td>
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<tr>
<td>Special Requirements</td>
<td>Nil</td>
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<tr>
<td>Japanese</td>
<td>JAP3Y</td>
<td>Year 10</td>
<td>Full year</td>
<td>Lindsay Dick</td>
<td>Year 9 Japanese</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Course used: Mirai Stages 3+4</td>
<td>Introduction of approximately 100 of the basic kanji characters. Topics include: making arrangements and schedules, wearing clothing, joining adjectives and verbs, counters, directions, reasons, illness, plain form style Japanese.</td>
<td></td>
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</tr>
<tr>
<td>Assessment</td>
<td>The areas of listening, speaking, reading, writing and script are assessed in formal tests and informally in class. Equal emphasis is placed on all areas. Weightings vary with class circumstances.</td>
<td></td>
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<tr>
<td>Special Requirements</td>
<td>Nil</td>
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<td></td>
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</tr>
<tr>
<td>French Continuers A and B</td>
<td>FRE4A and FRE4B</td>
<td>Stage 1</td>
<td>2 Semesters</td>
<td>20</td>
<td></td>
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<tr>
<td>Contact Person</td>
<td>Lindsay Dick</td>
<td>Recommended Background</td>
<td>Year 10 French</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Course used: Allons-y 3-4</td>
<td>Students have to meet objectives in the 3 strands. All 3 will be dealt with in 3 focus themes: 1. The individual 2. The French-speaking communities 3. The changing world.</td>
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</tr>
<tr>
<td>Assessment</td>
<td>Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.</td>
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</tr>
<tr>
<td>Special Requirements</td>
<td>Nil</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Languages (continued)

<table>
<thead>
<tr>
<th>Languages: Language, People and Culture</th>
<th>Japanese Continuers A and B</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong> INL4S : <strong>Level</strong> Stage 1</td>
<td><strong>Code</strong> JAP4A and JAP4B</td>
<td><strong>Code</strong> FRE5E : <strong>Level</strong> Stage 2</td>
</tr>
<tr>
<td><strong>Length</strong> Semester</td>
<td><strong>Level</strong> Stage 1</td>
<td><strong>Length</strong> Full Year</td>
</tr>
<tr>
<td><strong>Credits</strong> 10</td>
<td><strong>Length</strong> Full Year</td>
<td><strong>Credits</strong> 20</td>
</tr>
<tr>
<td><strong>Contact Person</strong> Lindsay Dick</td>
<td><strong>Credits</strong> 20</td>
<td><strong>Contact Person</strong> Lindsay Dick</td>
</tr>
<tr>
<td>(This subject may also be chosen by Year 10 students who will be able to gain SACE credits).</td>
<td><strong>Recommended Background</strong> JAP4A and B</td>
<td><strong>Recommended Background</strong> FRE4A and B</td>
</tr>
<tr>
<td><strong>Recommended Background</strong></td>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>A personal interest in Asian Culture and learning basic Indonesian language.</td>
<td></td>
<td><strong>Course used:</strong> various sources</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td>Students have to meet objectives in the 3 strands: All 3 will be dealt with in 3 focus themes:</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>1. The individual</td>
</tr>
<tr>
<td>Content may include:</td>
<td></td>
<td>2. The French-speaking communities</td>
</tr>
<tr>
<td>• language for travel</td>
<td></td>
<td>3. The changing world</td>
</tr>
<tr>
<td>• Indonesian food</td>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Indonesian Art e.g. painting batik, shadow puppets</td>
<td></td>
<td>School Assessment 70%.</td>
</tr>
<tr>
<td>• Australia’s connection, e.g. tourism; work; humanitarian</td>
<td></td>
<td>External Assessment: 30%</td>
</tr>
<tr>
<td>• contemporary issues, e.g. terrorism, safe travel, etc.</td>
<td></td>
<td><strong>Special Requirements</strong> Nil</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• Practical</td>
<td></td>
<td>Students have to meet objectives in the 3 strands. All 3 will be dealt within 2 units of study:</td>
</tr>
<tr>
<td>• Group work</td>
<td></td>
<td>Unit A</td>
</tr>
<tr>
<td>• Folio / discussion</td>
<td></td>
<td>• myself and family</td>
</tr>
<tr>
<td><strong>Special Requirements</strong> $10 for Art materials / food</td>
<td></td>
<td>• home and friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• daily routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• neighbourhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• school life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• shopping and eating out</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment will include oral tasks, text analysis tasks and an investigative task in each semester. Weightings vary according to class circumstances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Special Requirements</strong> Nil</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students have to meet objectives in the 3 strands. All 3 will be dealt with in 6 modules of study:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• leisure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• traditions and culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• planning a trip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• travelling in Japan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• future plans and work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Assessment 70%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>External Assessment: 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Special Requirements</strong> Nil</td>
</tr>
</tbody>
</table>
Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.

The Australian Curriculum

The Mathematics curriculum for Years 8 to 10 in 2015 will be aligned to the interaction of three content strands and four proficiency strands of the Australian Curriculum.

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.

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of 2-dimensional figures in the plane and 3-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake supportive investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content.

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.
**Problem Solving**

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Reasoning**

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

**The SACE**

The Mathematics subject options in Years 11 and 12 are aligned to the SACE.
<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematical Applications</th>
<th>Mathematical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 8 Mathematics</strong></td>
<td><strong>Mathematical Applications</strong></td>
<td><strong>Mathematical Studies</strong></td>
</tr>
<tr>
<td>CODE MAS1Y : LEVEL Year 8</td>
<td>CODE MAA3Y : LEVEL Year 10</td>
<td>CODE MAS3Y : LEVEL Year 10</td>
</tr>
<tr>
<td>LENGTH Full year</td>
<td>LENGTH Full year</td>
<td>LENGTH Full year</td>
</tr>
<tr>
<td>CONTACT PERSON Lyle Sutton</td>
<td>CONTACT PERSON Lyle Sutton</td>
<td>CONTACT PERSON Lyle Sutton</td>
</tr>
<tr>
<td>Recommended Background Nil</td>
<td>Recommended Background Satisfactory completion of Year 9 Mathematics</td>
<td>Recommended Background Year 10 Mathematical Studies is designed for students that achieved very high results throughout Year 9 Mathematics. Students must be recommended by Year 9 Maths teachers.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Students will study the following topics in Year 8:</td>
<td>Topics include:</td>
<td>Topics include:</td>
</tr>
<tr>
<td>• Number and place value</td>
<td>• Trigonometry</td>
<td>• Trigonometry</td>
</tr>
<tr>
<td>• Real numbers</td>
<td>• Equations</td>
<td>• Equations</td>
</tr>
<tr>
<td>• Money and financial mathematics</td>
<td>• Number and Powers</td>
<td>• Number and Powers</td>
</tr>
<tr>
<td>• Patterns and Algebra</td>
<td>• Coordinate Geometry</td>
<td>• Algebra</td>
</tr>
<tr>
<td>• Linear and non-linear relationships</td>
<td>• Money and Finance</td>
<td>• Area and Volume</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Algebra</td>
<td>• Probability</td>
</tr>
<tr>
<td>• Geometric reasoning</td>
<td>• Statistics and Probability</td>
<td>• Statistics and Probability</td>
</tr>
<tr>
<td>• Data representation and interpretation.</td>
<td></td>
<td>• Probability,</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Assessment in Year 8 is based on 70% tests. The remaining 30% of assessment is based upon homework assignments, bookwork, projects and directed investigations.</td>
<td>Assessment in Year 10 is based on 70% tests. The remaining 30% of assessment is based upon homework assignments, bookwork, projects and directed investigations.</td>
<td>Assessment in Year 10 is based on 70% tests. The remaining 30% of assessment is based upon homework assignments, bookwork, projects and directed investigations.</td>
</tr>
<tr>
<td><strong>Special Requirements</strong> Nil</td>
<td><strong>Special Requirements</strong> Nil</td>
<td><strong>Special Requirements</strong> Nil</td>
</tr>
</tbody>
</table>

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 1 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 at least 1 semester of mathematics to fulfill the compulsory 10 credit points of the numeracy requirement of the SACE.

#### Mathematical Applications A and B

<table>
<thead>
<tr>
<th>CODE</th>
<th>MAA4A and MAA4B</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>1 Semester each</td>
</tr>
<tr>
<td>CREDITS</td>
<td>10 credits per semester</td>
</tr>
</tbody>
</table>

**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 and 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.

**Unit A (Semester 1)**
- 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 (tests and exams) and directed investigations and projects.

**Skills and Applications tasks 60%**
**Folio 40%**

**Special Requirements**
A graphics calculator is a recommended item for students taking this subject – approximate cost $200.

### Mathematics (General)

<table>
<thead>
<tr>
<th>CODE</th>
<th>MAG4S</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>1 Semester only</td>
</tr>
<tr>
<td>CREDITS</td>
<td>10</td>
</tr>
</tbody>
</table>

**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 and Applications tasks 50%
Folio 50%

**Special Requirements**
Nil
Mathematics Pathways (Trade)

CODE MAT4S : LEVEL Stage 1
LENGTH 1 Semester only
CREDITS 10
CONTACT PERSON Lyle Sutton

Recommended Background
This semester subject is designed for students who are enrolled in Certificate I 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.

Content
A ‘C’ grade or better in this subject is sufficient to allow students to achieve the numeracy requirement of the SACE. This subject can be taken alone or with other mathematics units. The content of the unit is developed from the SACE Stage 1 topics recommended by the SACE Board and from the Metal and Engineering Curriculum Framework units MEM12023A Perform Engineering Measurements and MEM12024A Perform Computations.

This subject covers performing measurement skills requiring straightforward use of mechanical measuring devices and associated calculations. It also covers estimating approximate answers to arithmetical problems, carrying out basic calculations involving percentages and proportions, and determining simple rations and averages. The unit includes producing and interpreting simple charts and graphs.

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects.

Skills and Applications tasks 50%  
Folio 50%

Special Requirements Nil

Specialist Mathematics

CODE MAE4B : LEVEL Stage 1
LENGTH 2nd Semester only
CREDITS 10
CONTACT Lyle Sutton

Recommended Background
A or B grades in Maths Studies in Year 10. Students must be enrolled in Stage 1 Mathematical Studies A and B.

Content
This semester subject is designed for students who intend to study Specialist Mathematics at Stage 2 of the SACE. It must be taken with Mathematical Studies A and B in Stage 1. It requires students to deal with abstract concepts and to demonstrate their ability to use these concepts in problem solving. The content of the subject is developed from the SACE Stage 1 topics recommended by the SACE Board and includes the study of Geometry, Vectors and Trigonometric Functions and their graphs.

Assessment
Students will be assessed on their results in skills and applications tasks, directed investigations and projects.

Skills and Applications tasks 70%  
Folio 30%

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Mathematical Studies A and B

CODE MAS4A and MAS4B
LEVEL Stage 1
LENGTH 1 Semester each
CREDITS 10 credits per semester
CONTACT Lyle Sutton

Recommended Background
A or B grades in Maths Studies in Year 10.

Content
These semester subjects are designed for students who intend to study Mathematical Studies 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 subject is developed from the SACE Stage 1 topics recommended by the SACE Board.

Unit A
Functions and Graphs
- Geometry and Mensuration
- Models of Growth 1
- Quadratic and Other Polynomials 1
- Quadratics and Other Polynomials 2.

Unit B
- Statistics
- Coordinate Geometry
- Models of Growth 2.

Students intending to study Mathematical Studies or Mathematical 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 and 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 4 choices:
Mathematical Applications
Mathematical Studies
Specialist Mathematics
Mathematical Methods

Mathematical Applications

CODE MAA5A : LEVEL Stage 2
LENGTH Stage 2 Mathematical Applications is available as a 20 credit subject.
CREDITS 20
CONTACT Lyle Sutton

CODE MAA5B : LEVEL Stage 2
CREDITS 10
CONTACT Lyle Sutton

Recommended Background
Students are recommended to have completed 2 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 tests 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 and Loans, Statistics and Working with Data, and Mathematics and 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%)
• Assessment Type 3: Examination (30%)

Special Requirements
A graphics calculator is an essential item for students taking this subject – approximate cost $200.

Subject Fees
Students will be required to print a significant number of pages for some assignments and should expect to pay up to $25 into their printing account. There is also a significant amount of Internet research required which may also require students to top-up their Internet search account. It is recommended that students purchase a revision guide – approximate cost $28.

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 MAS4B.

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 sciences 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
It is recommended that students purchase a revision guide – approximate cost $28.
Specialist Mathematics

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, MAS4B, 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 5 topics studied include Trigonometry, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

Students wishing to use Specialist Mathematics as part of their university entrance qualifications, particularly those intending to study tertiary Mathematics, Physics or Engineering should carefully check university entrance requirements.

Assessment
School-based Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (45%)
• Assessment Type 2: Folio (25%)
• 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 $28.

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 MAS4B.

Content
Mathematical Studies requires students to have knowledge of and 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%)
• 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 $28.
The Australian Curriculum

The science curriculum for 2015 in Years 8 to 10 is aligned to the Australian Curriculum. Refer to page 12 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:

- chemical and physical properties of substances are determined atomic structure
- substances change and new substances are produced by rearranging atoms - chemical reactions
- 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.

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.
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 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.

The SACE

The Science subject options in Years 11 and 12 are aligned to the SACE requirements.
Science (continued)

**Science**

**CODE SCC1Y : LEVEL Year 8**
LENGTH Full year
CONTACT PERSON Mark Orchard

**Content**
Working in Laboratory
Biological Sciences
- Cells
- Body Systems.
Chemical Sciences
- Matter
- Elements, compounds and mixtures
- Chemical change.
Earth and Space Science
- Rocks

Physical Sciences
- Energy

**Assessment**
Knowledge 30%, Skills 70%

**Special Requirements**
All Year 8 classes do a general science course.

**Science**

**CODE SCC1Y : LEVEL Year 9**
LENGTH 2 semesters
CONTACT PERSON Mark Orchard

**Recommended Background** Nil

**Content**
Biological Sciences
- Multicellular organisms
- Ecosystems.
Physical Sciences
- Heat
- Sound and light
- Electric circuits.
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**
All Year 9 classes do a general science course.

**Science**

**CODE SCC1Y : LEVEL Year 10**
LENGTH Full year
CONTACT PERSON Mark Orchard

**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**
All Year 10 classes do a general science course.

**Biology CIM**

**CODE BLG4S : LEVEL Stage 1**
LENGTH Semester
CREDITS 10
CONTACT PERSON Mark Orchard

**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 includes 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** Mark Orchard  
**Recommended Background**  
C grade or better and a recommendation from the Year 10 science teacher.

**Content**  
This is a study of various aspects 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

### Chemistry A

**CODE** CHE4A : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Mark Orchard  
**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. Acids and Bases  
4. Organic Chemistry  
All topics involve theoretical and practical work. An issues investigation will occur during the semester.

**Assessment**  
Assessment tasks include opportunities for students to develop the capabilities of numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and an issues assignment. Skills and applications tasks may include written tests and practical tests. Details of the assessment tasks will be described in the Learning and assessment plan.

**Special Requirements** Nil

### Chemistry B

**CODE** CHE4B : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Mark Orchard  
**Essential Background**  
C grade or better in Chemistry A Semester 1. Semester 1 must be completed to attempt Semester 2.

**Content**  
This course builds on the content covered in Chemistry A. Topics studied in Chemistry B include:  
1. Electrochemistry and Metals.  
2. Acids and Bases  
4. Environmental Chemistry.  
All topics involve theoretical and practical work. An issues investigation will occur during the semester.

**Assessment**  
Assessment tasks include opportunities for students to develop the capabilities of numeracy and literacy. They will complete an Investigation folio which may include completion or design practicals, research and an issues assignment. Skills and applications tasks may include written tests and practical tests. Details of the assessment tasks will be described in the Learning and assessment plan.

**Special Requirements** Nil
Science (continued)

**Physics A**

**CODE** PHY4A  
**LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Mark Orchard  

**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.

**Special Requirements** Nil

**Physics B**

**CODE** PHY4B  
**LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Mark Orchard  

**Essential Background**  
C grade or better in Physics A Semester 1. Semester 1 must be completed to attempt Semester 2.

**Content**  
This course builds on the content covered in Physics A. 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.

**Special Requirements** Nil

**Psychology A (introduction)**

**CODE** PSY4A  
**LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Mark Orchard  

**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. 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
Psychology B
(Optimum Psychology)

CODE PSY4B : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Mark Orchard in Semester 1

Essential Background
C grade or better in Psychology A Semester 1.
Semester 1 must be completed to attempt Semester 2.

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. sports persons, actors, musicians) prepare for optimal performance and the psychological factors that influence successful performance of complex tasks. Examples from the field of Sport 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

Scientific Studies

CODE SCS4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Mark Orchard

Recommended Background
C grade or better in Year 10 Science.

Content
The guiding question for the semester is: The impact of energy on my life. Possible topics include: Food Science, Energy from Food, Energy Production and Use, Alternative Energy resources.

Assessment
Students undertake at least 1 practical investigation and at least 1 issues investigation in an Investigations folio. Students undertake 3 skills and applications tasks. This may include creating a multimedia product, an oral presentation, written assignment, test or other exercises.

Special Requirements Nil

Sustainability

CODE SST4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Mark Orchard

Recommended Background
C grade or better in Year 10 Science and a recommendation from the Year 10 Science teacher.

Content
The guiding question for the semester will be: Environmental sustainability at Brighton Secondary School. More specifically, the class will plan, design and establish a sustainable garden within the school grounds. The content will be student driven with an emphasis on indigenous plants, water use and sustainable gardening techniques.

Assessment
Assessment tasks include the opportunity for students to develop multiple capabilities. Numeracy and literacy will be a focus as well as citizenship and communication. Students will complete a portfolio of work that documents the project. This will include a personal journal, self-reflection task and issues investigation. Students will also be assessed on their research skills, practical skills and their ability to work in teams. Details of the specific tasks will be described in the Learning and Assessment plan.

Special Requirements
This is a 1 semester stand-alone Science subject that does not lead into any science subject at Stage 2 level. Depending on the individual investigation a student chooses to undertake, a small cost may be incurred.

Lessons will be held both indoors and outdoors and students will be required to participate in hands-on practical activities.
Science (continued)

**Biology**

**CODE** BIOSE : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Mark Orchard  

**Essential Background**  
Stage 2 Biology builds on the skills and knowledge acquired in Stage 1 Biology. C grade or better in either Stage 1 Biology unit.

**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, 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.

**Special Requirements** Nil

**Chemistry**

**CODE** CHE5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Mark Orchard  

**Essential 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:  
- Analytical Techniques  
- Organic and Biological Chemistry  
- Elemental and Environmental Chemistry  
- Using and 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.

**Special Requirements** Nil

**Physics**

**CODE** PHY5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Mark Orchard  

**Essential Background**  
Stage 2 Physics builds upon the concepts and knowledge studied in Stage 1. C grade or better in Stage 1 Physics A and B. Strong numeracy skills are essential.

**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 2 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. The folio of Research Investigations is also externally moderated.

**Special Requirements** Nil

**Psychology**

**CODE** PSY5E : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Mark Orchard  

**Essential Background**  
This course builds on the Skills and Knowledge acquired in Stage 1 Psychology. Strong literacy skills would be an advantage. C grade or better in Stage 1 Psychology A and B.

**Content**  
This subject will explore the following topics in detail as explained in the SACE Board Curriculum statement (available online):  
1. Introduction to Psychology  
2. Social Cognition  
3. Learning  
4. Personality  
5. Altered States of Awareness  
6. Healthy Minds  

**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.

The folio of Research Investigations is also externally moderated.

**Special Requirements** Nil
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</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>CAR</td>
<td>Course Admission Requirements used for TAFE entry purposes.</td>
</tr>
<tr>
<td>Counting Restrictions</td>
<td>Counting restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area.</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 1 semester or 6 months study in a particular subject or course.</td>
</tr>
<tr>
<td>DECD</td>
<td>Department for Education and Child Development</td>
</tr>
<tr>
<td>Flexible Option</td>
<td>Flexible option refers to the final 20 credits of study contributing to the university aggregate and the TAFE Selection Score.</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>PLP</td>
<td>The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10.</td>
</tr>
<tr>
<td>Precluded Combination</td>
<td>2 subjects are a precluded combination if they are defined by the universities and TAFE SA as having significant overlap in content.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>A formal requirement that is needed before proceeding to further study.</td>
</tr>
<tr>
<td>Recognised Studies</td>
<td>Studies such as higher education studies or Vocational Education and Training (VET) awards approved by the SACE board as counting towards the SACE and deemed by the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.</td>
</tr>
<tr>
<td>Research Project</td>
<td>A compulsory Stage 2 subject</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation.</td>
</tr>
<tr>
<td>SACE</td>
<td>The South Australian Certificate of Education</td>
</tr>
<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 2 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 2 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>TGSS</td>
<td>Training Guarantee for SACE Students</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 FOR EDUCATION AND CHILD DEVELOPMENT  www.decd.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.tafesa.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.sace.sa.edu.au
The SACE Board website provides information about Stage 1 and 2 curricula, special provisions, community learning and assessment requirements.
Planning your Career

Making a decision about what type of career you want can be hard, especially if you are new to the workforce or looking to change your career. Below are some simple steps to help you through the decision making process.

STEP 1 – SELF ASSESSMENT
To find a job that will interest you and keep you motivated and challenged, it’s important to understand your own interests, abilities and values.

Your interests
• What do you enjoy doing?
• What inspires and motivates you?

Skills and abilities you have developed
• Education
• Previous employment or work experience
• Voluntary or charity work
• Extracurricular activities (e.g. sport, music, social clubs).

Values and Influences
• What aspects of work are important to you? e.g. respect, recognition, security, achievement, status, money
• What influences are important to your decision making? e.g. health, family, community.
• What working conditions are suitable for your lifestyle?
• Do you have health issues to consider when planning your career path?

STEP 2 – CAREER ASSESSMENT
Once you have thought about a few different career paths that may interest you, do some industry research to find out what each career involves. Refer to our Online Job Search information factsheet for useful websites to help you gather the following information.

Job Outlook
• What are the employment prospects?
• What are the predictions for the future of the industry? Will the industry grow?
• Can you further develop and progress in the career?

Education and Training
• Do you have the right qualifications, education or training?
• Can you do on the job training or study while you work in the career?
• Are there opportunities for further education or training?

Duties and tasks
• What duties and tasks will you be required to perform?
• Can you perform these duties and tasks?
• Will the duties and tasks keep you motivated?

Industry knowledge
• What does your typical work day involve?
• What do you most like about your job?
• What do you least like about your job?
• What training would you recommend to prepare for the job?
• Do you know of any alternative training pathways?
• Have you had the opportunity to progress in your career and develop further skills?

STEP 3 – CAREER DECISION
When it comes to making a decision on what career path you want to pursue, make sure you explore all the options available to you.
• Make a decision that will suit your personality and the working environment that you are interested in, as well as the career goals that you have set for yourself.
• If you are uncertain about your career choices, don’t worry too much. The average Australian will have between five and seven career changes in their lifetime.

Remember that in each job you will develop new skills that you can apply in other jobs. You will also meet more people, which is ideal for career networking.

STEP 4 – TAKE ACTION
Now that you’ve gone through the decision making process, it’s time to take action. Get your resume ready and apply for any suitable jobs that you find. Keep in mind that things don’t always work out the first time. You may even need to go through the steps again to find what you’re looking for, but don’t give up. Remember that having a job, even if it’s not the one you want, can lead to getting the job you do want.

ONLINE JOB SEARCH INFORMATION
You can find useful information online to assist you in your job search. On page 120 is a list of useful websites relating to job searching, career development, studying and training.
Planning your Career

ONLINE JOB SEARCHING

www.jobsearch.gov.au – search for jobs by choosing your state, local area and occupation category. Create a job match profile, upload your resume and use the instant job list to find jobs based on your skills and experience.

www.joboutlook.gov.au – search for a career that you are interested in and find information on the trends and job prospects for that career.


CAREER AND RECRUITMENT


www.employmentguide.com.au – look for recruitment agencies relating to your chosen industry and find career advice and information.

www.myfuture.edu.au – identify your interests and skill areas, make career decisions and plan your career.


GOVERNMENT INFORMATION

www.skills.gov.au – find out how gaining new skills can increase your job opportunities and find out about training options.

www.skillsinfo.gov.au – find information about the labour market and various industries, job shortages and job outlooks.

www.deewr.gov.au/Employment/Programs/ExpPlus – includes information for mature aged Australians on how to find a job, maintain your job, or move into a new role.

www.youngworkertoollkit.youth.gov.au – find answers to questions about how workplace relations laws apply to you.


For information about Public Service jobs in each state refer to the relevant site www.vacancies.sa.gov.au

STARTING A BUSINESS


For state-based information about starting your own business refer to the relevant site www.southaustralia.biz

STUDYING OR TRAINING

www.australianapprenticeships.gov.au – find out about apprenticeships and combining employment and training.


www.humanservices.gov.au/students – payments and services are available to support people who are studying or planning to study. Families and carers of students and people undertaking training or Australian apprenticeships.

www.myuniversity.gov.au – look for information about Australian universities and other higher education providers.


www.training.gov.au – search for training organisations, packages and courses in Australia.

VOLUNTEERING

www.volunteeringaustralia.org – find volunteer opportunities Australia wide.


www.australianvolunteers.com – find information about volunteering for projects focusing on reducing poverty, providing health and education services, promoting human rights and gender equality, and protecting the environment.

www.volunteeringsa.org.au – look for volunteering opportunities in the Northern Territory and South Australia.