<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Site Learning Plan</td>
<td>6,7</td>
</tr>
<tr>
<td>Recommendations for Course Selection</td>
<td>8</td>
</tr>
<tr>
<td>International Programs</td>
<td>9</td>
</tr>
<tr>
<td>Special Interest Music</td>
<td>10</td>
</tr>
<tr>
<td>Special Interest Volleyball</td>
<td>11</td>
</tr>
<tr>
<td>The Australian Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Year 8 Curriculum Pattern</td>
<td>14</td>
</tr>
<tr>
<td>Year 9 Curriculum Pattern</td>
<td>15</td>
</tr>
<tr>
<td>Year 10 Curriculum Pattern</td>
<td>16</td>
</tr>
<tr>
<td>Summary of Year 8, 9 and 10 Subjects</td>
<td>18</td>
</tr>
<tr>
<td>The SACE (South Australian Certificate of Education)</td>
<td>19</td>
</tr>
<tr>
<td>The SACE Planner 2014</td>
<td>21</td>
</tr>
<tr>
<td>Year 11 Stage 1 Subjects in 2014</td>
<td>22</td>
</tr>
<tr>
<td>Year 12 Stage 2 Subjects in 2014</td>
<td>23</td>
</tr>
<tr>
<td>Advice to Year 11 &amp; 12 Students</td>
<td>24</td>
</tr>
<tr>
<td>Post School Pathways</td>
<td>25</td>
</tr>
<tr>
<td>Cross Disciplinary</td>
<td>26</td>
</tr>
<tr>
<td>Vocational Education and Training</td>
<td>30</td>
</tr>
<tr>
<td>Industry Pathways Programs</td>
<td>31</td>
</tr>
<tr>
<td>The Arts</td>
<td>32</td>
</tr>
<tr>
<td>Business Enterprise and Technology</td>
<td>46</td>
</tr>
<tr>
<td>English</td>
<td>59</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>65</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>77</td>
</tr>
<tr>
<td>Languages</td>
<td>83</td>
</tr>
<tr>
<td>Mathematics</td>
<td>87</td>
</tr>
<tr>
<td>Sciences</td>
<td>92</td>
</tr>
<tr>
<td>Glossary</td>
<td>97</td>
</tr>
<tr>
<td>Some Relevant Publications</td>
<td>97</td>
</tr>
<tr>
<td>Career Guidance Resources</td>
<td>98</td>
</tr>
</tbody>
</table>
This guide describes the curriculum offered in Years 8 to 12 at Brighton Secondary School for 2014. Subject selection at the secondary level is very important in shaping future pathways and links between school, further study and the world of work. The information has been prepared to assist students and parents in considering the range of course options available to students at Brighton Secondary School.

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

The Australian Curriculum is the mandated curriculum. The South Australian Teaching for Effective Learning Framework (TfEL) will support the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

At this stage, the South Australian Certificate of Education (SACE) continues to be the mandated Curriculum in the senior years.

In keeping with the Melbourne Declaration Educational Goals for Young Australians (2008), we aim to promote and to lead world’s best practice for curriculum delivery and assessment and improve the educational outcomes for all students.

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

This requires:

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

The Macbook program at Brighton Secondary School will provide a vehicle for a personalised learning program and support a constructivist approach to a creative curriculum for students at Brighton Secondary School.
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.

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 each student.
- Provides explicit guidelines and criteria about work requirements as well as support and processes available to students to meet expected standards.
- Provides effective and informative feedback to both classroom work and formal/informal assessment.

Significance

- Allows opportunities for connections to be made between studies and ‘real-life situations’.
- Promotes connections across areas of studies.
- Support the overall development of students in all aspects of the diversity of school life.
An innovative, safe school that delivers relevant curriculum and promotes rigour, relationships and a love of learning.

Self Review Inquiry to identify the elements that come together to make Brighton Secondary School successful.

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?

How can we creatively integrate the Australian Curriculum into Brighton Secondary School culture and maintain the elements of our curriculum that makes Brighton Secondary School successful?

How can new understandings about literacy across the curriculum be further developed, implemented, recorded and evaluated to ensure continuous improvement?

How can we develop consistency to continuously improve an effective One-to-One learning program?

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

How can we ensure that the learning environment at Brighton Secondary School meets the entitlements of all student learners in the 21st century?

How can we develop purposeful teaching and make data count?

How can we ensure that the learning environment at Brighton Secondary School meets the entitlements of all student learners in the 21st century?

How can we develop literacy across the curriculum?

Site Learning Plan
Course Counselling

Homegroup teachers help to prepare students for course counselling 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 2014 will be provisionally approved at the beginning of term 4 and confirmed in November, once final assessment grades are known. Although every effort will be made to meet students’ preferred choices, this will be possible only within the school’s capacity to provide the required teachers and to form viable classes.

On-Line Course Selection Process

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

On completion of the online course selection process, an authentication slip must be printed and signed by the student’s parent or guardian and returned to the student’s 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) and German (year 12) languages can be studied at the school while other languages can be studied off line by negotiation. In 2014 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 61 for more information.

English as an Additional Language or Dialect and language support is available at 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 life long learning and aspects of global citizenship.

The Structure and Assessment

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

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

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

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

Selection Procedures

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

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

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

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

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

Pathways

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

The Structure and Assessment

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

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

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

Selection Procedures

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

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

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.
What is the Australian Curriculum?

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

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

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

From 2014 secondary schools will plan, teach and assess (A-E) in English, mathematics, science and history at year 8 level.

Why Have an Australian Curriculum?

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

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

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

Developing an Australian Curriculum means that:

1. School and curriculum authorities can collaborate to ensure high quality teaching and learning materials are available for all schools.

2. Greater attention can be devoted to equipping young Australians with those skills, knowledge and capabilities necessary to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich workplaces of the future.

3. There will be greater consistency for the country’s increasingly mobile student and teacher population.
What is the Structure of the Australian Curriculum?

The Australian Curriculum is made up of three interconnected elements:

- Learning areas
- General capabilities
- Cross-curriculum priorities

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

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

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

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

More information can be found at:

www.australiancurriculum.edu.au
Year 8 Curriculum Pattern

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<tr>
<th>Mainstream Students</th>
<th>Units</th>
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<th>Units</th>
<th>Special Interest Music (SIM)</th>
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1 unit = 1 semester (½ year)
2 units = 2 semesters (1 year)

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

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<td>• Food &amp; Nutrition A</td>
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</tr>
<tr>
<td>• Clothing &amp; Textiles B</td>
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<td>• Clothing &amp; Textiles B</td>
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<td>• Clothing &amp; Textiles B</td>
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<td>• Japanese [full year]</td>
<td></td>
<td>• Japanese [full year]</td>
<td></td>
<td>• Japanese [full year]</td>
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<td>• Media Studies</td>
<td></td>
<td>• Media Studies</td>
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</tr>
<tr>
<td>• Music Elective (full year)</td>
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<td>• Technical Drawing</td>
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<td>• Visual Arts / Design A</td>
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<td>• Visual Arts / Design A</td>
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<tr>
<td>• Visual Arts / Design B</td>
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<td>• Visual Arts / Design B</td>
<td></td>
<td>• Visual Arts / Design B</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

**Students must select a total of 14 units from the following options:**

<table>
<thead>
<tr>
<th>Mainstream Students</th>
<th>Units</th>
<th>Special Interest Volleyball (SIV) Units</th>
<th>Special Interest Music (SIM) Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics</td>
<td>2</td>
<td>• Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>• Science</td>
<td>2</td>
<td>• Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>• HASS (History)</td>
<td>1</td>
<td>• HASS (History)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>• HASS (Geography)</td>
<td>1</td>
<td>• HASS (Geography)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• PIP</td>
<td>N/A</td>
<td>• Volleyball</td>
<td>2</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• PIP</td>
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</table>

**Students will also select:**

<table>
<thead>
<tr>
<th>Units</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>English as an additional language or dialect</td>
<td>2</td>
</tr>
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</table>

**One Health & Physical Education:**

<table>
<thead>
<tr>
<th>Units</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entertaining</td>
<td>1</td>
</tr>
<tr>
<td>Food &amp; Other Cultures</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (Recreation)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education (Girls only)</td>
<td>1</td>
</tr>
<tr>
<td>Independent Living</td>
<td>1</td>
</tr>
<tr>
<td>Outdoor Pursuits</td>
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**One Arts:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Design A</td>
<td>1</td>
</tr>
<tr>
<td>Drama A</td>
<td>1</td>
</tr>
<tr>
<td>Media Animation</td>
<td>1</td>
</tr>
<tr>
<td>Media Studies</td>
<td>1</td>
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<tr>
<td>Music Elective (Semester 1)</td>
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<tr>
<td>Visual A</td>
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**One Design & Technology:**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CAD &amp; Graphics</td>
<td>1</td>
</tr>
<tr>
<td>Electronics</td>
<td>1</td>
</tr>
<tr>
<td>F1 in Schools</td>
<td>1</td>
</tr>
<tr>
<td>Fabrics &amp; Fashion</td>
<td>1</td>
</tr>
<tr>
<td>Information Technology (VET)</td>
<td>1</td>
</tr>
<tr>
<td>Metal Technology</td>
<td>1</td>
</tr>
<tr>
<td>Photography</td>
<td>1</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

Two Choices from: Three Choices from:

| Business Awareness | 2 |
| CAD & Graphics | 2 |
| Desktop Publishing | 2 |
| Design A | 2 |
| Design B | 2 |
| Drama A | 2 |
| Drama B | 2 |
| Electronics | 2 |
| Entertaining | 2 |
| Fabrics & Fashion | 2 |
| Business Awareness | 3 |
| CAD & Graphics | 3 |
| Desktop Publishing | 3 |
| Design A | 3 |
| Design B | 3 |
| Drama A | 3 |
| Drama B | 3 |
| Electronics | 3 |
| Entertaining | 3 |
| Fabrics & Fashion | 3 |
### Year 10 Curriculum Pattern (continued)

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

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

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

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

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

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Code</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Technology A</td>
<td>TST1A</td>
<td>48</td>
</tr>
<tr>
<td>Design Technology B</td>
<td>TST1B</td>
<td>48</td>
</tr>
<tr>
<td>Drama</td>
<td>DRA1S</td>
<td>34</td>
</tr>
<tr>
<td>English</td>
<td>ENGY1</td>
<td>61</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>EALY1</td>
<td>61</td>
</tr>
<tr>
<td>French</td>
<td>FREY1</td>
<td>84</td>
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<tr>
<td>HASS Geography</td>
<td>HAS1G</td>
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<tr>
<td>HASS History</td>
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<td>78</td>
</tr>
<tr>
<td>Home Economics and Health</td>
<td>HEC1S</td>
<td>67</td>
</tr>
<tr>
<td>Japanese</td>
<td>JAPY1</td>
<td>84</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAS1Y</td>
<td>88</td>
</tr>
<tr>
<td>Music</td>
<td>MUS1S</td>
<td>38</td>
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<tr>
<td>Music Elective</td>
<td>MUE1Y</td>
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<tr>
<td>Music Special Interest</td>
<td>MUS1Y</td>
<td>38</td>
</tr>
<tr>
<td>Physical Education A (Core)</td>
<td>PEC1A</td>
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<tr>
<td>Physical Education B (Elective)</td>
<td>PEL1B</td>
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</tr>
<tr>
<td>Science</td>
<td>SCI1Y</td>
<td>94</td>
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<tr>
<td>Visual Art / Design (Art in our World)</td>
<td>ART1B</td>
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</tr>
<tr>
<td>Visual Art / Design (Art for our Life)</td>
<td>ART1A</td>
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<tr>
<td>Volleyball (Boys)</td>
<td>VOB1Y</td>
<td>75</td>
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### Reference for Year 9 Subjects

<table>
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<tbody>
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<td>Design and Technology A</td>
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<tr>
<td>Design and Technology B</td>
<td>TST2B</td>
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<tr>
<td>Drama</td>
<td>DRA2S</td>
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<tr>
<td>English</td>
<td>ENGY2</td>
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<tr>
<td>English as an Additional Language or Dialect</td>
<td>EAL2Y</td>
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<tr>
<td>F1 in Schools</td>
<td>FOS2Y</td>
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<tr>
<td>French</td>
<td>FRE2Y</td>
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<td>HASS Geography</td>
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<tr>
<td>HASS History</td>
<td>HASSH</td>
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<td>Home Economics A – Food and Nutrition</td>
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<td>Home Economics B – Clothing &amp; Textiles</td>
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<td>67</td>
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<tr>
<td>Japanese</td>
<td>JAP2Y</td>
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<td>Mathematics</td>
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<tr>
<td>Media Studies</td>
<td>MED2S</td>
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<td>Music Elective</td>
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<td>Music Special Interest</td>
<td>MUS2Y</td>
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<tr>
<td>Health and Physical Education A (Core)</td>
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<td>Physical Education B (Elective)</td>
<td>PEL2B</td>
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<td>Science</td>
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<td>Visual Art / Design A</td>
<td>ART2A</td>
<td>42</td>
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<tr>
<td>Visual Art / Design B</td>
<td>ART2B</td>
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<tr>
<td>Volleyball Boys</td>
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<td>Volleyball Girls</td>
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### Reference for Year 10 Subjects

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<td>Business Awareness</td>
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<tr>
<td>CAD &amp; Graphics</td>
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<tr>
<td>Design A</td>
<td>DES3A</td>
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<tr>
<td>Design B</td>
<td>DES3B</td>
<td>43</td>
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<tr>
<td>Desktop Publishing</td>
<td>DSK3S</td>
<td>49</td>
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<tr>
<td>Drama A</td>
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<tr>
<td>Electronics</td>
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<td>English as an Additional Language or Dialect</td>
<td>EALY2</td>
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<tr>
<td>F1 in Schools</td>
<td>FOS3Y</td>
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<tr>
<td>Fabrics and Fashion</td>
<td>FAS3S</td>
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</tr>
<tr>
<td>Food &amp; Other Cultures</td>
<td>FOO3S</td>
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<tr>
<td>French</td>
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<td>General Studies</td>
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<td>HASS History</td>
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<tr>
<td>Health</td>
<td>HIF3S</td>
<td>71</td>
</tr>
<tr>
<td>Indonesia: Language, People and Culture</td>
<td>IND4S</td>
<td>29</td>
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<td>Information Technology (VET)</td>
<td>ICT3S</td>
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</tr>
<tr>
<td>Independent Living</td>
<td>IDE3S</td>
<td>68</td>
</tr>
<tr>
<td>ISEC, Health and Home Economics</td>
<td>IHEHL</td>
<td>61</td>
</tr>
<tr>
<td>ISEC, Main ESL</td>
<td>IMAIN</td>
<td>61</td>
</tr>
<tr>
<td>ISEC, ICT, Maths, Science</td>
<td>ICTMS</td>
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<td>IIP</td>
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<td>Mathematical Applications</td>
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<td>MAS3Y</td>
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<td>Media Animation</td>
<td>ANM3S</td>
<td>43</td>
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<tr>
<td>Media Studies</td>
<td>MED3S</td>
<td>36</td>
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<tr>
<td>Metal Technology</td>
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<tr>
<td>Music Elective</td>
<td>MUE3Y</td>
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<td>Music Special Interest</td>
<td>MUS3Y</td>
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</tr>
<tr>
<td>Outdoor Pursuits</td>
<td>OEP3S</td>
<td>71</td>
</tr>
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<td>Personal Learning Plan</td>
<td>PPL3Y</td>
<td>26</td>
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<tr>
<td>Photography</td>
<td>PHO3S</td>
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<td>Physical Education</td>
<td>PED3S</td>
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</tr>
<tr>
<td>Physical Education (Recreation)</td>
<td>REC3S</td>
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<tr>
<td>Physical Education (Girls Only)</td>
<td>REC3G</td>
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<tr>
<td>Science</td>
<td>SCI3Y</td>
<td>94</td>
</tr>
<tr>
<td>Visual Art A</td>
<td>ART3A</td>
<td>43</td>
</tr>
<tr>
<td>Visual Art B</td>
<td>ART3B</td>
<td>43</td>
</tr>
<tr>
<td>Volleyball Boys</td>
<td>VOB3Y</td>
<td>75</td>
</tr>
<tr>
<td>Volleyball Girls</td>
<td>VOG3Y</td>
<td>75</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>WTE3S</td>
<td>51</td>
</tr>
</tbody>
</table>

* General Studies at Year 8, 9, 10 is a subject that is designed to support the cross curricular learning needs of identified students. This must be negotiated with the Wellbeing Coordinator.
The SACE

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

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

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

Performance Standards

Each subject is assessed using performance standard criteria. The performance standards describe five levels of achievement that are reported with the grades A to E on completion of the subject at Stage 1.

At Stage 2, the performance standards describe student levels of achievement that are reported with the grades A+ to E- on completion of the subject.

How do students get the SACE?

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

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

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

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

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

The compulsory subjects are:

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

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice (e.g. VET, recognised or community learning)
Subject Choices

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

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

Where do you go for further help?

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.

Students online

Students Online is a one-stop-shop for information about an individual student’s SACE. It can help students:

- Plan their SACE and look at different subject, or subject and course, combinations
- Check their progress towards completing their SACE
- Access their results

Students can log in to Students Online using their SACE registration number and pin at:

www.sace.sa.edu.au/students-online
## SACE Planner

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

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

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

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

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

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

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

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

Free Choice:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8 (Reserve)

**Subtotal 40 credits**

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

<table>
<thead>
<tr>
<th>1 (20 credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>20</td>
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<tr>
<td>2 (20 credits)</td>
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<tr>
<td>3 (20 credits)</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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</tbody>
</table>

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

**Subtotal 10 credits**

To gain the SACE, you must earn 200 credits

<table>
<thead>
<tr>
<th>Compulsory Stage 1 + 2 subjects</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Students must achieve an A, B, C or equivalent in the compulsory subjects to complete the SACE.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Free choice subjects and/or courses (Stage 1 and/or 2)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must achieve a grade or equivalent for these subjects.</td>
<td></td>
</tr>
</tbody>
</table>

**Total 200 credits**

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

**It is essential that you carefully check the SATAC guide for details about Counting Restrictions and Precluded Combinations if you wish to generate an ATAR or be eligible to meet Course Admission Requirements (CAR) for TAFE entry.**
In order to meet the requirements for SACE Stage 1, students need to select:

- Two units from the Literacy Group
- One unit from the Numeracy Group
- Seven units from the Choice Subjects Group

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

### Literacy

<table>
<thead>
<tr>
<th>Literacy Subject</th>
<th>Code</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>English Studies A</td>
<td>ENSA</td>
<td>63</td>
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<tr>
<td>English Studies B</td>
<td>ENSB</td>
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<tr>
<td>English Communications A</td>
<td>ENC</td>
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<tr>
<td>English Communications B</td>
<td>ENC</td>
<td>62</td>
</tr>
<tr>
<td>English Writing for Publication</td>
<td>ENW</td>
<td>62</td>
</tr>
<tr>
<td>Literacy for Work And Community Life A</td>
<td>ENWA</td>
<td>62</td>
</tr>
<tr>
<td>Literacy for Work And Community Life B</td>
<td>ENWB</td>
<td>62</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect A</td>
<td>EAL</td>
<td>63</td>
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<tr>
<td>English as an Additional Language or Dialect B</td>
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### Numeracy

<table>
<thead>
<tr>
<th>Numeracy Subject</th>
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<tbody>
<tr>
<td>Mathematics General</td>
<td>MAG</td>
<td>89</td>
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<tr>
<td>Mathematical Applications A</td>
<td>MAA</td>
<td>89</td>
</tr>
<tr>
<td>Mathematical Applications B</td>
<td>MAB</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics Pathways (Trade)</td>
<td>MAT</td>
<td>89</td>
</tr>
<tr>
<td>Mathematical Studies A</td>
<td>MAS</td>
<td>89</td>
</tr>
<tr>
<td>Mathematical Studies B</td>
<td>MAS</td>
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<tr>
<td>Mathematics (Specialist)</td>
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### Choice Subjects

<table>
<thead>
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<th>Choice Subjects</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>ACC</td>
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<tr>
<td>Ancient Studies</td>
<td>AST</td>
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<tr>
<td>Biology C.I.M.</td>
<td>BLC</td>
</tr>
<tr>
<td>Biology R.E.N.</td>
<td>BLR</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>BST</td>
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<tr>
<td>CAD &amp; Graphics</td>
<td>CAD</td>
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<tr>
<td>Chemistry A</td>
<td>CHE1</td>
</tr>
<tr>
<td>Chemistry B</td>
<td>CHE2</td>
</tr>
<tr>
<td>Child Studies — Understanding Children</td>
<td>CHD</td>
</tr>
<tr>
<td>Community Studies</td>
<td>COM</td>
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<tr>
<td>Computing for the Technical Work Place</td>
<td>COT</td>
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<td>Creative Arts</td>
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<td>Design A</td>
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<tr>
<td>Design B</td>
<td>DESB</td>
</tr>
<tr>
<td>Digital Art</td>
<td>DIG</td>
</tr>
<tr>
<td>Drama A</td>
<td>DRA</td>
</tr>
<tr>
<td>Drama B</td>
<td>DRA</td>
</tr>
<tr>
<td>Economics</td>
<td>ECO</td>
</tr>
<tr>
<td>Electronics</td>
<td>ELE</td>
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<tr>
<td>English as an Additional Language or Dialect A</td>
<td>EAL</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect B</td>
<td>EAL</td>
</tr>
<tr>
<td>English Communications A</td>
<td>ENC</td>
</tr>
<tr>
<td>English Communications B</td>
<td>ENC</td>
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<tr>
<td>History</td>
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</table>

**Notes:**
- **Literacy for Work And Community Life A** | ENWA  | 62
- **Literacy for Work And Community Life B** | ENWB  | 62
- **English Studies A**                       | ENSA  | 63
- **English Studies B**                       | ENSB  | 63
- **English Writing for Publication**          | ENW  | 62
- **Event Management**                        | EVE   | 50
- **Fashion Design**                          | FAS   | 58
- **Food & Nutrition**                        | FOH   | 58
- **French (Continuers) A**                   | FRE   | 85
- **French (Continuers) B**                   | FRE   | 85
- **Health**                                 | HIF   | 72
- **Hospitality (Kitchen Operations) (VET)**  | VHO   | 69
- **Indonesian Languages, People and Culture**| INL   | 85
- **Information Processing & Publishing**     | IPR   | 52
- **Japanese (Continuers) A**                 | JAP   | 86
- **Japanese (Continuers) B**                 | JAP   | 86
- **Legal Studies**                           | JSL   | 80
- **Mathematical Applications A**             | MAA   | 89
- **Mathematical Applications B**             | MAB   | 89
- **Mathematics (General)**                   | MAG   | 89
- **Mathematical Studies A**                  | MAS   | 89
- **Mathematical Studies B**                  | MAS   | 89
- **Mathematics Pathways (Trade)**            | MAT   | 89
- **Mathematics (Specialist)**                | MAE   | 90
- **Media Studies**                           | MED   | 37
- **Metal Technology A**                      | MET   | 53
- **Metal Technology B**                      | MET   | 53
- **Music (Composing & Arranging)**           | MCA   | 39
- **Music Craft A**                           | MUC   | 40
- **Music Craft B**                           | MUC   | 40
- **Music Studies**                           | MS    | 40
- **Peer Leadership**                         | PRS   | 28
- **Photography A**                           | PHO   | 53
- **Photography B**                           | PHO   | 53
- **Physical Education (Body Systems)**       | PES   | 73
- **Physical Education (Physical Performance)**| PEP   | 73
- **Physical Education (VET) (Sport and Recreation)**| PVE | 73
- **Physics A**                               | PHY   | 95
- **Physiology**                              | PSY   | 95
- **Psychology A (Introduction)**             | PSY   | 96
- **Psychology B (Optimum Psychology)**       | PSY   | 96
- **Sound Technology**                        | SOT   | 40
- **Visual Art A**                            | ART   | 44
- **Visual Art B**                            | ART   | 44
- **Volleyball (Girls)**                      | VGL   | 73
- **Volleyball (Boys)**                       | VGB   | 73
- **Web Design**                              | WEB   | 54
- **Women’s Studies**                         | WST   | 54
- **Wood Technology A**                       | WTE   | 54
- **Wood Technology B**                       | WTE   | 54
- **Workplace Practices**                     | WKP   | 54
### Year 12 Stage 2 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
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<tr>
<td>Accounting Studies</td>
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<tr>
<td>Biology</td>
<td>BIO5E</td>
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<tr>
<td>Business &amp; Enterprise A – 10 credits</td>
<td>BST5A</td>
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<tr>
<td>Business &amp; Enterprise B – 10 credits</td>
<td>BST5B</td>
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<td>Chemistry</td>
<td>CHE5E</td>
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<td>Child Studies</td>
<td>CST5A</td>
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<td>Classical Studies</td>
<td>CLS5E</td>
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<td>Community Studies</td>
<td>COM5S</td>
<td>29</td>
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<td>Computer Aided Design and Drafting – Communication Products</td>
<td>CADSS</td>
<td>55</td>
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<tr>
<td>Creative Arts</td>
<td>CRT5A &amp; CRT5B</td>
<td>44 &amp; 45</td>
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<tr>
<td>Drama</td>
<td>DRA5E</td>
<td>35</td>
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<td>Electro Technology</td>
<td>EL5E</td>
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<tr>
<td>English as an Additional Language or Dialect</td>
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<td>EA5S</td>
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<td>English Communications (20 credits)</td>
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<td>English Studies</td>
<td>ENG5E</td>
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<td>Fashion Design</td>
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<td>Food &amp; Hospitality</td>
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<td>Furniture Construction</td>
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<td>German</td>
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<td>Graphic and Industrial Design</td>
<td>GID5S</td>
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<td>Health A – 20 credits</td>
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<td>Health B – 10 credits</td>
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<td>Information Processing &amp; Publishing</td>
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<td>Japanese</td>
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<td>Legal Studies</td>
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<td>Mathematical Applications – 20 credits</td>
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<td>Media Studies</td>
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<td>Modern History</td>
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<td>Music (Solo Performance )</td>
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<td>Music (Ensemble Performance)</td>
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<tr>
<td>Music (Performance Special Study)</td>
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<tr>
<td>Music in Context</td>
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<td>Musicianship</td>
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<td>SST5A</td>
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<td>Visual Arts - Art</td>
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<td>Visual Arts - Design</td>
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<td>Women's Studies</td>
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<td>Workplace Practices A – 10 credits</td>
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</tr>
<tr>
<td>Workplace Practices B – 10 credits</td>
<td>WKP5B</td>
<td>58</td>
</tr>
</tbody>
</table>

Back to Contents
Special advice to Year 11 Students

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

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

Special advice to Year 12 Students

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

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

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

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

Special advice to Year 11 & 12 Students

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

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

To be eligible for selection into a university course/program you must:

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

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

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

• comply with the rules regarding precluded combinations
• comply with the rules regarding counting restrictions
• complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years

The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from either:

• the score of a fourth 20 credit TAS or Recognised Subject or any two of the following:
  • half the score of a fourth 20 credit TAS or Recognised Subject
  • the score of a 10 credit TAS or Recognised Subject
  • the score of another 10 credit TAS or Recognised Subject
  • the score of the subject 2RPB10 - Research Project (which includes the common written assessment component)

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

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

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

Scaling

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

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

Please refer to the glossary link www.satac.edu.au/SACE_NTCEI/Scaling.htm for more information on scaling.

TAFE Entrance Requirements

Completion of the SACE can meet the Course Admission Requirements (CAR) for most of TAFE SA’s courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

For full details go to www.tafesa.edu.au
Cross Disciplinary is a learning area of the SACE which provides flexible learning programs for students. It includes the Personal Learning Plan which is a compulsory 10 credit subject in SACE Stage 1 and the Research Project which is a compulsory 10 credit subject in SACE stage 2.

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

The Personal Learning Plan in Year 10 focuses on the fertile question: What are my personal, learning and career goals?

Students produce a personal profile, carry out career research, participate in work experience and 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 Home Group lessons to contribute toward the PIP. 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 Personal Learning Plan

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

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

**CREDITS** 10

**CONTACT PERSON** Jill Brindley

**Year 8**
The Personal learning Plan in Year 10 focuses on the fertile question:

**What are my personal, learning and career goals?**
Students produce a personal profile, carry out career research, participate in work experience and 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:
The Research Project

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 can enrol in either Research Project A or Research Project B.

At Brighton Secondary, all Year 12 students will be enrolled in Research Project B in semester one. Students are able to change their enrolment to Research Project A by the end of term one if they wish.

For Research Project A, students can choose to present their external assessment in written, oral, or multimodal form. Research Project B must be written.

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

Research Project B is a Tertiary Admission Subject and may contribute towards a student’s ATAR.

In the Research Project students choose a research question that is based on an area of interest to them. They explore and develop one 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 21st Century skills essential for learning and living in a changing world. It enables students to develop vital planning, research, analysis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for the rest of their life. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Research Project A

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

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

School Assessment

Folio. This is worth 30%. The Folio is a record of the student’s research. Students select and present evidence of their learning from the planning and development stages for the Research Project. There are three parts to the folio:
• Proposal
• Research Development
• Discussion

Research Outcome. This is worth 40%. Students produce a research outcome that is based on their key findings (knowledge, skills and ideas), and is substantiated by evidence and examples from their research. The research outcome must include the key findings and substantiation.

External Assessment

Review. This is worth 30%. Students prepare a written summary of the research question and research outcome, in a maximum of 150 words. This summary is assessed. Students then choose, in consultation with their teacher, the best form in which to present their review; it may be in written, oral or multimodal form. Students prepare an assessment in a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form.

Research Project B

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

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

School Assessment

Folio: This is worth 30%. The Folio is a record of the student’s research. Students select and present evidence of their learning from the planning and development stages of the Research Project. There are three parts to the folio:
• Proposal
• Research Development
• Discussion

Research Outcome. This is worth 40%. Students produce a research outcome that is based on their key findings (knowledge, skills and ideas), and is substantiated by evidence and examples from their research. The research outcome must include the key findings and substantiation.

External Assessment

Evaluation. This is worth 30%. Students prepare a written summary of the research question and research outcome, in a maximum of 150 words. This summary is assessed. Students must present their evaluation in written form in a maximum of 1500 words (excluding the written summary).
Integrated Learning is a framework through which students gain credit for their Cross Curricular Learning.

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

Peer Leadership

**Integrated Learning Subjects**

**CODE** PRS4S : **LEVEL** Year 11  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Jan Sutherland  

**Recommended background**

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

This subject is not chosen at the end of 2012 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 2012. Following training students submit a written application. Students are selected by their performance at the training, their written application and their attitude to school, based on BSS staff assessment.

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

**Content**

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

Students demonstrate leadership by:

- Planning and leading a series of activities  
- Supporting teachers and delivering a variety of programs  
- Attending the Year 8 Standards Day, Woodhouse excursion, Year 8 Acquaintance Night and Bullying and Harassment Play  
- Attending day one of the 2014 school year to work with Year 8 students and Home Group teachers (one day before other Year 11 students)  
- Negotiating a range of activities involving the Year 8 students during the first semester.

**Assessment**

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

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

**Special Requirements and Fees**

- Students attend a double lesson per week  
- Students nominate for training when expressions of interest are called for in Term 4 2012. Successful students have this subject added as an extra SACE unit to their Year 11 course in 2014.  
- 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 (or another educational overseas tour) in 2014. 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 2012 as part of the on-line counselling process.

**Content**

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

**Assessment**

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

**Special Requirements**

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

CODE INL4S : LEVEL Year 10 & 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 2014 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

Community Studies

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

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

Community Learning

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

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

See the SACE website www.sace.edu.au 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.

For more information on community learning, visit: www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-learning

The Assistant Principal Senior Schooling is the contact person for individually negotiated community based credit arrangements.
VET is education and training that gives skills for particular jobs. In most cases it leads to industry-recognised qualifications.

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 2014 are the following:
• Hospitality Kitchen Operations (VET) refer to page 69
• Physical Education (Coaching & Participation) Sports & Recreation Certificate II (VET) refer to page 73
• Information Technology (VET) refer to page 50

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

External VET courses often involve students being out of the school for one day a week. Locations of the courses vary depending on the Training Organisation running the course. Course booklets for external VET courses will be available in term 3.

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

Students who are interested in undertaking a VET course in 2014 will need to indicate this at their course selection in Term 3. It is highly recommended that students intending to undertake External VET courses select Workplace Practices as one of their subjects either at a Stage 1 or Stage 2 level.

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

Students can start an ASBA at any stage of their SACE studies. For a student to undertake an ASBA there must be a willing employer. ASBAs are advertised through school bulletins and newsletters. Students may also identify their own employer. If any student is interested in an ASBA they need to register their interest with the VET Co-ordinator.
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 Sandra Larsen, 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>Automotive (Electrical)</td>
<td>Seaview High School</td>
<td>Richard Harrington</td>
</tr>
<tr>
<td>Business Services</td>
<td>Hamilton Secondary College</td>
<td>Heather Thomas</td>
</tr>
<tr>
<td>Construction</td>
<td>Pasadena High School</td>
<td>Peter Photakis</td>
</tr>
<tr>
<td>Construction</td>
<td>Thebarton Senior College</td>
<td>Doug Gordon</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Hamilton Secondary College</td>
<td>Heather Thomas</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Blackwood High School</td>
<td>Luke Northcote</td>
</tr>
<tr>
<td>Engineering (Machining)</td>
<td>Unbree Agricultural High School</td>
<td>Bernie Flaherty</td>
</tr>
<tr>
<td>Engineering (Fabrication)</td>
<td>Thebarton Senior College</td>
<td>Doug Gordon</td>
</tr>
<tr>
<td>Manufacturing Technology (Laboratory Operations)</td>
<td>Seaview High School</td>
<td>Chris Higgs</td>
</tr>
<tr>
<td>Manufacturing Technology</td>
<td>Hamilton Secondary College</td>
<td>Rod Yon</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Unley High School</td>
<td>Richard Whaites</td>
</tr>
<tr>
<td>Aviation (non IPP SACE subject)</td>
<td>Australian Science and Mathematics School</td>
<td>David Trimbath</td>
</tr>
</tbody>
</table>
The Arts forms offered are:
- Drama
- Media
- Music (General, Elective and Special Interest Music)
- Visual Arts Studies (including Design and Multimedia)

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

The richness of meaning expressed in the arts serves both to generate intellectual rigour and demonstrate a sense of self worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand, critique society and imagine better worlds.

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

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

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

Through **Arts in Context** students:
- enrich their learning with links to local arts groups, community events and artists from their own cultures and others
- study histories of the arts and appreciate the traditions which have contributed to contemporary Australian arts forms
- develop an understanding of the values, beliefs, traditions and purposes of the arts and their respective cultural and social groups
- feel a sense of belonging to their community through engagement with the arts.
The Arts (continued)
The study of drama provides students with the opportunity to acquire and develop experiences in performance and production. Students are also exposed to live theatre as performers, writers, theatre artists and spectators. Students explore a range of cultural, historical and social issues through the dramatic process.

Drama

CODE DRA1S : LEVEL Year 8
LENGTH Semester
CONTACT PERSON Melissa White
Recommended Background Nil

Content
In addition to building upon performance skills of improvisation, vocal expression and physical theatre, there is further development of group skills and stagecraft within one or more of the following topics:
- Elements of Drama
- Theatre Sports
- Medieval Theatre
- Melodrama/Soap Opera
- Careers in the Film Industry
- Puppetry
- Elements of Theatre Production

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

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

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

Drama A

CODE DRA2A : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Melissa White
Recommended Background Year 9 Drama recommended

Content
Students will study a range of dramatic styles and genres through the ideas of theatrical practitioners and selected historical perspectives. Topics will include:
- Presentational and Representational Theatre
- Greek and Roman Theatre
- Medieval Theatre
- Commedia Dell’arte
- Elizabethan Theatre and Shakespeare
- Konstantin Stanislavski
- Antonin Artaud
- Careers in the Theatre Industry

Assessment
Students will be assessed in group work, improvisation skills, script devising and review writing, reflection 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.

Drama B

CODE DRA3B : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Melissa White
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. Topics will include:
- Comedy
- Lighting and Sound Design
- Careers in the Theatre Industry
Drama class.

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.

**Assessment**

Students will be assessed in group work, improvisation skills, 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 (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.

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**Drama B**

**CODE DRA4B : LEVEL Stage 1**

**LENGTH Semester CREDITS 10**

**CONTACT PERSON Melissa White**

**Recommended Background**

Year 10 Drama recommended.

**Content**

**Investigation and Presentation**

As a class students will investigate contemporary innovator Julie Taymor and the elements of Physical Theatre. They will then complete an Individual Investigation and Presentation based on one 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 based on an existing fable, myth or legend from a range of cultures. They will utilize one or both of the topics covered in their Investigation and Presentation as a basis of the style of their piece. The culminating performances are planned to allow students to create an imaginative piece in collaboration, developing an understanding of ensemble and realisation of the ‘page to stage’ process.

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

**Folio**

- Students produce a production report that reflects on their development and ability to describe, analyse and evaluate their individual and ensemble process, as well as their achievements throughout the performance task.

- To enable students to expand their knowledge and understanding of drama as a performing art they will review a live theatre performance.

**Assessment**

**Investigation and Presentation - 30%**

**Performance - 50%**

**Folio - 20%**

**Special Requirements**

It is expected that students will participate in excursions to view live performances (mostly out of school hours). A levy of $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 three rehearsals after school and/or weekend rehearsals.
The study of media provides a unique opportunity to understand how the media works. In today’s society everyone is faced by a barrage of ‘media messages’ from TV, films, radio, print and computers. There is also an increasing reliance upon electronic communication devices with all the ethical and moral issues that surround them. All members of society should be able to critically examine both the medium and the message and to articulate their opinions in suitable language.

**Media Studies**

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

**Special Requirements** Nil

**Media Studies**

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

**Special Requirements** Nil
Media Studies

CODE MED4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Alan Todd
Recommended Background
One year of Media Studies.

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

Students may choose from the following topics:
• Images of Youth in Media
• Making of the News
• Advertising
• Careers in Media
• Creating Multimedia Texts
• 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 three of the following topics to study:
• Photojournalism
• Documentaries
• Television Genres
• Community Media
• Short Films
• Globalisation and Media
• Youth and Media
• Children and Media
• Media Ethics and Regulation
• Cultural Diversity in Media
• Violence in the media

Assessment
School-based Assessment:
Folio 30%; Product 40%
External Assessment
Investigation 30% (a maximum of 2,000 words or the equivalent if in multimedia format)

Subject fees Nil
Students studying either Elective Music or Special Interest Music will be offered a variety of theory and practical units.

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

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

In Year 11 and 12 (Stage 1 and Stage 2) students may choose from a variety of 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 Elective

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

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

Content
• Musicianship
• Instrumental ensemble
• Choral ensemble
• Instrumental tuition

Assessment
Ongoing through: homework exercises, tests, choral, instrumental participation, demonstration of skills and instrumental lesson work. 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 Elective

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

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

Content
• Musicianship
• Instrumental ensemble
• Choral ensemble
• Instrumental tuition

Assessment
Ongoing through: homework exercises, tests, choral, instrumental participation, demonstration of skills and instrumental lesson work. 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 (Composing & Arranging)

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

Recommended Background
Year 10 Elective or Special Interest Music.

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

Assessment
Skill Development 25%, Folio 75%.

Special Requirements
Nil

Special Interest Music

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

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

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

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

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

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

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

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

Special Requirements
Nil

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

Music (Composing & Arranging)
Music (continued)

Music Craft A & B

CODE MUC4A & 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)

Sound Technology

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

Recommended Background Nil

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

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

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

Subject Fees $50 fee for course materials and excursions.

Music Studies

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

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

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

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

Special Requirements Nil

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

Musicianship

CODE MUM5SE : LEVEL Stage 2 LENGTH 1 semester studied over a full year CREDITS 10 CONTACTS Jeffrey Kong / Craig Bentley

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

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

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

Special Requirements
Access to Sibelius software would be an advantage.

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

Music in Context

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

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

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

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

Special Requirements Nil

Subject Fees Nil

Solo Performance

CODE MUSE5E  
LEVEL Stage 2
LENGTH 1 semester studied over a full year
CREDITS 10
CONTACTS Jeffrey Kong / Craig Bentley

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

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

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

Special Requirements
Out of school hours performances

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

Ensemble Performance

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

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

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

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

Special Requirements
Out of school hours performances

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

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 & 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 SACE Board in accordance with the set syllabus for this subject.
- Initial School performances 50%
- Commentary 20%
- Final Moderation 30%

Special Requirements
Out of school hours performances

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

Composing & Arranging

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

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

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

Assessment
Students will be assessed and moderated by 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 lifelong learning. Visual arts includes drawing, painting, printmaking, ceramics, sculpture, graphic, product and architectural design, digital image-making, animation and multimedia.

**Visual Art/Design A**

**ART FOR OUR LIFE**

**CODE ART1A** - **LEVEL** Year 8

**LENGTH** Semester

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

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

**Assessment**

Arts Practice 80%.

Arts Analysis and Response 10%.

Arts in Context 10%.

**Special Requirements** Nil

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**Visual Art/Design B**

**ART IN OUR WORLD**

**CODE ART1B** - **LEVEL** Year 8

**LENGTH** Semester

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

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

**Assessment**

Arts Practice 80%.

Arts Analysis and Response 10%.

Arts in Context 10%.

**Special Requirements** Nil

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**Visual Art/Design A**

**BUILDING WITH THE ELEMENTS OF ART**

**CODE ART2A** - **LEVEL** Year 9

**LENGTH** Semester 1

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

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 Indigenous Art, Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in their art works.

**Assessment**

Arts Practice 80%.

Arts Analysis and Response 10%.

Arts in Context 10%.

**Special Requirements** Nil

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**Visual Art/Design B**

**CREATIVE PRINCIPLES OF ART**

**CODE ART2B** - **LEVEL** Year 9

**LENGTH** Semester

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

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 lino 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 Indigenous Art, Torres Strait Islander Art and Western Art. Students will be introduced to concepts of sustainability in art.

**Assessment**

Arts Practice 80%.

Arts Analysis and Response 10%.

Arts in Context 10%.

**Special Requirements** Nil

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**Design A**

**CODE DES3A** - **LEVEL** Year 10

**LENGTH** Semester 1

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**Content**

Students will be introduced to three key areas of design; graphic, product and architectural design. This semester focuses on Graphic Design. They will explore the design process i.e. establishing a brief, research, idea
Visual Arts (continued)

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. Studies of design and designers will provide an understanding of design in present and past societies. Students will analyse and appreciate design works.

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

Special Requirements Nil
Subject Fees
$20 per semester (approximately)

Design B

CODE DES3B : LEVEL Year 10
LENGTH Semester
CONTACT PERSON Yasmin Paterson
Recommended Background Nil

Content
Students will be introduced to three key areas of design: graphic, product and architectural. In Design B they will focus on product and environmental concepts and issues. Students will explore the design process i.e. brief, research, idea generation, problem solving and resolving outcomes. Students will develop creative, visual design skills and technologies to convey images and forms. Studies of designs and designers will provide an understanding of design in present and past societies. Students will analyse and appreciate design works.

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

Special Requirements Nil
Subject Fees
$20 per semester

Visual Art A

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

Content
Students will work in two areas: clay animation and 2D/3D animation and experience a variety of software programs. Practical work relates to the development and production of two separate animations. Theory assignments entail the completion of topics relating to analysis and criticism of various animations.

Assessment
Arts Practice 70% concept development, storyboards, model building, trial animations and folio.
Arts Analysis and Response 15%: Arts in Context 15%.
Arts Practice 70%: concept development, storyboards, model building, trial animations and folio.
Arts Analysis and Response 15%: Arts in Context 15%.
Arts Practice 70% Film viewing and analysis is part of this process.

Special Requirements Nil
Subject Fees
$20 per semester

Design A

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

Content
Students will develop visual arts products through investigations of a culture or society in past and present societies (for example South-East Asian Art, Indigenous Cultures). One to two major Visual Arts Studies will be completed through the semester. Related tasks include the critical analysis of 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).

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

Special Requirements Nil
Subject Fees
$20 per semester

Visual Art B

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

Content
Students will 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 (continued)

### Design B

**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 lighting). 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 50%  
Folio 40%  
Visual Study 30%

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

### 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 include performances, presentations and installations, and vocal groups or other ensembles. Creative Arts also allows a focus on specific local needs and interests in the community, for example SALA - South Australian Living Arts Week, The Brighton Rotary Art Club Exhibition and the Brighton Jetty Sculpture Festival.

**Assessment**  
Creative Product 60% (visual journal and project)  
Folio 40% (investigation, skills project)  
Practical Project / Practitioners Statement 30%  
Folio Studies 40%

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

### Visual Art A

**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.

**Assessment**  
Visual Art A  
**ART AND THE ENVIRONMENT**  
**CODE** ART4A | **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Yasmin Paterson  
**Recommended Background** Nil

**Content**  
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 Studies 40%  
Practical Project / Practitioners Statement 30%  
Visual Study 30%

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

### Creative Arts

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

**Content**  
In Creative Arts students have opportunities for specialised study within and across the arts (Dance, Drama, Music, Media Studies and the Visual Arts (Art and Design).
Opportunities also exist for students to make connections with vocational education and training within their studies in Creative Arts. Creative Arts products also allow a focus on the special needs and interests in the community. Students undertaking Visual Arts Stage 2 [Art or Design focus] may also study Creative Arts. Creative Arts Stage 2 offers students art opportunities in the visual arts. Examples of specific arts products include art 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 one major creative product with support materials)
- Investigation 20% (students investigate and review one area of interest)
- External Assessment 30%
- Practical Skills 30%

**Subject fees**
- $40 per annum

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**Creative Arts**

**CODE** CRT5B : **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.

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**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 three 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%

**Subject fees**
- $40 per annum

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**Visual Arts - Art Focus**

**CODE** VIA5E : **LEVEL** Stage 2
**LENGTH** Full year
**CREDITS** 20

**CONTACT PERSON** Yasmin Paterson

**Recommended Background** Nil

**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%

**Subject fees**
- $40 per annum

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

**Critiquing**

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

**Design**

Students:
- research topics (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.

Studies in design and technology provide students with the opportunities to develop technological capabilities, through planning, developing and refining design concepts, selecting appropriate materials, analysing and providing the correct information, carrying designs through systems to completion and appraising the outcome.
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN AND TECHNOLOGIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology A</td>
<td>Design &amp; Technology B</td>
<td>Design &amp; Technology A&amp;B</td>
</tr>
<tr>
<td>F1 in Schools</td>
<td>F1 in Schools</td>
<td>Technical Drawing</td>
</tr>
<tr>
<td><strong>BUSINESS AND ENTERPRISE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>Information Processing &amp; Publishing</td>
<td>Information Processing &amp; Publishing</td>
</tr>
<tr>
<td>Business Awareness</td>
<td>Accounting</td>
<td>Accounting Studies</td>
</tr>
<tr>
<td></td>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td><strong>DESIGN AND TECHNOLOGIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metal Technology</td>
<td>Metal Technology A</td>
<td>Metal Technology</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>Metal Technology B</td>
<td>Wood Technology</td>
</tr>
<tr>
<td>Electronics/Electro Technology</td>
<td>Electronics/Electro Technology</td>
<td>Electronics/Electro Technology</td>
</tr>
<tr>
<td>F1 in Schools</td>
<td>Photography A</td>
<td>Photography</td>
</tr>
<tr>
<td>Technical Drawing</td>
<td>Photography B</td>
<td>Web Design</td>
</tr>
<tr>
<td>Computer Aided Design &amp; Graphics</td>
<td>Computing for the Technical Workplace</td>
<td>CAD &amp; Graphics</td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
<td>Information Technology</td>
</tr>
<tr>
<td><strong>BUSINESS AND ENTERPRISE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desktop Publishing</td>
<td>Information Processing &amp; Publishing</td>
<td>Information Processing &amp; Publishing</td>
</tr>
<tr>
<td>Business &amp; Enterprise</td>
<td>Business &amp; Enterprise</td>
<td>Business &amp; Enterprise</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting Studies</td>
<td>Accounting Studies</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
<td></td>
</tr>
</tbody>
</table>
Design & Technology A

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

Content
In Year 8 students will be given the opportunity to study Design and Technology through a range of contexts including the i-life suit of software and a general introduction into effective use of the Macintosh operating system, Material Products and Electronics. Students rotate through each of the above areas in six-week blocks during one semester.

Assessment
A folio is to be kept of all work completed. The strands of Critiquing, Designing and Making will be used as a basis for all assessment.

Theory work 30%, Practical 70%

Special Requirements Nil

Design & Technology B

STUDIES IN ALTERNATE ENERGY AND SUSTAINABLE SYSTEMS

CODE TST1B : LEVEL Year 8
LENGTH Semester
CONTACT PERSON Steve Read
Recommended Background Nil

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

Assessment
Theory work 30%, Practical work 70%

Special Requirements Nil

F1 in Schools

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

Content
This 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 help 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

Technical Drawing

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

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

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

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%

Design & Technology A & B

CODE TST2A & TST2B : LEVEL Year 9
LENGTH Semester
CONTACT PERSON Steve Read
Recommended Background Nil

Content
Dependent on context chosen.

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 one or two 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 two semesters rather than one, as subject allocation depends on room availability.
Business Awareness

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

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

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

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

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

Theory 60%, Attitude 10%, Practical 30%

Special Requirements Nil

Desktop Publishing

CODE DSK3S - LEVEL Year 10
LENGTH Semester
CONTACT PERSON Irene Frangos
Recommended Background Nil

Content
Students will be learning a Desktop Publishing program available on their Desktop Computers, and/or their MacBooks. Students will undertake a range of tasks that could include Power Point display; Brochure; Magazine cover; DVD Cover; Newsletter; CD cover; Cards; and written assignments.

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

Special Requirements Nil

Subject Fees $5 per semester (approximately)

Electronics / Electro Technology

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

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

The study of basic electronic principles:
- Circuit types – series, parallel
- Basic units and Ohm’s Law
- Resistor colour code
- Reading circuit diagrams
- Capacitors
- Transisors npn, pnp
- Integrated Circuits 555, 4017

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

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

Special Requirements Nil

Subject Fees $20 per semester (approximately)

CAD & 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 Caddsmann menu. 2D drawing construction, inline menu applications, dimensioning, layers, lines, colours and group applications, 3D drawing construction, group applications, subfigure construction and applications, surface, 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.

Subject Fees $25 per semester (approximately)
F1 in Schools

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

Content
This is a wonderful opportunity to experience the exciting and challenging environment of Computer Aided Design and Computer Aided Manufacture, mixed into the new F1 in Schools worldwide 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 the Imagine and Shape 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 one of two 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 Schools Competitions.

Assessment
Theory work 30%
Practical work 70%

Special Requirements Nil
Subject Fees $30 per semester

Photography

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

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

Assessment
Theory work 30%
Practical work 70%
### Wood Technology

**CODE** WTE3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  
**Content**  
This subject includes:  
- framing construction – tables, ladders and stools  
- using a wide variety of hand and power tools and equipment  
- individual planning and design of projects  
- casting 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

**CODE** BST4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Sandra Larsen  
**Recommended Background** Nil  
**Content**  
Students will study one of the following core topics:  
- Introduction to Business and Enterprise  
- Business Enterprise in Practice  
Students will also undertake a study of two to three option topics:  
- Establishing a Business  
- Business Plans  
- Business Management and Communication  
- Financial Planning and Marketing  
- 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 & Graphics

**CODE** CAD4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Steve Read  
**Recommended Background** Nil  
**Content**  
This subject will include a revision of geometric principles, equipment and effective operations, drawing techniques (isometric, oblique, orthogonal and perspective), line types and dimensioning protocol. The development of competent operating skills on the Caddsmann Graphics program will be emphasized. In particular the construction of 2-D dimensioned drawings using layers and use of group and surfacing commands to create complex 3-D models. Students will then use the Computer Controlled equipment to design, draw and make 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** $6 per semester (approximately)
### Computing for the Technical Workplace

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

**Content**  
This course reflects the computing skills that would be required in a technological work place such as an automotive, engineering, retail, or construction environment. It is one of the units that forms part of the certificate I and II in Mechanical Engineering. (MEM16.8A - Interact with Computing Technology) This course covers areas such as spreadsheets, 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

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

**Special Requirements** Nil  
**Subject Fees** $20 per semester (approximately)

### Information Processing & Publishing

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

**Content**  
Students will learn to use word processing and publishing software to efficiently and accurately present information. There are five topics that can be offered: Business Publishing, Digital Presentation, Digital Publishing, Personal Publishing and Data Input.  

**Theory and practical tasks undertaken during this course include:**  
- Advertisements and Display Materials  
- Business Letters and Stationery  
- Multicolumn and multidirectional tables  
- Design Brief  
- Speed Certificate according to ASA Standard  
- Advanced Word Processing Functions  
- Occupation Health and Safety Report  

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

**Special Requirements** Nil  
**Subject Fees** $20 per semester (approximately)
Metal Technology A
CODE: MET4A : LEVEL Stage 1
LENGTH: Semester
CREDITS: 10
CONTACT PERSON: Steve Read
Recommended Background: Nil

Content
This subject will be used to develop those skills needed to work accurately with machines (lathe, mill and drill press) and to be able to measure with micrometers and vernier callipers. All work done will be within tolerances of ± 0.1mm in diameters and ± 0.5mm in lengths. Basic Computer Aided Design (CAD) and Computer Aided Manufacturing (CNC) skills will also be taught.

Participation in this subject will provide students with opportunities to complete units of competency associated with Metal & Engineering Certificate I. 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)

Photography A
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

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

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

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

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

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 Recipie Book (food photography)

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

Subject Fees
$60
Web Design
CODE: WTE4S : LEVEL Stage 1
LENGTH: Semester
CREDITS: 10
CONTACT PERSON: Michelle Andersen
Recommended Background: Nil
Content
Students learn how to develop and design an interactive website using the Adobe Dreamweaver software programme. They will learn to use HTML code as well as using the design view to create their website. Students will use their own Macbooks to develop skills in web design, digital imaging, animations and HTML editing. They will go through a design process as their final task to develop their own interactive website.
Students will also investigate social, legal and ethical issues and how they impact on the design of websites.
Software programmes used include:
• Adobe Dreamweaver
• Adobe Flash
• Adobe Photoshop
• Firefox
• HTML Editor
Assessment
Practical 35%, Skills task 30%, Folio 35%
Special Requirements: Nil

Wood Technology A
SOLID TIMBER FRAMING
CONSTRUCTION
CODE: WTE4A : LEVEL Stage 1
CREDITS: 10
LENGTH: Semester
CONTACT PERSON: Steve Read
Recommended Background: Nil
Content
This subject will cover the following sections of work:
PRACTICAL: Students will work with traditional and contemporary solid timber construction methods involving material selection, machine preparation, leg and rail type construction, machine jointing and some experimental jointing exercises. They will be required to design and construct a major furniture item involving solid timber framing construction eg cheval mirror, hall stand, wine table, ladder or similar.
A range of traditional and new materials may be used and learning may be based on group activities and personal projects.
Students will focus on safely using a variety of machines, portable power tools, hand tools, equipment and materials associated with solid timber construction.
Other key aspects will involve maintenance of tools and equipment, preparation of cutting lists and project costing.
GRAPHICS: Students will work from given drawings for set tasks and will need to prepare appropriate design and graphic presentations as part of their major project work. Where possible, Computer Aided Drafting and Design will be encouraged.
Assessment
Will be weighted toward the successful completion of practical assessment components Product Realisation and Specialised Skills, but will also include studies in Materials Applications, Critiquing, Design and Communication.
Skills 20%, Product 50%, Folio 30%
Special Requirements: Nil
Subject Fees:
$45 per semester. Additional fees may be required depending on major project selection.

Wood Technology B
TRADITIONAL CARCASE CONSTRUCTION
CODE: WTE4B : LEVEL Stage 1
LENGTH: Semester
CREDITS: 10
CONTACT PERSON: Steve Read
Recommended Background: Nil
Content
Students will:
• Work with traditional carcase construction methods (box type construction).
• Be involved in material selection, material preparation, machine jointing and some experimental jointing exercises.
• Be required to design and construct a major furniture item involving traditional carcase construction methods eg a bedside cabinet, book shelf, 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
LENGTH: Semester
CREDITS: 10
CONTACT PERSON: Sandra Larsen
Content
In Workplace Practices students develop knowledge skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).
The subject comprises three 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**: Michelle Andersen  
**Recommended Background**: Nil

**Content**

Accounting provides students with an in-depth study of the theoretical and practical applications of accounting. Topics covered fit into the following sections:
- The Environment of Accounting
- Financial Accounting
- Management Accounting

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

**Assessment**

School-based Assessment: 70%  
External Assessment: 30%

**Special Requirements**

Nil

**Subject Fees**

It is recommended that students purchase a workbook and past exam papers - approximate cost $60.

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### Business & Enterprise A&B

**CODE**: BSTSA & BSTSB  
**LEVEL**: Stage 2  
**LENGTH**: One semester each  
**CREDITS**: 10 credits per semester  
**CONTACT PERSON**: Sandra Larsen

**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 two option topics:
- **Core topic: The Business Environment**
  - Business in Australia
  - The Nature and Structure of Business
  - The Business Enterprise

- **Two 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 (2-3 tasks) 40%; Practical 30%  
External Assessment: Issues Study 30%

**Special Requirements**

Nil

### CAD Computer Aided Design & Drafting - Communication Products

**CODE**: CAD5S  
**LEVEL**: Stage 2  
**LENGTH**: Full Year  
**CREDITS**: 20  
**CONTACT PERSON**: Steve Read

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

**Content**

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

**Subject Fees**

$25 per annum
Business, Enterprise and Technology (continued)

**Electronics/ Electro Technology**

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

**Furniture Construction**

**CODE** FURSS : **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 two 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 Carcase 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 focussing on carcase 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.  

**Graphic & Industrial Design**

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

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

**Content**  
This course provides students with the opportunity to become graphic or industrial designers, where they learn to use 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.  

**Subject Fees**  
$40 for full year
Information Processing & Publishing

CODE IPPSE : LEVEL Stage 2
LENGTH Semester
CREDITS 10
CONTACT PERSON Steve Read
Recommended Background Nil

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, stationery, posters, brochures, and advertising material.

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

External Assessment (30%)
- Assessment Type 3: Product and Documentation (30%) one 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

CODE CMPSS : LEVEL Stage 2
LENGTH Full year
CREDITS 20
CONTACT PERSON Steve Read
Recommended Background Nil

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

Assessment
Externally Marked Folio - 30%
Product - 50%
Skills - 20%

Students will also be able to use Game Making software as part of their major Project.

Special Requirements
Nil

Business, Enterprise and Technology (continued)
Metal Fabrication & Technology

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

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

Content
Participation in this course will provide opportunities for completion of competency units within the Industry Pathways Program, Metals and Engineering (IPP).

Students will be encouraged to work accurately, using marking and measuring equipment such as digital verniers and vernier height gauges. Students will also develop hand skills, and gain experience in using lathes, milling machines and the application of Computer Numerical Control (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%

Photography

CODE: PH05S - 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, i.e.
- 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, i.e.
- photo album, website, children's jigsaw, brochure or wall mounted image (as per Assessment #2 Product)

Assessment
The assessment will be based on three Assessment Types:

- AT # 1 Skills exercises, and including a Materials Application Study - 20%
- AT # 2 Product. This will include a Major and Minor product - 50%
- AT # 3 Folio This is the externally marked component - 30%

Workplace Practices A&B

CODE: WKP5A & WKP5B
LEVEL: Stage 2
LENGTH: One semester each
CREDITS: 10 credits per semester
CONTACT PERSON: Sandra Larsen

Content
In Workplace Practices, students develop knowledge skills and understandings of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

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

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

School Assessment 70%
External Assessment 30%

Special Requirements Nil
The Australian Curriculum:
The English curriculum for 2014 in Years 8 and 9 is based on the Australian Curriculum. Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum. The English curriculum in years 8 to 10 is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing and writing.

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

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

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

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

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

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

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

* 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 (e.g. narrative, report, argument)
- selecting suitable vocabulary and grammar for the topic and audience
- using non-verbal language (e.g. 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 (e.g. by skimming content pages, reading cover information)
- reading and viewing for specific purposes (e.g. using a table of contents, using TV guides, making notes)
- coping with difficult texts
- identifying the point of view in what they listen to, read or view
- checking for bias and prejudice
- editing and revising their work
- using proofreading skills (e.g. finding and correcting grammar and spelling mistakes)
- presenting their written and multimodal work using appropriate format and layout, illustrations, and print style.
English (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, films, multi-modal texts and other aspects of the ways we speak and write. Students will be given opportunities to improve their listening, speaking, viewing and writing skills.

**Assessment**
There will be a range of major assessment pieces each term dealing with writing and creating, reading, speaking and listening. Other work will lead into these major pieces. Writing 50%; Reading and Viewing 25%; Listening and Speaking 25%.

**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 will lead into these major pieces. Writing 50%; Reading and Viewing 25%; Listening and Speaking 25%.

**English as an Additional Language or Dialect (EALD) and LITERACY SUPPORT**

**CODE EAL1Y EAL2Y EAL3Y**
**LEVEL Years 8, 9, 10**
LENGTH Full Year
CONTACT PERSON Lyn Hearn
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 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 will lead into these major pieces. Writing 50%; Reading and Viewing 25%; Listening and Speaking 25%.

**Intensive Secondary English Course (ISEC)**

**CODE IMAIN : 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 CODE IMAIN
- ISEC PLP (Personal Learning Plan) CODE IPLP
- ISEC ICT, Mathematics and Science CODE ICTMS
- ISEC Health and Home Economics CODE IHEHL

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

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

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

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

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

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

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

### Stage 1 English

#### English Communications A & B

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

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

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

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

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

**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.

#### English Writing for Publication

**CODE** ENW4S  
**LEVEL** Stage 1  
**LENGTH** 1 semester  
**CREDITS** 10  
**CONTACT PERSON** Deborah Smith  
**Recommended Background**  
Satisfactory completion of Year 10 English

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

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

Students will 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.

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

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

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

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

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

This subject does NOT lead on to Stage 2 English.

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

CODE EAL4A & EAL4B
LEVEL Stage 1
LENGTH 1 or 2 semesters
CREDITS 10 or 20
CONTACT PERSON Deborah Smith

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

Content
Students will present four to five assessment tasks. They will respond to and compose oral and written texts in a range of genres and situations. Students will also investigate a topic of personal interest and interview one or more people of their choice and produce a communication study on texts used beyond the classroom, such as advertising.

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

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

English Studies A & B

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

Recommended Background
High achievement in Year 10 English.

Content
Students will present five assessment tasks. These will include an analysis of, and response to, texts studied in class, and students’ own compositions. At least one assessment will be an oral presentation. An Extended Study will either compare a minimum of two texts or focus on an aspect of language used in a context beyond the classroom. Visual texts, novels, short stories, plays and the media will provide lively discussion and the study of relevant issues and themes. Language composition and critical reading skills will be developed. Students will work in groups as well as independently and they will need to take increasing responsibility for their own learning. Students will be expected to read widely, think critically and write analytically.

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

Special Requirements
Ability to read critically and write fluently and accurately.

English Communications

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

Recommended Background
B grade or better

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%).

Back to Contents
English as an Additional Language or Dialect (EALD) Studies

**CODE** EALSE : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**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.

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

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

- Communication Study
- Text Production Study
- Interaction Study
- Investigative Study of a contemporary issue (written and oral).

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

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

English Studies

**CODE** ENGSE : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Deborah Smith  
**Recommended Background**  
High achievement in Stage 1 English Studies.

**Content**  
English Studies helps students to extend the scope of their reading, viewing and writing. It enriches their personal development by encouraging them to explore texts from a range of cultural and critical perspectives and encourages students to make connections between texts and personal and cultural experience. It consists of a Text Study, a Text Production Study and an Examination. The Text Study comprises Shared Studies of:

- Two single texts
- One set of paired texts
- A study of poetry
- Critical reading study of short texts
- Individual Study of two self-selected texts

The Text Production Study allows students to develop and demonstrate creativity and to use language for a range of purposes. Students compose written and oral texts.

**Assessment**  
School-based Assessment: Shared Studies 30%; Individual Study 20%; Text Production 20%.  
External Assessment: Examination 30%.
Learning in Health and Physical Education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living, and includes such areas as Health Education, Physical Education, Home Economics, Outdoor Education and sport education.

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

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

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

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

### Health and Physical Education

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Food &amp; Nutrition for Australians</td>
<td>Volleyball A</td>
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<tr>
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<td></td>
<td>Working in Food &amp; Hospitality</td>
<td>Volleyball B</td>
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<td>Hospitality (Kitchen Operations) (VET)</td>
<td>Volleyball</td>
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<td>Understanding Children</td>
<td>Volleyball</td>
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<td>Child Studies</td>
<td>Volleyball</td>
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<td>Fashion Design</td>
<td>Volleyball</td>
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### Home Economics

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<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Economics &amp; Health</td>
<td>Food &amp; Nutrition Home Economics A</td>
<td>Entertaining</td>
<td>Food &amp; Hospitality</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Clothing &amp; Textiles Home Economics B</td>
<td>Food &amp; Other Cultures</td>
<td>Independent Living</td>
<td>Hospitality (Kitchen Operations) (VET)</td>
<td>Volleyball</td>
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<tr>
<td></td>
<td>Home Economics &amp; Health</td>
<td>Fabric &amp; Fashion</td>
<td>Understanding Children</td>
<td>Volleyball</td>
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<td>Child Studies</td>
<td>Volleyball</td>
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<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education A (Core)</td>
<td>Outdoor Pursuits</td>
<td>Physical Education</td>
<td>Physical Education (Physical Performance)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education B (Elective)</td>
<td>Physical Education</td>
<td>Physical Education (Girls Only)</td>
<td>Physical Education (VET) (Sport and Recreation)</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education A (Core)</td>
<td>Physical Education</td>
<td>Physical Education (Recreation)</td>
<td>Health</td>
<td>Health</td>
</tr>
</tbody>
</table>

### Special Interest

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<tr>
<th>Year 8</th>
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### Health and Physical Education (continued)

#### Home Economics & Health

**CODE** HEC1S : **LEVEL** Year 8  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  
**Content**  
Part 1: An introduction to kitchen safety, hygiene and technology. Students examine and use food selection models, prepare simple dishes to encourage healthy food choices and develop food preparation skills.  
Part 2: An introduction to the safe and correct operation of the sewing machine and associated equipment. Students will develop their machining skills through the construction of a simple fabrics article.  
Part 3: Shine curriculum which includes topics such as relationships, sexuality and drug awareness.  
**Assessment**  
Theory work 40%, Practical 60%.  
**Special Requirements**  
Nil  
**Subject fees**  
$30

#### Clothing & Textiles

**CODE** HEC2B : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  
**Content**  
Students will consolidate sewing and clothing construction skills through the construction of 3 fabric items. Students examine different fabrics and investigate one, of their own choice, in detail. They are introduced to commercial patterns and the terminology used in them.  
**Assessment**  
Theory work 40%, Practical 60%.  
**Special Requirements**  
Nil  
**Subject fees**  
$20

#### Fabrics & Fashion

**CODE** FAS3S : **LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in learning clothing construction skills.  
**Content**  
This subject examines and implements the Design Process. Students will extend their clothing construction skills through the construction of a bag, skirt or shorts and a simple knit garment. Students will investigate:  
- 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 & Nutrition

**Home Economics A**

**CODE** HEC2A : **LEVEL** Year 9  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in healthy food choices and food preparation.  
**Content**  
Students will further develop their understanding of kitchen safety and hygiene and skills in food preparation and presentation. They examine the Australian Guide to Healthy Eating food selection model and apply it to their own food choices. Students will also investigate the factors that influence the food choices of adolescents. Students will have the opportunity to design and prepare some dishes.  
**Assessment**  
Theory work 40%, Practical 60%.  
**Special Requirements**  
Nil  
**Subject fees**  
$5 for Health booklet

#### Fashion & 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

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**Back to Contents**
Health and Physical Education (continued)

### Independent Living

**CODE IDE3S :: LEVEL** Year 10  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** Nil  
**Content**  
This subject enables students to investigate the skills required to live independently. They will examine effective decision making, relationship building, the issues related to finding and setting up rental accommodation, rights and responsibilities of tenants and landlords, budgeting and nutritious meal planning. Practical tasks are selected to reinforce content and extend students’ food preparation skills.  
**Assessment**  
Theory work 40%, Practical 60%.  
**Special Requirements**  
Students may have to supply special ingredients if required  
**Subject fees**  
$60

### Fashion Design

**CODE FAS4S :: LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in clothing design and construction.  
**Content**  
This course has a practical orientation with supporting investigation and design work built in. This subject allows students to  
- Analyse and evaluate fabric suitability to make a shirt  
- Construct a shirt or top using a commercial pattern that incorporates a range of skills and techniques  
- Design a children’s clothing folio  
- Construct a child’s garment.  
**Assessment**  
Skill and Application Task 50%, Folio 25%, Product 25%.  
**Special Requirements**  
Students are responsible for purchasing the fabric and notion requirements for each garment.  
**Subject fees**  
$20

### Child Studies

#### Understanding Children

**CODE CHD4S :: LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Barbara Bleckly  
**Recommended Background** A genuine interest in young children (0-8 years).  
**Content**  
Students examine the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. They examine diverse attitudes, values and beliefs about childhood and the care of children. Students study topics within one or more of the following three areas of study:  
- The nature of childhood and the socialisation and development of children  
- Children in wider society  
- Children, rights and safety.  
**Assessment**  
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.  
**Special Requirements**  
- Students may have to supply special ingredients, materials if required.  
- Students will be required to visit the community to collect information and conduct interviews.  
**Subject fees**  
$35

### Food & Hospitality A

#### Food & Nutrition for Australians

**CODE FOH4A :: LEVEL** Stage 1  
**LENGTH** Semester  
**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 & Investigation.  
**Special Requirements**  
- Attendance on excursions  
- Students may be required to provide some special ingredients  
**Subject fees**  
$60

### Food & Hospitality B

#### Working in Food & Hospitality

**CODE FOH4B :: LEVEL** Stage 1  
**LENGTH** Semester  
**CONTACT PERSON** Marie Elley  
**Recommended Background** A genuine interest in food preparation and the Food and Hospitality Industry.  
**Content**  
This subject examines the dynamic nature of the Food and Hospitality Industry. Students will develop advanced skills in the selection, preparation and presentation of foods. Students will independently, or in small groups, plan and prepare dishes. Studies in this course may include:  
- Trends in the Food and Hospitality Industry  
- Creative food presentation  
- Small group catering enterprises  
- Successful management practices  
- Impact of other cultures on the Food and Hospitality Industry  
- Employment opportunities in the Food and Hospitality Industry.  
**Assessment**  
Practical Activity, Group Activity & Investigation.  
**Special Requirements**  
- Attendance on excursions  
- Students may be required to provide some special ingredients  
**Subject fees**  
$60

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Back to Contents
**Health and Physical Education (continued)**

### Hospitality Kitchen Operations (VET)

**CODE** VHO4S : **LEVEL** Stage 1  
**LENGTH** Semester  
**CREDITS** 10  
**CONTACT PERSON** Marie Elley  
**Recommended Background**  
An interest in wanting to pursue a career in the Food and Hospitality Industry.  
**Content**  
Students will gain skills and knowledge directly related to the Food and Hospitality Industry. Students can complete 5 Hospitality Industries National Competency Standards that are part of Certificate I Kitchen Operations.  
- SITXCOM001A Work with Colleagues and Customers  
- SITXCOM002A Work in a Socially Diverse Environment  
- SITXOHS001A Follow Health, Safety and Security Procedures  
- SITHIND001A Develop and Update Hospitality Industry Knowledge  
- SITXOHS002A Follow Workplace Hygiene Procedures  
Students will work in the hospitality industry in a work placement for a minimum of 35 hours. The completion of this course may help students gain employment in the Food and Hospitality Industry.  
**Assessment**  
Journal of work placement; successful completion of the requirements of each unit of competency.  
**Subject fees**  
$55. Guest speakers and excursions may require additional payment.

### Food & Hospitality

**CODE** FOH5A : **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

### Fashion Design

**CODE** FAS5E : **LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Marie Elley  
**Recommended Background**  
Completion of either Year 10 or Year 11 Fashion preferable.  
**Content**  
This course has a practical orientation with supporting investigation and design work built in.  
This subject allows students to  
- Complete 3 skills and applications tasks  
- Construct two 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**  
$40

### Child Studies

**CODE** CST5A : **LEVEL** Stage 2  
**LENGTH** Full year  
**CREDITS** 20  
**CONTACT PERSON** Barbara Bleckly  
**Recommended Background**  
A genuine interest in young children (0–8 years)  
**Content**  
Students critically examine attitudes and values about parenting and 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

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**Health and Physical Education**

Back to Contents
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.

Physical Education A
CORE

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

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

Practical Topics
Athletics, Softball, Dance, Netball, Aussie Rules.

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

Special Requirements Nil

Physical Education B
ELECTIVE

CODE PEL1B : LEVEL Year 8
LENGTH Semester
CONTACT PERSON Peter Vowles
Recommended Background
Only available to students who select Core Physical Education. This subject is for students who are genuinely interested in developing their sporting skills, and will more than likely choose Elective PE the following year.

Content
This course will provide students with opportunities to learn more about a variety of Sports/Activities. The focus of the course will be on developing students’ skills to improve performance. This course has no theory component.

Practical Topics
Soccer, Hockey, Tennis, Basketball OR Volleyball, Table Tennis OR Baseball.

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

Special Requirements Nil

Health & Physical Education A
CORE

CODE HPE2A : LEVEL Year 9
LENGTH Semester
CONTACT PERSON Peter Vowles
Recommended Background
This course is compulsory for all students in Year 9 (except for Special Interest Volleyball students).

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

Practical Topics
Badminton, Cricket OR Softsrosse, Touch, Fitness Circuits, Basketball

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

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

Special Requirements Nil
Health and Physical Education (continued)

### Physical Education B - ELECTIVE

**CODE PEL2B : LEVEL Year 9**  
**LENGTH Semester**  
**CONTACT PERSON** Peter Vowles

#### Recommended Background
This subject is for students who are genuinely interested in developing their sporting skills, and will more than likely choose Physical Education the following year.

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

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

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

#### Special Requirements
- Nil

### Health

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

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

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

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

#### Special Requirements
- Possible excursion costs.

### Outdoor Pursuits

**CODE OEP3S : LEVEL Year 10**  
**LENGTH Semester**  
**CONTACT PERSON** Peter Vowles

#### Recommended Background
This course is offered to students who have an interest in developing skills in outdoor pursuits and recreation. It has a three 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:**
  - The course includes Aquatics and the Anatomy and Physiology unit.
  - 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. The compulsory unit is the Anatomy and Physiology unit, with one of the following units also undertaken: Sports Injuries, Drugs in Sport or Umpiring in Sport.

#### Assessment
- 80% Practical Skills and Application  
- 20% Theory

#### Special Requirements
- Nil

### Physical Education

**CODE PED3S : LEVEL Year 10**  
**LENGTH Semester**  
**CONTACT PERSON** Peter Vowles

#### Recommended Background
This subject is for students who are genuinely interested in developing their sporting skills, and who intend to continue with Senior PE.

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

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

#### Assessment
- 40% Physical Performance; 40% Communication, Cooperation & Effort; 20% Theory work

#### Special Requirements
- Nil
Health and Physical Education

Physical Education

Recreation

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

Recommended Background
Students must have successfully completed Year 9 Core PE.

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

School Based Pracs - Choices from: Indoor Soccer, Softball, Softcrosse, Aussie Rules, Netball, Golf, Hockey, Cricket, Fitness.

Community Based Pracs - Choices from: Squash, 8 Ball/Snooker, Lawn Bowls, Fencing, 10 Pin Bowling, Fitness, Dance, Self-defence.

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

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

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

Physical Education (Girls Only)

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

Recommended Background
Students must have successfully completed Year 9 Core PE.

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

School Based Pracs - Choices from: Soccer, Softball, Softcrosse, Aussie Rules, Netball, Golf, Hockey, Cricket, Fitness.

Community Based Pracs - Choices from: Squash, 8 Ball/Snooker, Lawn Bowls, Fencing, 10 Pin Bowling, Fitness, Dance, Self-defence.

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

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

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

Health

CODE HLF4S : LEVEL Stage 1
LENGTH 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
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 one Core Concept undertake at least one Option Study.

Core Concept 1: Ways of Defining Health

Core Concept 2: Health Literacy

Option Topics:
The Effects of Alcohol, Tobacco, and Other Drugs on Health
Health and Relationships – Sexual Health topics
Mental and Emotional Health

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

Special Requirements
Possible excursion costs.

Assessment
60% Practical Skills and Application; 40% Theory.
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:
  Two to three 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:
  Students will study the following topics related to physical activity and well-being:
  1. Body Systems
  2. Biomechanics
  3. Skill Learning

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

Special Requirements: Nil

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

CODE: PEV4S  LEVEL: Stage 1  LENGTH: Semester  CREDITS: 10
CONTACT PERSON: Peter Vowles

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

Content
Students will complete competencies towards a nationally recognised Certificate II in Sport and Recreation (SR020106). 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, Zone and Knock Out sports.

Assessment
Students are required to demonstrate competency achieved in 70 nominal hours of the following to gain 10 SACE credits:

- ICPMM263C: Access and use the internet
- ICAICT102A: Operate a word processing application
- SISXIND211: Develop and update sport and recreation industry knowledge
- SISXSCO202: Coach beginner or novice participants to develop fundamental motor skills
- SISXCAI101A: Provide equipment for activities
- SISXCAI102A: Assist in preparing and conducting sport and recreation sessions
- SISWHS101: Follow work health and safety policies
- SISSSDE201: Communicate effectively with others in a sport environment

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

Subject Fees
A fee of $10 per student will be charged for a nationally recognised statement of attainment from our registered training organisation Sports SA.

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 Yr 10 PE is expected.

Content
- Practical Skills and Applications:
  Two to three 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:
  Students will study the following topics related to physical activity and well-being:
  1. Fitness
  2. Energy Systems
  3. Training Principles and Methods

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

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

Special Requirements: Nil
Health and Physical Education (continued)

Health A & B

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

CODE HLF5B : LEVEL Stage 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 one Core concept
• undertake one Option study.

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

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

Option Studies
• Sexuality and Health
• Health and Relationships
• Risks and Challenges to Health

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Health.

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

External Assessment (30%)

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

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

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

Physical Education

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%)

Three practical units (18 – 20 hrs 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:

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.

Special Requirements Nil

Subject Fees
Students doing this course will incur a fee of $36 for the Aquatics unit, plus any associated transport costs.

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%

Physical Education Semester Course, or by negotiation with the subject Coordinator.

Content
• Practical Skills and Applications (50%)

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

• Folio (20%)

Students will study the following theory topics and may be subjected to external moderation:

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.

Physical Education Semester Course, or by negotiation with the subject Coordinator.

Content
• Practical Skills and Applications (50%)

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

• Folio (20%)

Students will study the following theory topics and may be subjected to external moderation:

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

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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.

Physical Education Semester Course, or by negotiation with the subject Coordinator.

Content
• Practical Skills and Applications (50%)

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

• Folio (20%)

Students will study the following theory topics and may be subjected to external moderation:

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.
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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.
The Special Interest Volleyball program promotes skills, behaviours, attitudes and knowledge that will benefit students in their performance of volleyball and other sporting pursuits.

**Volleyball (Years 8 - 10)**

**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 in the program.

**Content**

The following theory topics will be covered in years 8, 9 & 10:

- SHine Health course (Year 9)
- Rules and refereeing
- National skill models
- Principles of training and coaching
- Sports injuries and management
- Goal setting
- Statistics and tactics

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

**Assessment**

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

**Special Requirements**

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

**Subject fees**

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

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**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
- Squash (additional cost approx $28)
- Beach Volleyball
- 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
- Senior First Aid
- Physical Performance: ‘Fitness Profile’
- Issues Analysis
- Examination / Test (Semester 1)

**Assessment**

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

**Special Requirements**

Volleyball 11 is a course that is highly recommended for students planning to study Year 12 Volleyball. Students will be required to pay additional costs for the NCAS Level 1 Coaching Course (approx $20) and the Senior 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 NCAS Level 1 Course requires completion of: A) Volleyball Theory Course, B) General Coaching Principles Online Course and C) 30 hours of coaching (variety of different options). The Senior First Aid course is a 2 day course 8.00am – 4.30pm with time in lieu given to allow students to catch up with work missed in other subjects during participation in the course.

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

Volleyball Stage 2

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<td>CONTACT PERSON Sue Rodger</td>
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Recommended Background
Special Interest Volleyball is a full year subject for those students who have successfully applied to be included in the SIV program.

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

• Folio
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.

• Examination

Assessment
School Based Assessment:
Practical Skills and Applications 50%
Theory course work (assignments, tests, presentations, labs) and Issues Analysis 20%

External Assessment:
End of Year Exam 30%

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

Subject Fees
A fee of $200 per year is required to contribute to equipment, aquatics and program costs. This fee may be subject to change.
HASS is the acronym for Humanities and Social Sciences (formerly known as SOSE). HASS is a full year course in years 9 and 10 consisting of one semester (2 terms) of History and one Semester (two terms) of Geography. History is a compulsory subject at Years 8, 9 and 10 for all students (including SIM and SIV students) in line with the expectations of the Australian National Curriculum. At Year 8 HASS is a one semester course based primarily on one term of History.

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 one or more of the 7 general capabilities and the 3 cross curriculum priorities. In History the curriculum is guided by the key concepts. These are using evidence (primary and secondary), continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The Geography Curriculum
The Geography curriculum in Years 8-10 is based upon the Australian curriculum. In 2014 elements of the Australian Geography curriculum will be trialled in Years 8, 9 and 10 leading to full implementation in Year 8 in 2015 and Years 9 and 10 in 2016. Geography is a semester course at Years 8, 9 and 10 under the HASS banner. In each year level (Years 8-10) there are 2 units of study, 3 Inquiry questions (which are intended to guide study) and a major research investigation.

At Year 8 the two units of study are Landforms and Landscapes and Changing Nations.
At Year 9 the two units are Biomes and Food Security and Interconnections.
At Year 10 the two units are Environmental Change and Management and Human Wellbeing.

In HASS research and critical inquiry are essential components of the curriculum with all students producing at least one 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.
Humanities and Social Sciences (continued)

### Year 8 HASS Geography

**CODE**: HAS1G  •  **LEVEL**: Year 8  
**LENGTH**: One semester  
**CONTACT**: Jack Kyriakou / Julie Nulty

**Content**
This is one 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 Cultures. 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. The Major investigation accounts for 30% of the Semester grade.

### Year 8 HASS History

**CODE**: HASIH  •  **LEVEL**: Year 8  
**LENGTH**: One semester  
**CONTACT**: Jack Kyriakou

**Content**
This Semester course is based on 1 term of History and 1 Term of Geography. Geography: The content covers mapping skills, a study of the earth’s surface, weather and climate, settlement patterns, biotic life, local and world healthy homes and gardens.

History: Ancient to the Modern World c650 CE - 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 assessment in Oral, Visual, Written and ICT Literacy. Each summative (major) task is worth 10-15% of the total grade.

### Year 9 HASS Geography

**CODE**: HAS2G  •  **LEVEL**: Year 9  
**LENGTH**: One semester  
**CONTACT**: Jack Kyriakou / Julie Nulty

**Recommended Background**
Year 8 Geography

**Content**
This one 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 two 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. The Major investigation accounts for 30% of the Semester grade.
HASS History: Making of the Modern World 1750-1918

CODE HAS2H : LEVEL Year 9
LENGTH One 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 though 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 One.

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 assessment 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.

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

CODE HAS3H : LEVEL Year 10
LENGTH One 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 Two, 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 assessment tasks per semester covering assessment in Oral, Written, Visual and ICT Literacy.
Each Summative (major) task is worth 10-15% of the total grade.

Year 10
HASS Geography

CODE HAS3G : LEVEL Year 10
LENGTH One Semester
CONTACT Jack Kyriakou / Julie Nulty
Recommended Background
Year 9 Society & Environment

Content
This one 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 two 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

Economics

CODE ECO4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT Michelle Andersen
Recommended Background Nil

Content
Economics gives students the opportunity to understand the way in which the Australian economy operates. Students learning may focus on some of the following topics:
- The Economic Problem
- Economic Systems
- The Market Economy
- Government involvement in the market economy
- Economic Decision Making
- Trade in a Global Economy
- Inflation
- Unemployment

During the course students will be expected to complete an issue study and a collaborative task related to one or more of the above topics. As part of their course work students will undertake research tasks, essays, case studies (current Economic issues) and tests.

Assessment
Consists of three components – Course work (40%), Issues study (30%) and collaborative task (30%)

Recommended Background Nil
Humanities and Social Sciences

Event Management

CODE EVE4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Michelle Andersen
Recommended Background Nil

Content
This subject will focus on providing students with an understanding of the Event Management Industry and build necessary skills and knowledge to be able to run events. Students will have an opportunity to interact and work with people in the Event Management industry in South Australia.

The content of the course will focus on:
- Developing communication skills
- Preparation of budgets – including using spreadsheets
- Marketing events
- 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

Legal Studies

CODE LST4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT Irene Frangos
Recommended Background Legal Studies is a language rich subject and as such strong literacy skills are highly recommended.

Content
This 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 issues which may include:

Issues/topics may include:
- Young people and the law
- Motorists and the law
- Law making
- Justice and Society

Assessment
The assessment consists of three major components:
- A Folio (containing reports, essays, tests, multimedia presentations)
- An Issue study on an area of Law Presentation
- A Presentation (including a 6 minute oral / multimodal component based on Youth Parliament).

Women’s Studies

CODE WST4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Georgie Barker
Recommended Background Nil

Content
Students investigate women’s achievements and health and wellbeing issues such as eating disorders and FGM. They also analyse the portrayal of women and men in the media including film, video clips and advertising, and negotiate a topic of interest to research and present a written, oral or multimedia report. This course is designed to develop students’ confidence and extend critical thinking skills.

Assessment
Text Analysis, Group Presentation, Issues Analysis
Each assessment type will have a minimum of a 20% weighting.

Special Requirements Nil

History

CODE MHI4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Jack Kyriakou
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.

Though critical investigations and source analysis student gain an appreciation of how the modern world has been shaped by ideas, ideologies, significant events, issues and individuals.

Assessment
Text Analysis, Group Presentation, Issues Analysis
Each assessment type will have a minimum of a 20% weighting.

Special Requirements Nil

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

Legal Studies

HOUSE STUDIES

CODE LST4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT Irene Frangos
Recommended Background Legal Studies is a language rich subject and as such strong literacy skills are highly recommended.

Content
This 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 issues which may include:

Issues/topics may include:
- Young people and the law
- Motorists and the law
- Law making
- Justice and Society

Assessment
The assessment consists of three major components:
- A Folio (containing reports, essays, tests, multimedia presentations)
- An Issue study on an area of Law Presentation
- A Presentation (including a 6 minute oral / multimodal component based on Youth Parliament).

Women’s Studies

CODE WST4S : LEVEL Stage 1
LENGTH Semester
CREDITS 10
CONTACT PERSON Georgie Barker
Recommended Background Nil

Content
Students investigate women’s achievements and health and wellbeing issues such as eating disorders and FGM. They also analyse the portrayal of women and men in the media including film, video clips and advertising, and negotiate a topic of interest to research and present a written, oral or multimedia report. This course is designed to develop students’ confidence and extend critical thinking skills.

Assessment
Text Analysis, Group Presentation, Issues Analysis
Each assessment type will have a minimum of a 20% weighting.

Special Requirements Nil
### Classical Studies

**CODE** CLS5E : **LEVEL** Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Virginia Ward  

**Recommended Background**  
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 areas:  
- Greek Epic – Homer – The Odyssey  
- Greek Tragic Theatre – King Oedipus and Medea.  
- Greek Religion  
- Sacred stories, gods and heroes, mystery religions, the oikos and polis, sacred places, rituals and the Olympian religion.  

**Assessment**  
School Assessment 70%  
External Assessment 30%  

### 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 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 pre-revolutionary Russian society and the Russian Revolutions of February 1917 and October 1917  
- 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%  
- Individual Investigation  

### 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  

### Society & Culture A

**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 three 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  

### Society & Culture B

**CODE** SST5B : **LEVEL** Stage 2  
**LENGTH** One 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%).
<table>
<thead>
<tr>
<th>Course: Tourism</th>
<th>Course: Women's Studies</th>
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<tbody>
<tr>
<td><strong>CODE</strong> TOUSA : <strong>LEVEL</strong> Stage 2</td>
<td><strong>CODE</strong> WST5E : <strong>LEVEL</strong> Stage 2</td>
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<tr>
<td><strong>CONTACT PERSON</strong> Julie Nulty</td>
<td><strong>CONTACT</strong> Georgie Barker</td>
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<tr>
<td><strong>Recommended Background</strong></td>
<td><strong>Recommended Background</strong></td>
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<tr>
<td>Sound literacy and analytical skills.</td>
<td>Sound literacy and critical thinking skills.</td>
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**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 on 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

**Course: Women’s Studies**

**Recommended Background**
Sound literacy and critical thinking skills.

**Content**
Students use their understanding of gender identity (femininity / masculinity), gender relations (gender stereotypes, public / private distinction), and identity as difference (identity politics) to work through four to six of the following key issues:

- Representations of Women in Cultural Texts
- Women and Work
- Family Life and Caring
- Health and Wellbeing
- 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
The content of the languages curriculum is organised into three strands.
- Communication in the target language
- Understanding language as a system
- Understanding culture.

It enhances students’ social cognitive and intellectual potential. Research has shown that bilingual students develop higher order problem-solving skills and demonstrate greater flexibility of approach to issues and ideas as well as a greater capacity for lateral thought.

It enables students to communicate with other users of that language, and hence gives them direct access to another culture.

It expands students’ cultural awareness. Learning languages within the context of a culturally inclusive curriculum enables students to view the world from a broader perspective. It promotes social cohesion, cross-cultural understanding and harmony and provides opportunities to develop positive attitudes to diversity.

It widens students’ post-school options both in the domestic and global context. Australia’s multilingual society offers bilingual people working in areas such as law, medicine, finance and education an advantage. They can provide services for different linguistic communities.

Bilingual people have obvious advantages in many areas, eg tourism, trade, finance, politics, science and the arts. The importance of multiculturalism was recognised a long time ago by other countries where the study of more than one language is a prerequisite of formal education to matriculation level and for tertiary entrance.

These skills are crucial to Australia’s potential to develop as a powerful and dynamic member of the world community. We must nurture these skills in today’s students if we are to meet future challenges effectively and with confidence.

Language education serves to affirm students’ linguistic and cultural identity and in some cases to reclaim a linguistic and cultural heritage previously denied to them.

Course and resource materials are carefully selected to enhance students’ opportunities in all three strands. Students who have studied a language at primary school are strongly urged to continue with it at Year 8 level.

Students are encouraged to take advantage of the many opportunities for overseas exchanges.

Student Exchange

There are many opportunities for language students interested in travelling internationally to practise their linguistic skills. Each year an increasing number of Brighton Secondary Language students are undertaking exchanges.

By travelling overseas or hosting an exchange student, young people of different nationalities are given the opportunity to become acquainted with another culture, its language, heritage and values. The best way to understand another way of life is to be part of a family. When you become part of a family, you have the rare and valuable opportunity of experiencing life from the inside rather than viewing it as a tourist. The language you have learned comes alive as you make new friends, share your culture and discover new things about yourself and the world.

Upon return, the benefits include greater self-confidence and a better awareness of the world we share. Improved communication skills and personal growth give you a competitive edge in pursuing educational and career goals, and you are better prepared to contribute as a world citizen. The fun, friendship and rewarding educational benefits of being involved in an international exchange can make the experience unforgettable.

Throughout the year the Language Faculty will receive information about a variety of exchanges. These vary in length, cost and experience. Whilst these will be advertised, it is important that students interested in undertaking an exchange make their intention known to their teacher.

Additional Opportunities

Students have the chance to enter the national Assessment of Language Competence tests run by the ACER, and the state-run Alliance Française competition which can lead to a national prize.

They also have the option of studying extra languages including Chinese background speakers through the School of Languages.
French

CODE: FRE1Y : LEVEL Year 8  
LENGTH: Full Year  
CONTACT PERSON: Lyn Hearn  
Recommended Background: Nil

Content  
Course used: Allons-y 1  
Communicative topics include: greetings, nationality, age, family and pets, classroom objects, subjects and timetable, likes and dislikes, instructions, dates and times, possession, position and direction, ordering in a cafe, asking questions, food shopping.

Cultural topics include: French speaking countries, life in medieval 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.

Japanese

CODE: JAP1Y : LEVEL Year 8  
LENGTH: Full Year  
CONTACT PERSON: Lyn Hearn  
Recommended Background: Nil

Content  
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.

French

CODE: FRE2Y : LEVEL Year 9  
LENGTH: Full Year  
CONTACT PERSON: Lyn Hearn  
Recommended Background: Year 8 French

Content  
Course used: Allons-y 1-2  
Communicative topics include: weather, sports and leisure (modern and medieval), 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.
Japanese

**Code** JAP2Y : **Level** Year 9  
**Length** Full Year  
**Contact Person** Lyn Hearn  
**Recommended Background**  
Year 8 Japanese  

**Content**  
Course used: Mirai Stage 2  
Revision of the hiragana script.  
Introduction of the katakana script.  
Introduction of relevant kanji.  
Communicative topics involving:  
• telling the time, doing things at a time, frequency of activities and daily routines, physical appearance and describing things, planning, inviting, suggesting and asking permission, ability to do things, existence of things, describing home and the school, general instructions in the classroom and pointers, wanting to do/not do activities.  
Culture:  
• family life, cuisine, education and sports.  
**Assessment**  
The areas of 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.

French

**Code** FRE3Y : **Level** Year 10  
**Length** Full Year  
**Contact Person** Lyn Hearn  
**Recommended Background**  
Year 9 French  

**Content**  
Course used: Allonsy 2  
Communicative topics include: employment, talking about past achievements, dictionary techniques, holidays, making a phone call, household chores, weekends, home, town and suburb, directions and map reading, appointments, illness and injury, detailed descriptions, personality, invitations and arrangements.  
Cultural topics include: Canada and Quebec (history, geography, fauna, and cuisine), New Caledonia, French architecture, housing and lifestyle, Provence, French art, poetry and entertainment, Algeria, the Alps.  
**Assessment**  
The areas of intercultural literacy, listening, speaking, reading and writing are assessed in formal tests and informally in class. There is an emphasis placed on interactive communication skills and the development of more sophisticated writing skills. Weightings vary according to class circumstances.

Indonesia: Language, People and Culture

**Code** INL4S : **Level** Stage 1  
**Length** One 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).  
**Recommended Background**  
A personal interest in Asian Culture and learning basic Indonesian language.  

**Content**  
This subject should be chosen in 2010 as part of the on line counselling process.  
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
### Japanese Continuers A & B

**CODE** JAP4A & JAP4B  
**LEVEL** Stage 1  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background** Year 10 Japanese  

**Content**  
**Course used:** Wakatta  
Students have to meet objectives in the three strands. All three will be dealt within two units of study:  

- **Unit A**  
  - Myself and family  
  - Home and friends  
  - Daily routine  

- **Unit B**  
  - Neighbourhood  
  - School life  
  - Shopping and eating out  

**Assessment**  
Assessment will include oral tasks, text analysis tasks and an investigative task in each semester. Weightings vary according to class circumstances.  

**Special Requirements**  
Nil

### German

**CODE** GER5E : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background** GER4A&B  

**Content**  
Students have to meet objectives in the three strands. All three will be dealt with in each of several modules of study. In addition each student will have to prepare a folio about Germany or an aspect of German life and culture in German speaking countries or abroad and give an oral presentation based on this folio.  

**Assessment**  
School Assessment: 70%.  
External Assessment: 30%  

### French

**CODE** FRE5E : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background** FRE4A&B  

**Content**  
**Course used:** various sources  
Students have to meet objectives in the three strands: All three will be dealt with in three focus themes:  
1) The individual  
2) The French-speaking communities  
3) The changing world  

**Assessment**  
School Assessment 70%.  
External Assessment: 30%

### Japanese

**CODE** JAP5E : LEVEL Stage 2  
**LENGTH** Full Year  
**CREDITS** 20  
**CONTACT PERSON** Lyn Hearn  
**Recommended Background** JAP4A&B  

**Content**  
Students have to meet objectives in the three strands. All three will be dealt with in six modules of study:  
- Leisure  
- Traditions and culture  
- Planning a trip  
- Travelling in Japan  
- Future plans and work  
- Issues  

**Assessment**  
School Assessment 70%.  
External Assessment: 30%  

**Special Requirements**  
Nil
The Australian Curriculum:

The Mathematics curriculum for Year 8 and 9 students in 2014 will be organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. (Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum).

In Year 10 the mathematics curriculum is organised into the following strands:

**Strand: exploring, analysing and modelling data**

Students engage with data by developing skills in posing questions, and collecting, organising, representing, critiquing and communicating data to help answer those questions.

Students use critical appraisal to interpret data using methods of exploratory data analysis, while developing and evaluating predictions, inferences and arguments from data.

Students understand basic notions of chance and probability, apply them to social situations, and report on their findings.

**Strand: measurement**

Students extend their capacity to think mathematically. They analyse and make connections between measurements, select and develop strategies to solve a variety of problems, and select the appropriate means of communicating results in a range of contexts.

Students select from and apply a variety of techniques, tools and formulae for determining measurements accurately in a range of educational, recreational and occupational situations.

**Strand: number**

Students understand concepts of ‘number’, ways of representing numbers, relationships among numbers, number systems and the concept of numbers represented in logarithmic form. They report on their conceptualisation, and understand that numbers have cultural bases.

Students understand and report on the meaning of operations, how they relate to each other and their use in modelling growth and change.

Students select and use computational tools and strategies fluently, and estimate appropriately.

**Strand: pattern and algebraic reasoning**

Students recognise various families of functions, and analyse the effects of changes, in describing and analysing local and global behaviour of functions from a variety of contexts.

Students use symbolic forms to represent, analyse and communicate mathematical situations and structure, in order to devise logical and creative solutions to contemporary problems ranging from proving identities to logical understanding of the argument by mathematical induction.

Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They employ skills of interpolation and extrapolation to make and communicate informed judgments about future events, and what could influence them.

**Strand: spatial sense and geometric reasoning**

Students plan, test and refine their geometric reasoning, understanding and language through critical analysis and conjecture, and use alternatives to validate and formalise proofs.

Students extend their geometric understanding and language through the use of different representational systems to solve complex spatial problems.

Students gain confidence in their capacity to use symbolic forms to analyse mathematical situations and structures, and to establish and communicate proofs and envisage other possibilities.

**Strand: analysing and modelling change**

Students express personal ideas and analyse graphical representations. They make and justify predictions about relationships between variables, including variables involving a range of times and cultures.

Students analyse change and rates of change in a range of contexts, and use experimental and theoretical data to make logical statements about these understandings.

Students use and interpret relationships between variables as tools for analysing and modelling change, and to make reasonable predictions about future events.

Students at all year levels, but particularly from Year 10 onwards, will use graphics calculators for significant parts of their courses. The school will support students wishing to purchase their own graphics calculators by providing them at a cost well below the normal retail price.

Mathematics learning is the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.
Year 8 Mathematics

**CODE** MAS1Y : **LEVEL** Year 8  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Nil  

**Content**  
Students will study the following topics in Year 8:  
- Number and place value  
- Real numbers  
- Money and financial mathematics  
- Patterns and Algebra  
- Linear and non-linear relationships  
- Measurement  
- Geometric reasoning  
- Probability  
- Data representation and interpretation  

**Assessment**  
Assessment in Year 8 is based on tests 70%, homework assignments, bookwork, and directed investigations 30%.  

**Year 9 Mathematics**

**CODE** MAS2Y : **LEVEL** Year 9  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Satisfactory completion of Year 8 Mathematics  

**Content**  
Topics include:  
- Pythagoras  
- Number  
- Basic Algebra  
- Geometry  
- Equations  
- Percentage and Business Applications  

**Assessment**  
Assessment in Year 9 is based on tests 70%, homework assignments, bookwork, and directed investigations 30%.  

**Special Requirements** Nil  

**Year 10 Mathematical Applications**

**CODE** MAA3Y : **LEVEL** Year 10  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  
**Recommended Background** Satisfactory completion of Year 9 Mathematics  

**Content**  
Topics include:  
- Pythagoras and Trigonometry  
- Length and Area  
- Congruence and Similarity  
- Binomial Products and Factorisation  
- Problem Solving Using Equations  

**Assessment**  
Assessment in Year 10 is based on tests 70%, homework assignments, bookwork, and directed investigations 30%.  

**Special Requirements** Nil  

**Year 10 Mathematical Studies**

**CODE** MAS3Y : **LEVEL** Year 10  
**LENGTH** Full Year  
**CONTACT PERSON** Lyle Sutton  

**Recommended Background**  
Extended Mathematics is designed for students that achieved very high results throughout Year 9 Mathematics. Students must be recommended by Year 9 Maths teachers.  

**Content**  
Topics include:  
- Pythagoras and Trigonometry  
- Equations and Inequalities  
- Formulae  
- Algebra  
- Measurement  
- Indices  
- Coordinate Geometry  
- Simultaneous Equations  
- Algebra of Quadratics  
- Statistics  
- Quadratic Function  
- Similarity and Deductive Geometry  

**Assessment**  
Assessment in Year 10 is based on tests 70%, homework assignments, bookwork, and other projects and directed investigations 30%.  

**Special Requirements**  
A graphics calculator is a recommended item for students taking this subject – approximate cost $200. The calculator can be ordered through the school.
Mathematics (continued)

Stage 1 Mathematics

In order to meet the numeracy requirement of the SACE, students must select at least one semester from the following Stage 1 mathematics subjects:
- Mathematical Applications
- General Mathematics
- Trade Mathematics
- Mathematical Studies
- Specialist Mathematics

Students need to achieve a C grade or better in a one semester of mathematics to fulfill the compulsory 10 credit points of the numeracy requirement of the SACE.

Mathematical Applications A & B

CODE MAA4A & MAA4B
LEVEL Stage 1
LENGTH One Semester each
CREDITS 10 credits per semester
CONTACT Lyle Sutton

Recommended Background
Open to all students.

Content
These semester length subjects are designed for students who intend to study both A & B to study Stage 2 of the SACE. Students need to achieve a C grade or better in a one semester of mathematics to fulfill the compulsory 10 credit points of the numeracy requirement of the SACE.

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

Mathematics (General)

CODE MAG4S : LEVEL Stage 1
LENGTH One Semester only
CREDITS 10
CONTACT Lyle Sutton

Recommended Background
Open to students who have experienced significant difficulty with Mathematics throughout their schooling. Students must be recommended by Year 10 Maths teachers. MAG4S does not lead to Stage 2 Mathematics.

Content
This 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 unit is developed from the SACE Stage 1 topics recommended by the SACE Board.

Special Requirements
Nil

Mathematics Pathways (Trade)

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

Recommended Background
This semester subject is designed for students who are enrolled in Certificate 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 & 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 ratios 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 & Applications tasks 50%
Folio 50%

Special Requirements
Nil

Mathematical Studies A & B

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

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

Content
These semester subjects are designed for students who intend to study Mathematical Studies and/or Specialist Mathematics at Stage 2 of SACE. They require students to deal with abstract concepts and to demonstrate their ability to use these concepts in problem solving. The content of the subjects is developed from the SACE Stage 1 topics recommended by the SACE Board.

Unit A
- Functions and Graphs
  - Coordinate Geometry
  - Models of Growth
  - Quadratic and Other Polynomials

Unit B
- Measurement and Mensuration
  - 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 & Applications tasks 60%
Folio 40%

Back to Contents
Mathematics (continued)

Unit B
• Statistics
• Geometry and Mensuration
• Quadratic and Other Polynomials 2
• Models of Growth 2

Students intending to study Mathematical Studies or Mathematics Methods at Stage 2 of SACE will be required to study Mathematical Studies A and P at Stage 1 of the SACE.

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

Stage 2 Mathematics

Students that have satisfactorily completed the equivalent Stage 1 Mathematics course may continue into Stage 2 Mathematics. There are four choices:
- Mathematical Applications
- Mathematical Studies
- Specialist Mathematics
- Mathematics Methods

Mathematical Applications

CODE: MAA5A : LEVEL Stage 2
LENGTH: 10 credits
CONTACT: Lyle Sutton

Recommended Background
A or B grades in SACE 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 & Loans, Statistics & Working with Data, and Mathematics & Small Business. The use of computers and graphics calculators throughout the subject will develop both student competence with computers and their awareness of computer applications in business.

Assessment
School-based Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (30%)
• Assessment Type 2: Folio (40%)
External Assessment (30%)
• Assessment Type 3: Examination (30%).

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 an ability to use abstract mathematical concepts. Students who want to enter fields such as architecture, economics, and biological, environmental, geological, and agricultural science should study Mathematical Studies. Students envisaging careers in other related fields might also benefit from studying this subject. If studied in conjunction with Specialist Mathematics, it will provide students with pathways into courses such as mathematical sciences, engineering, computer science, physical sciences, and surveying.

Students wishing to use Mathematical Studies as part of their university entrance qualifications should carefully check university entrance requirements. The topics studied include Working with Statistics, Working with Functions and Graphs using Calculus and Working with Linear Equations and Matrices.

Assessment
School-based Assessment (70%)
• Assessment Type 1: Skills and Applications Tasks (45%)
• Assessment Type 2: Folio (25%)
External Assessment (30%)
• Assessment Type 3: Examination (30%).
Mathematics (continued)

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

Subject Fees
It is recommended that students purchase a revision guide – approximate cost $25.

Mathematics Specialist
CODE MAE5E : LEVEL Stage 2
LENGTH Full Year
CREDITS 20
CONTACT Lyle Sutton
Recommended Background
A or B grades in Stage 1 Mathematical Studies MAS4A, 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 five topics studied include Trigonometry, Polynomials and Complex Numbers, Vectors & 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%)
External Assessment (30%)
• Assessment Type 3: Examination (30%)

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

Subject Fees
It is recommended that students purchase a revision guide – approximate cost $25.

Mathematical Methods
CODE MAM5E : LEVEL Stage 2
LENGTH Full Year
CREDITS 20
CONTACT Lyle Sutton
Recommended Background
A and B grades in SACE Stage 1 Mathematical Studies MAS4A and 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 studies 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 $25.
The Australian Curriculum: The science curriculum for 2014 in years 8 to 10 will be based on the Australian Curriculum. Refer to pages 12 and 13 for more details about the implementation of the Australian Curriculum.

The Australian Curriculum for Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

As well as the specific science strands there are General Capabilities and Cross-curriculum Priorities which apply in all subject areas.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The Science Understanding strand comprises four sub-strands.

Biological Sciences
The biological sciences sub-strand is concerned with understanding living things:
- a diverse range of living things have evolved on Earth over hundreds of millions of years
- living things are interdependent and interact with each other and their environment
- the form and features of living things are related to the functions that their body systems perform
- life cycles, body systems, adaptations and survival
- how their characteristics are inherited from one generation to the next
- the cell as the basic unit of life and its function.

Chemical Sciences
The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances:
- 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

Physical Sciences
The Physical Sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy:
- Forces affect the behaviour of objects
- Energy can be transferred and transformed from one form to another
- Motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces
- energy and energy transfer - motion, heat, sound, light and electricity.
Science (continued)

Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Chemistry A</td>
<td>Chemistry B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics A</td>
<td>Physics B</td>
</tr>
<tr>
<td>Biology CIM</td>
<td>Biology REN</td>
<td>Psychology A</td>
<td>Psychology B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology</td>
<td>Psychology</td>
</tr>
</tbody>
</table>
Science (continued)

Science

CODE SCI1Y : LEVEL Year 8
LENGTH Full Year
CONTACT PERSON Mark Orchard

Content
Working in Laboratory
Biological Sciences
• Cells
• Body Systems
Chemical Sciences
• Matter
• Elements, compounds, Mixtures
• Chemical change
Earth and Space Science
• Rocks
Physical Sciences
• Energy

Assessment
Knowledge 30%, Skills 70%

Special Requirements Nil

Science

CODE SCI1Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON 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 Nil

Science

CODE SCI2Y : LEVEL Year 9
LENGTH Full Year
CONTACT PERSON Mark Orchard

Content
Biological Sciences:
• Multicellular organisms
• Ecosystems
Physical Sciences
• Heat
• Sound and light
• Electric circuit
Chemical Sciences:
• Atoms
• Chemical reactions combustion and acids
• Chemical reactions: rearranging atoms, energy conservation
Earth and Space
• Plate tectonics

Assessment
Knowledge 30%, Skills 70%

Special Requirements Nil

Science

CODE SCI2Y : LEVEL Year 10
LENGTH Full Year
CONTACT PERSON 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 Nil

Science

CODE SCI3Y : 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 Nil

Biology REN

CODE BLR4S : LEVEL Stage 1
LENGTH Stand alone 1 semester topic
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 a 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.

Essential Background
C grade or better in Chemistry A Semester 1

Content
This course builds on the content covered in Chemistry A. Students are reacquainted with the laws of Physics. Students 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.

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.

Chemistry B

CODE CHE4B : LEVEL Stage 1
LENGTH Semester 2 only following Chemistry A Semester 1
CREDITS 10
CONTACT PERSON Mark Orchard

Recommended Background
C grade or better in Chemistry A Semester 1

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.
3) Quantitative Chemistry and Analytical Techniques.
4) Environmental Chemistry.
All topics involve theoretical and practical work. An issues investigation will occur during the semester.

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.

Physics B

CODE PHY4B : LEVEL Stage 1
LENGTH Semester 2 only following Physics A Semester 1
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.
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.

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 course builds on the content covered in Psychology A. Students are required to 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.
Science (continued)

Psychology B
(Optimum Psychology)

CODE PSY4B : LEVEL Stage 1
LENGTH Semester 2 only
following Psychology A in semester 1
CONTACT PERSON Mark Orchard
in Semester 1

Essential Background
C grade or better in Psychology A Semester 1

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 emphasised. 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

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:
• Experimental Skills
• Analytical Techniques
• Organic & Biological Chemistry
• Elemental & Environmental Chemistry
• Using & Controlling Reactions
• Materials
All topics involve theoretical and practical work.

Assessment
School Assessment (70%) includes an Investigations Folio with practical reports, manipulative skill activities and social relevance tasks, and Skills and Application Tasks including tests. External assessment (30%) is an exam at the end of the year.

Physics

CODE 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.

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

Assessment
School Assessment (70%) includes an Investigations Folio with practical reports and an issues or phenomena investigation, and Skills and application Tasks including tests. External assessment (30%) is an exam at the end of the year.

Psychology

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

Recommended 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 group and individual practical reports and essays, 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.

Science
Glossary

ACARA  Australian Curriculum, Assessment and Reporting Authority
ASBA  Australian School-based Apprenticeship
ATAR  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.
Australian Curriculum  The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority.
CAR  Course Admission Requirements used for TAFE entry purposes.
Curriculum Pattern  A selection of subjects required in order to qualify for the SACE.
Credit  Ten credits are equivalent to one semester or six months study in a particular subject or course.
DECED  Department for Education and Child Development
IPP  Industry Pathways Program
ISEC  Intensive Secondary English Course.
PLP  The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10
Prerequisite  A formal requirement that is needed before proceeding to further study.
Research Project  A compulsory Stage 2 subject
RTO  Registered Training Organisation.
SACE  The South Australian Certificate of Education
SACE BOARD  South Australian Certificate of Education Board
SACSA Framework  South Australian Curriculum Standards and Accountability Framework.
SATAC  South Australian Tertiary Admissions Centre.
Semester  50 to 60 hours of programmed lesson time - subjects of 1 unit are a semester in length.
Stage 1  The first of two levels of the SACE - this will usually be a student’s 11th year of schooling.
Stage 2  The second of two levels of the SACE - this will usually be a student’s 12th year of schooling.
STAT  Special Tertiary Admissions Test.
TAFE  Technical and Further Education
TGSS  Training Guarantee for SACE Students
TAS  Tertiary Admission Subject – a SACE Stage 2 subject which has been approved by TAFE SA and the universities for tertiary admission
Unit  Half a year (50 to 60 hours of programmed time) of full-time study
VET  Vocational Education and Training
Youth Allowance  Youth Allowance is a means tested payment made to full time students aged between 16 and 24.

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 & 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.saceboard.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 ONE – 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 TWO – 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?

STEP THREE – 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 FOUR – 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 100 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 – identity 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.youngworkertoolkit.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.australiagovolunteers.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.