



UnleyHighSchool

Established 1910

2015 Curriculum Handbook

Message from the Principal



The Curriculum Handbook has been designed to assist students to select subjects that will support them to achieve success and assist them in their life after school.

When choosing subjects evidence suggests that students should choose subjects that:

- enable them to work to their strengths
- are challenging
- they enjoy studying
- provide the qualifications or background knowledge they need for the future
- offer a range that is manageable eg a balance between theoretical and practical.

It takes quite a deal of self-awareness and honest self-evaluation to choose subjects that support success. Research however, indicates that students are more likely to choose subjects because of peer pressure or parental pressure rather than knowledge of their own strengths and goals. It is, therefore, important for students to seek advice and support widely – from their teachers, past students, from online resources and to honestly review their academic record. We have redesigned our subject counselling at Year 10 to further support students' choices.

It is the role of friends and family to help individuals recognise their strengths and provide feedback that supports students to believe in themselves and their abilities. It is not to persuade or encourage students to make choices that they themselves deem to be important.

We have consulted Learning Areas to produce a booklet that provides a logical overview of subjects that will assist in the important process of subject selection.

Susan Cameron
Principal

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Subject Selection Process

SUBJECT SELECTION

In selecting their courses for next year, students should ask themselves the following questions:

- In which subjects am I experiencing success?
- Which subjects give me the most personal satisfaction and enjoyment?
- What are my plans for future employment or tertiary study? Which subjects are necessary for me to achieve my goals?
- Am I keeping my options open so that I can change my mind about what I want to do in the future?
- Which subjects will help me to develop skills in areas that interest me and to use my leisure time in a more productive way?
- Which subjects will help me understand the society I live in and my rights and responsibilities as a member of my community?
- Am I considering attending an interstate university? Should I consider English as a Stage 2 subject to meet interstate entrance requirements?

SELECTION PROCESS FOR SENIOR SCHOOL STUDENTS YEAR 10 – 12

A member of the subject selection team will support and provide information on subject choice to Years 10 and 11 students, ideally with a parent/caregiver in attendance. The options available should be discussed with parents. If they are unable to attend, parents/caregivers will be required to sign the subject selection sheet.

SUBJECT SELECTION FOR MIDDLE SCHOOL STUDENTS YEARS 8 – 10

The subject selection process for Year 8 and 9 students will begin in week 2 of term 3.

Students will spend two lessons with their home group making their initial choices. They will then take their selections home for discussion with their parents and for their final selection to be made in consultation with their parents/ caregivers.

Students' final selection form must be signed by their parents before it is returned to their home group teacher.

Parents who require assistance to support their child to make the appropriate selections are encouraged to contact their child's home group teacher.

Senior School / Middle School

Other staff who can provide more detailed information include:

- Subject teachers
- Student Counsellors
- Year Level Managers
- Subject Coordinators.

Students need to be aware that the subjects they choose during the subject selection process, (including reserve subjects), will form their educational program for the next year. Changes to chosen subjects will only occur if it is demonstrated that the change is needed to support a change in career direction. Subject changes will not be made because the student doesn't like the subject, the teacher, other students or they have just changed their mind.

Subject Outlines

SUBJECTS OFFERED IN YEAR 8

All Year 8 students experience a wide range of subjects from each of the curriculum areas in order to make future choices.

Technology Access Program

Unley High School is a technology-rich environment, integrating technology into all teaching and learning areas to enhance learning and to prepare our students for their roles in the digital world. Today's generation of students view technology as part of their everyday environment. To fully meet their learning needs, technology should always be available. To achieve this, Unley High School is currently implementing a range of new and innovative approaches to teaching and learning using new and emerging learning technologies.

In 2013, Unley High School implemented a parent – funded Mobile Learning in the Middle School program for students in Year 8 and 9.

This means that all new middle school students (Year 8 and 9) are expected to have an iPad in their hands when they commence studying at Unley High School.

Families are provided with information clearly describing what is required. Software, in the form of mandatory APPS, need to be downloaded from the iTunes Store in preparation for the school year. This information is also available on the school website.

Compulsory Subjects

Subject	Length
Design & Technology	Term
English or English as an Additional Language or Dialect (EALD)	Full Year
Home Economics	Term
Languages other than English (LOTE) Students must choose one language from either Chinese, French, Greek or Italian	Full Year
Mathematics	Full Year
Physical Education & Health	Semester
Science	Full Year
Humanities & Social Sciences (HASS)	Full Year

Choice Subjects

Arts: Students choose TWO of the following for a semester each

Art	Semester
Drama	Semester
Music	Semester
Specialist Rowing (by application and selection)	Full Year

SUBJECTS OFFERED IN YEAR 9

Compulsory Subjects

Subject	Length
English or English as an Additional Language or Dialect (EALD)	Full Year
Mathematics	Full Year
Languages Other Than English (LOTE) Students must take the same language as in Year 8 (Chinese, French, Greek or Italian)	Full Year
Physical Education & Health or Rowing	Semester
Science	Full Year
History	Semester

Choice Subjects

Students must choose the equivalent of FOUR semesters from the Choice Subjects.

Arts: Students must choose at least one semester

Art	Semester
Art/Design	Semester
Drama	Semester
Music	Full Year

Design & Technology: Students must choose at least ONE but no more than two semesters

Art Metalwork	Semester
Home Economics - Food, Nutrition & Fashion	Semester
- Food, Culture & Fashion	Semester
Materials Technology	Semester
Metalwork	Semester
Woodwork	Semester
Textiles	Semester

Extensions: Students may choose at least ONE semester

Physical Education Extension	Semester
Financial Management	Semester
Civics and Citizenship	Semester
Geography	Semester

Workshop space in Woodwork and Metalwork is limited and not all wishes in these areas can be granted. In the event of too many applicants, positions are determined by ballot.

Subject Outlines

SUBJECTS OFFERED IN YEAR 10

Compulsory Subjects

Subject	Length
English or English as an Additional Language or Dialect (EALD)	Full Year
Health & Physical Education (Students must choose at least one of the five PE semester topics) General, PE Health, Extension, Outdoor Education or Rowing	Semester
Mathematics	Full Year
Personal Learning Plan (PLP) SACE, Stage 1 Subject	Semester
Science	Full Year
History	Semester

Choice Subjects

Students must choose the equivalent of FIVE semesters from the Choice Subjects.

Arts: Students must choose at least ONE semester

Art	Semester/Full Year
Design	Semester/Full Year
Mixed Media/Craft	Semester
Drama A	Semester
Drama A - Stagecraft	Semester
Drama B	Semester
Drama B - Stagecraft	Semester
Music A & B	Full Year

Students may study ONE language

Chinese	Full Year
French	Full Year
Greek	Full Year
Italian	Full Year

Design & Technology: Students must choose at least ONE semester

Art Metalwork	Semester
CAD Graphics	Semester
Child Studies	Semester
Textiles	Semester
Computer Essentials	Semester
Food Preparation and Nutrition	Semester
Information Processing	Semester
Materials Technology	Semester
Metalwork	Semester
Woodwork	Semester

Extensions: Students may choose up to THREE Semesters

Geography	Semester
Health & PE (additional PE from the compulsory list)	Semester

In the event of too many students choosing Woodwork, positions will be decided by ballot. Students who were balloted out of Woodwork in Year 9 will be given preference if they select Woodwork in Year 10.

In addition, all Year 10 students undertake Work Experience as part of the Personal Learning Plan.

SACE

What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

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

When will it start?

The SACE begins with the compulsory subject called the Personal Learning Plan, undertaken in Year 10. The SACE continues through Years 11 and 12.

What are some of the features of the SACE?

As part of the SACE students will:

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

The requirements to achieve the SACE

To gain the certificate, students must earn 200 credits. 10 credits are equivalent to one semester in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- A Personal Learning Plan at Stage 1 (undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- At least 10 credits towards numeracy from a range of Mathematics studies at Stage 1
- Research Project at Stage 2, worth 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve a C grade or better in these subjects to complete the SACE successfully.

All SACE courses are assessed against Performance Standards.

For further information about SACE subjects, please visit the SACE website at www.sace.edu.au

SACE Credits

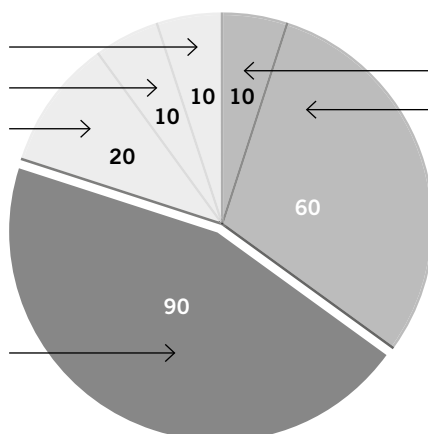
'C' Grade or better

Stage 1 or Stage 2 Numeracy 10 Credits

Stage 1 Personal Learning Plan 10 Credits

Stage 1 or Stage 2 Literacy 20 Credits

Stage 1 or Stage 2 Subjects and/or courses
90 Credits



'C' Grade or better

Stage 2 Research Project 10 Credits

Stage 2 Subjects and/or Courses 60 Credits

SACE = 200 Credits

Requirements Stage 1 = 10 credits

Requirements Stage 1 or Stage 2 = 30 credits

Requirements Stage 2 = 70 credits

Additional courses = 90 credits

Subject Outlines

SUBJECTS OFFERED IN YEAR 11 (STAGE 1)

Year 11 is the same as Stage 1. As well as subjects offered at Unley High School there are a number of other choices available to students. Students choose a total of 110 SACE credits. Full year subjects count as 20 credits and semester subjects count as 10 credits.

For the SACE (South Australian Certificate of Education) students must choose:

- 20 credits from a range of English or English as a Second Language courses
- 10 credits from a range of Mathematics courses
- 10 credits – Stage 2 Research Project (for some students)
- 10 credits – Stage 1 (completed in Year 10) Personal Learning Plan

and achieve a C or better in each of these compulsory subjects.

a) Vocational Education and Training

VET courses are industry-based courses which are accredited as part of a certificate in Further Education. At Unley High School, we provide a general secondary education, integrated with entry-level VET programs, to assist senior students along broad Industrial Pathways.

b) Regional Part Time VET Courses

A number of courses may be undertaken for a semester. They are in interest groups, eg Automobile Repair, Creative Photography, Commercial Cookery and Backhoe Operation. These courses are designed to give students a “taste” of industry standard courses. They run for a semester and application can be made during 2014 at the subject selection night.

These courses are ‘fee for service’.

Students must first choose a full Year 11 course before applying for a VET course.

c) School Based Traineeships and Apprenticeships

Under the New Apprenticeship Scheme, students may undertake an apprenticeship or traineeship which combines work, school and a TAFE course.

Further information about all VET options is available from The VET Coordinator.

SUBJECTS OFFERED IN YEAR 11 (STAGE 1) – CONTINUED

Students must choose **70 CREDITS** from any of the courses listed below.

AS4H	Ancient Studies	(10 credit points)
BL4A	Biology A – Semester 1	(10 credit points)
BL4B	Biology B – Semester 2	(10 credit points)
BS4H	Business and Enterprise	(10 credit points)
CH4A	Chemistry A – Semester 1	(10 credit points)
CH4B	Chemistry B – Semester 2	(10 credit points)
CI4A / CI4B	Chinese (background speakers)	(20 credit points)
CI4C / CI4D	Chinese (continuers)	(20 credit points)
AT4C	Creative Arts – Craft/Mixed Media	(10 credit points)
TG4A	Design and Technology – Communication Products CAD Graphics A – Semester 1	(10 credit points)
TG4B	Design and Technology – Communication Products CAD Graphics B – Semester 2	(10 credit points)
FC4A	Design and Technology – Material Products Furniture Construction A – Semester 1	(10 credit points)
FC4B	Design and Technology – Material Products Furniture Construction B – Semester 2	(10 credit points)
MW4H	Design and Technology – Material Products Metalwork/Art Metalwork	(10 credit points)
FA4H	Design B Technology Material Products – Textiles	(10 credit points)
DA4A	Drama A – Australian Drama – Semester 1	(10 credit points)
DA4B	Drama B – 20th Century influences in Theatre	(10 credit points)
EG4A / EG4B	English Communications A & B	(20 credit points)
EE4A / EE4B	English Studies A & B	(20 credit points)
EP4A / EP4B	English Pathways A & B	(20 credit points)
EF4A / EF4B	English as an Additional Language or Dialect (EALD) A & B	(20 credit points)
HE4A	Food and Hospitality (Creative Food Preparation)	(10 credit points)
HE4B	Food and Hospitality (Food and Culture)	(10 credit points)
FR4A / FR4B	French (continuers)	(20 credit points)
GG4A	Geography	(10 credit points)
HL4A	Health A – Peer Support – Semester 1	(10 credit points)
HL4B	Health B – Contemporary Issues – Semester 2	(10 credit points)
MH4H	History	(10 credit points)
IP4H	Information Processing and Publishing	(10 credit points)
CP4A	Information Technology A – Semester 1	(10 credit points)
CP4B	Information Technology B – Semester 2	(10 credit points)
IT4A / IT4B	Italian (continuers)	(20 credit points)
LS4H	Legal Studies	(10 credit points)
MB4A	Mathematical Applications A – Semester 1	(10 credit points)
MB4B	Mathematical Applications B – Semester 2	(10 credit points)
MA4A	Mathematics Studies A – Semester 1	(10 credit points)
MA4B	Mathematics Studies B – Semester 2	(10 credit points)
MC4H	Specialist Mathematics	(10 credit points)
MP4A	Mathematical Pathways	(10 credit points)
GK4A / GK4B	Modern Greek (continuers)	(20 credit points)
MU4A	Music – Advanced A – Semester 1	(10 credit points)
MU4B	Music – Advanced B – Semester 2	(10 credit points)
MS4A	Numeracy for Work and Community Life (must be recommended)	(10 credit points)
OE4A	Outdoor Education	(10 credit points)
PE4A	Physical Education A – Semester 1	(10 credit points)
PE4B	Physical Education B – Semester 2	(10 credit points)
PC4A	Physics A – Semester 1	(10 credit points)
PC4B	Physics B – Semester 2	(10 credit points)
VT4	Certificate I General Construction – Plumbing Focus	(35 credit points)
PS4A	Psychology	(10 credit points)
SS4H	Society and Culture	(10 credit points)
TO4H	Tourism	(10 credit points)
AT4A	Visual Art – Art A (Cultural / Social Connections) – Semester 1	(10 credit points)
AT4B	Visual Art – Art B (Thematic Approaches) – Semester 2	(10 credit points)
DS4A	Visual Art – Design A (Graphic Design) – Semester 1	(10 credit points)
DS4B	Visual Art – Design B (Architectural Studies) – Semester 2	(10 credit points)
FT4	Certificate III in Fitness	60 credits (Stage 2)

Subject Outlines

SUBJECTS OFFERED IN YEAR 12 AND 13 (STAGE 2)

Students will choose a total of 80 credits.

Students wishing to go to university will choose 80 credits, equivalent to four full year subjects from the list below, achieving a grade of C- or better in 60 credits at Year 12. This cannot include Community Studies.

Students wishing to complete SACE only, must choose 60 credits from the list below and can include Community Studies. An additional 20 credits can come from:

- Another Year 12 subject
- A Year 11 subject
- VET Course

Students who have not undertaken the Research Project in Year 11, will be automatically enrolled in the Research Project in Year 12. This will be undertaken in addition to Stage 2 subjects selected.

Year 13 Students

Students returning as Year 13 students will work towards completing their SACE Certificate or improving their Australian Tertiary Admissions Ranking (ATAR). Year 13 students must do a minimum of three full-year subjects to continue attending Unley High School.

Stage 2

BL5P	Biology	(20 credit points)
CH5P	Chemistry	(20 credit points)
HC5N	Early Childhood Studies	(20 credit points)
CI5P	Chinese (background speakers)	(20 credit points)
CI5N	Chinese (continuers)	(20 credit points)
TG5S	Design and Technology – Communication Products (CAD Graphics)	(20 credit points)
FA5N	Design and Technology – Material Products (Textiles and Design)	(20 credit points)
FC5N	Design and Technology – Material Products (Furniture Construction)	(20 credit points)
VT5	Design and Technology – Plumbing Certificate III (partial)	(30 credit points)
DA5N	Drama	(20 credit points)
EG5N	English Communications	(20 credit points)
EG5P	English Studies	(20 credit points)
EF5S	English as an Additional Language or Dialect	(20 credit points)
EF5P	English as an Additional Language or Dialect Studies	(20 credit points)
HE5N	Food and Hospitality Studies	(20 credit points)
FR5P	French (continuers)	(20 credit points)
GN5P	German	(20 credit points)
HL5S	Health	(20 credit points)
UT5P	Information Technology Studies	(20 credit points)
IT5P	Italian (continuers)	(20 credit points)
MB5S	Mathematical Applications	(20 credit points)
MM5P	Mathematical Methods	(20 credit points)
M15P	Mathematical Studies	(20 credit points)
GK5P	Modern Greek (continuers)	(20 credit points)
ME5P	Modern History	(20 credit points)
MU5N	Music – combined electives	(20 credit points)
NU5P	Nutrition	(20 credit points)
OE5S	Outdoor Education	(20 credit points)
PE5N	Physical Education	(20 credit points)
PC5P	Physics	(20 credit points)
PS5P	Psychology	(20 credit points)
RE5N	Research Project (if not completed in Year 11)	(10 credit points)
SS5N	Society and Culture	(20 credit points)
M25P	Specialist Mathematics	(20 credit points)
TO5N	Tourism	(20 credit points)
AT5P	Visual Arts – Art	(20 credit points)
DS5S	Visual Arts – Graphic Design	(20 credit points)
FT5	Certificate III in Fitness	60 credits (Stage 2)

Industry Pathways Programs (IPPs)

“Providing opportunities for young people to access quality vocational education and training (VET) programs, vocational literacy and numeracy and career information that create a pathway to their future”

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, building 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/or Stage 2 and may provide credit towards English and Maths subjects, the Personal Learning Plan and the Research Project.

The following IPP is offered at Unley High School:

Doorways 2 Construction – Plumbing, Doorways 2 Construction – Plumbing Plus and Certificate III Fitness.

Where else can I access other Industry Pathways Programs?

Talk with your VET coordinator to find out how to study an IPP at another school.

Industry Pathway Program offered	School at which program offered	Contact Person
Animal Care	Seaview High School	Richard Harrington
Aquatics	Seaview High School Mitcham Girls High School	Richard Harrington Jill Olifent
Automotive	Urrbrae Agricultural High School Seaview High School	Jane Sulicich Richard Harrington
Aviation (non IPP Stage 2 SACE Scientific Studies)	Australian Science and Mathematics School	Will Halwass
Business Services	Hamilton Secondary College	Heather Thomas
Community Services	Hamilton Secondary College	Heather Thomas
Construction	Pasadena High School Thebarton Senior College	Wendy Lowes Tina Kritikos
Creative Industries	Hamilton Secondary College	Heather Thomas
Digital Media	Hamilton Secondary College	Heather Thomas
Electrotechnology	Blackwood High School	Luke Northcote
Engineering (Fabrication)	Urrbrae Agricultural High School	Jane Sulicich
Engineering (Fabrication/Machining)	Thebarton Senior College	Tina Kritikos
Food Processing	Hamilton Secondary College	Heather Thomas
Media	Seaview High School	Richard Harrington
Primary Industries	Urrbrae Agricultural High School	Jane Sulicich
Sport and Recreation	Hamilton Secondary College	Heather Thomas
Sports Coaching	Pasadena High School	Wendy Lowes
Technical Production	Seaview High School	Richard Harrington
Technical Production (Theatre)	Brighton Secondary School	Hayley Reid
Tourism/Travel	Hamilton Secondary College	Heather Thomas
Plumbing & Fitness	Unley High School	Toby Watts

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

Details regarding the course, any fees, times and hours are available from the VET Coordinator or the Inner South VET programs booklet. Please Note: Whether a course runs or not is dependant upon there being sufficient numbers to make up a viable class.

Entry to Institutes of Technical and Further Education (TAFE)

Applications are made online, similar to University entrance.

Entries to courses offered by TAFE have different entry requirements and selection criteria varies from program to program. Some degree and diploma courses require completion of SACE Stage 2 and some certificate courses require Stage 1. Details should be obtained from Student Counsellors, TAFE Information Centre or SATAC and the colleges you wish to attend. www.tafesa.edu.au

University Admission Requirements

Each university course in South Australia has prescribed Tertiary Admission Subjects. A summary of the course entry requirements for the Universities is detailed in the “South Australian Tertiary Institutions Tertiary Entrance Booklet” for students in Years 10, 11 and 12. All Year 10, 11 and 12 students are issued with a copy of this booklet for reference.

Students and parents are strongly advised to refer to this booklet and familiarise themselves with the relevant university requirements.

These booklets are also available from all of the universities, South Australian Tertiary Admissions Centre (SATAC), TAFE Information Centre, SACE Board and Centrelink Career Information Centre.

Prerequisites and Assumed Knowledge

Each university may have some subjects listed as “prerequisites” and others as “assumed knowledge”:

- Prerequisites are those subjects which students must take in order to be eligible for a particular course. You must get a Subject Achievement score of a C or better.
- Assumed knowledge refers to subjects in which the university assumes students will have some prior knowledge, although it is not a requirement for entry to the course. If students wish to study in a course for which there is assumed knowledge of certain subjects, they will be greatly advantaged in their university studies if they take those subjects at Stage 2.

How is the ATAR Calculated?

The University Aggregate is calculated by using the scaled points from four subjects out of 20. This aggregate total will be converted to Australian Tertiary Admissions Rank (ATAR) reported on a scale range from 0 -100.

Changes to the calculation of the university aggregate

The three South Australian universities and Charles Darwin University in the Northern Territory are changing the rules for calculation of the university aggregate, and hence the Australian Tertiary Admission Rank (ATAR). This will affect SACE and NTCET Stage 2 students completing their studies in 2015 or later.

What has changed?

- 90 credits of Tertiary Admissions Subjects (TAS) or Recognised Studies must be presented.
- The Flexible Option now contributes 30 credits to the university aggregate.
- Scaled scores in lieu of VET or higher education are now calculated from the average of the first 70 credits of TAS contributing to the aggregate.

What has not changed?

- Students must qualify for the SACE/NTCET.
- Rules regarding precluded combinations and counting restrictions.
- The first 60 credits of the aggregate must come from 20 credit TAS (or a valid pair).
- Recognised Studies (e.g. VET, higher education, IB subjects) can only count to a maximum of 20 credits.
- Recognised Studies can only count in the Flexible Option.
- The contribution of the Flexible Option towards the aggregate will always be the best combination of scaled scores derived from the results remaining after the first 60 credits of the aggregate have been calculated.
- SACE/NTCET subjects that are not TAS cannot count in the aggregate.
- The NTCET does not require the completion of the Research Project to gain the Certificate.
- The eligibility for and rules regarding the calculation of the TAFE SA Selection Score

HOW YOUR UNIVERSITY AGGREGATE IS CALCULATED FOR 2015

60

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.

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

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

30

Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

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

PLP and Research Project

STAGE 1 PERSONAL LEARNING PLAN 10 CREDIT POINTS

Successful completion of this subject gains students 10 points towards their SACE.

The course will focus on transition from school to future study and work.

The course will be defined by three learning areas.

Introduction to work

- Students will prepare for Work Experience by developing application writing, resume preparation and interview skills.
- Students will investigate work and the various roles and legal implications of participating in the workforce.
- Students will investigate the skills, attitudes and competencies required for successful participation in the workforce.

Understanding my Learning

- Students will develop an individual Learning Plan which will be used to develop goals and plot a pathway to a successful future.
- Students will identify their learning styles and positive learning attributes and work towards a better understanding of their capabilities.

Pathways to the Future

- Students will investigate future career and study pathways including traineeships, apprenticeships and tertiary study.
- Develop investigation, team work and communication skills.
- Access online career investigation tools (My Future, Career Works, Job Guide).
- Develop portfolios and resumes.

STAGE 2 RESEARCH PROJECT 10 CREDIT POINTS

Students must complete the Research Project at Stage 1 or Stage 2, with a C- grade or better, in order to achieve their SACE.

The Research Project gives students the opportunity to study an area of personal interest in depth. The term 'research' is used broadly, and may include practical or technical investigations, issues-based research or exploratory enquiries. It can be related to other SACE subjects such as Art, Health, Nutrition, History but students may not repeat or duplicate any studies or research tasks carried out in these subjects.

All students must develop and apply one or more capabilities, such as literacy, numeracy, ICT, critical and creative thinking, personal and social capability, ethical understanding and inter-cultural understanding.

Two types of Research Project are available. Students who enrol in Project Type A cannot gain credit towards their ATAR, whereas students who enrol in Project Type B can gain credit towards their ATAR. We encourage all of our students to enrol in Project Type B (in terms of ATAR it cannot disadvantage them).

Further information is available at:

<http://www.sace.sa.edu.au/web/research-project>

ASSESSMENT

Both project types have 70% school-based assessment. There are 3 main tasks.

30% - FOLIO – has 3 main components

- Research proposal (maximum 500 words if written, 5 minutes if oral or a mixture if multimodal).
- Evidence of research development of one or more capabilities and of learning, such as concept maps, learning logs, annotated articles, notes, sketches, diagrams, surveys and results, interviews.
- One (or two) formal discussions with teacher about student's progress. (These are digitally recorded and can then be written as transcripts or reports).

40% - RESEARCH OUTCOME

- This shows the student's key findings, supported with evidence and examples from their research and fully referenced. It could be a written (or oral) report or an essay.
- Alternatively, the outcome could be a product such as a restored motorbike, an art work, an interactive website. In these cases, students will probably need to write (or present orally) an accompanying, fully referenced substantiation of their key research findings and the research processes used.

PLP and Research Project

- If written, 2000 words maximum, if oral, maximum of 12 minutes.

30% - EVALUATION – externally assessed

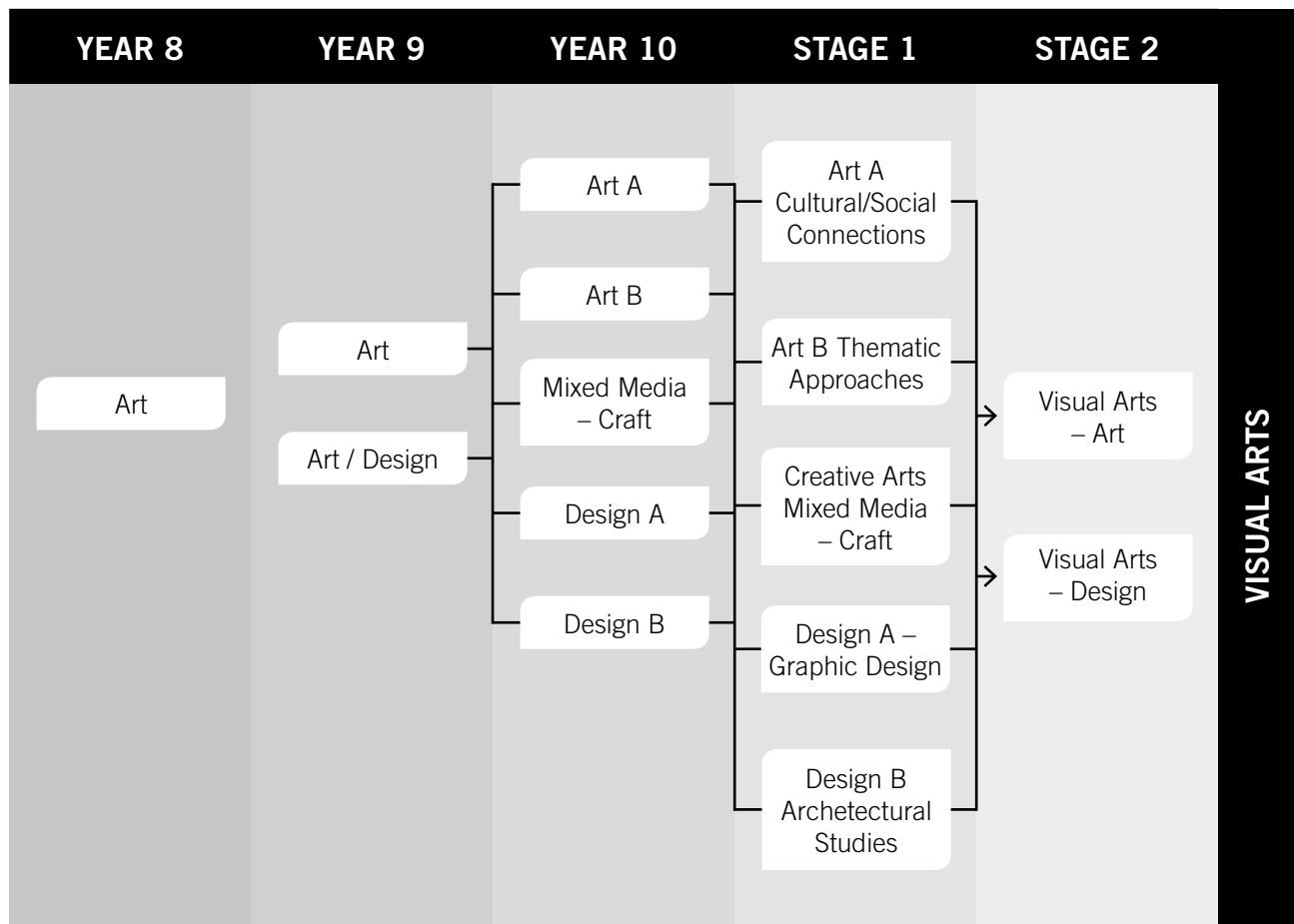
- Students reflect on and make judgements about the usefulness of their research processes and their evidence, decisions made in response to challenges and/or opportunities and the value of their research project to them (and where applicable, to others).
- For Research Project B (may count for ATAR) the Evaluation must be written, maximum 1500 words.

The 70% school-based assessment (which is moderated) and the 30% external assessment are combined for the student's final result, which is reported as a grade between A+ and E-.



Arts - Visual Arts

Course Coordinator **Trish Colman**



Arts - Visual Arts

YEAR 8 ART

CODE: AT1

LEVEL: Year 8

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Year 8 Art emphasizes drawing as a fundamental means of expression and a tool for visual problem solving. Students study the theory of colour and examine the artwork of various cultures, to develop ideas for making art. A range of technical skills and techniques is developed which includes iPad art as part of the Middle School iPad program. Experimentation, creativity, sensitivity and self-confidence are the focus for the semester. Constructive self-criticism and self-evaluation are an important component of the course.

Assessment

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A4 sketchbook and A4 Display Folder.

Subject Fee Nil

YEAR 9 ART

CODE: AT2

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

In Year 9 Art, the units related to drawing and painting explore various technical skills so that different effects can be achieved. Ceramics or printmaking will be studied, depending on studio availability. iPad art skills will be further developed, as part of the Middle School iPad program.

Theoretical studies are related to the practical work. Art appreciation is introduced to expose students to a range of different media, approaches and techniques.

Students will:

- Learn to structure art works by organising elements of the visual arts and applying appropriate skills, techniques and processes
- Research different cultures, both Western and Asian, as a source of inspiration for expressing ideas and feelings
- Use appropriate language to describe and analyse art works.
- Constructively criticise and self-evaluate their own progress.

Assessment

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A4 sketchbook and A4 Display Folder.

Subject Fee Nil

YEAR 9 ART / DESIGN

CODE: AD2

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

In Year 9 Art, the units related to drawing and painting explore various technical skills so that different effects can be achieved. Ceramics or printmaking will be studied, depending on studio availability. The second half of the course introduces students to the design process as a means of developing ideas to solve practical problems. A computer graphic component will be included.

Assessment

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A4 sketchbook and A4 Display Folder.

Subject Fee Nil

YEAR 10 ART A & B

CODE: AT3

LEVEL: Year 10

LENGTH: 1 Semester or a Full Year

CREDIT POINTS: N/A

Recommended background:

Completion of Year 9 Art or Art/Design is required.

Content

This course consists of exploring and experimenting with a wide range of media, including: drawing, painting, printmaking, mixed media, assemblages and/or sculpture work. All areas developed will contain exercises of a preparatory nature and folio development, leading to major artworks.

Semester A:

Theory focus will be on major art movements including the Renaissance and Impressionism, creating links and connections with both traditional and contemporary practical works.

Semester B:

Theory focus will be on major art movements including Surrealism and Pop Art, creating links and connections with both traditional and contemporary practical works.

Assessment

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

YEAR 10 MIXED MEDIA – CRAFT

CODE: AT3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Satisfactory completion of Year 8 or 9 Art or Art/Design.

Content

This course focuses on Ceramics, 2D Mixed Media and 3D Construction. Final outcomes are realised from a research and development phase, exploring a variety of medias and artists, from traditional and contemporary contexts. There is a focus on refining making skills, with evaluative problem solving processes.

Assessment

Students are assessed against the evidence they provide to prove their ability to research, develop ideas and create successfully made outcomes.

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

YEAR 10 DESIGN A & B

CODE: AD3

LEVEL: Year 10

LENGTH: 1 Semester or a Full Year

CREDIT POINTS: N/A

Recommended background:

Completion of Year 9 Art or Art/Design is required.

Content

This course will build on the skills developed at Year 9 and enable students to work through the design process in an in-depth way. Students will work with Photoshop, Illustrator and Indesign to solve a variety of design problems. The Internet will be used to help with students' research. Over the semester, they will gain experience in two of the major types of design:

Semester A:

- Graphic Design

Semester B:

- Environmental Design
- Communication Design Theory which will include some design related tasks such as research and analysis related to historical or contemporary Design. Students intending to progress to Stage 1 Art or Design are advised to also study Art for a semester at Year 10.

Assessment

Performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

Arts - Visual Arts

STAGE 1 VISUAL ARTS ART A – CULTURAL/ SOCIAL CONNECTIONS – SEMESTER 1

CODE: AT4A

LEVEL: Stage 1

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Satisfactory completion of Year 10 Art or Design subject.

Content

In Visual Art A students explore both traditional and contemporary cultural and social connections, which link to all aspects of the course. A broad range of concepts, materials and techniques should be explored.

Students research, understand and reflect upon visual art works in their cultural and historical contexts.

The course includes the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 - Folio 40%

- The folio focuses on research, developmental work and recording learning and visual thinking. Students show sources of inspiration and influences, as well as exploring a variety of ideas and concepts.
- The folio should be a total of 20 A3 pages or equivalent

Assessment Type 2 - Practical 30%

- The final practical could be a 'body of work' in a range of media including 2D or 3D. Technical skill and application of thinking and problem solving need to be evident .

- A Practitioner's Statement of 250 words is required with this assessment task.

Assessment Type 3 - Visual Study 30%

- The Visual Study is an independent study that involves research, exploring ideas, media, style and technique based on other artists and practitioners.

Supporting material should be 750 words or equivalent.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

STAGE 1 VISUAL ARTS ART B – THEMATIC APPROACHES – SEMESTER 2

CODE: AT4B

LEVEL: Stage 1

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Satisfactory completion of Year 10 Art or Design subject.

Content

In Visual Art B students explore a range of thematic approaches including the Environment, Social Commentary, Political, Technology issues or a negotiable topic. These themes will link to all aspects of the course. A broad range of concepts, materials and techniques should be explored.

Students research, understand and reflect upon visual art works in their cultural and historical contexts.

The course includes the development of ideas, research, analysis and experimentation with media and techniques, finishing with a final resolution.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 - Folio 40%

- The folio focuses on research, developmental work and recording learning and visual thinking. Students show sources of inspiration and influences, as well as exploring a variety of ideas and concepts.
- The folio should be a total of 20 A3 pages or equivalent

Assessment Type 2 - Practical 30%

- The final practical could be a 'body of work' in a range of media including 2D or 3D. Technical skill and application of thinking and problem solving need to be evident .
- A Practitioner's Statement of 250 words is required with this assessment task.

Assessment Type 3 - Visual Study 30%

- The Visual Study is an independent study that involves research, exploring ideas, media, style and technique based on other artists and practitioners.

Supporting material should be 750 words or equivalent.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

STAGE 1 CREATIVE ARTS MIXED MEDIA – CRAFT

CODE: AT4

LEVEL: Stage 1

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Satisfactory completion of Year 10 Design/Art or Craft.

Content

In this course students investigate, develop and produce works through imaginative thinking linked with problem solving skills and good craftsmanship. They research craft works and craft persons, explore creative arts concepts, media and materials and apply creative arts techniques, technologies and processes to make crafted artefacts of their own. Maintaining a record of the creative thinking; development and making process is integral to the study of Creative Arts.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 – Folio 40%

Part A: Investigation 20%

Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques, and processes of the work of these practitioners in the creative arts.

Part B: Skills Assessment 10%

In consultation with the teacher, students select a skills focus that further develops their learning in the relevant creative arts discipline(s).

Part C: Reflection 10 %

Students reflect on aspects of the skill(s) they have developed in the relevant creative arts discipline(s).

Assessment Type 2 – Product 60%

PART A: Support materials 40%

A body of evidence which supports the student's craft work. Students research the concepts, techniques, materials, media etc which are associated with the artworks using language relevant to those disciplines.

PART B: Response 20%

A product which is of presentation standard, demonstrating a direct response to the support materials by reflecting the research, exploration and experimentation.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee Nil

STAGE 1 VISUAL ARTS – DESIGN A GRAPHIC DESIGN

CODE: DS4A

LEVEL: Stage 1

LENGTH: Semester 1 only

CREDIT POINTS: 10 points

Recommended background:

Satisfactory completion of Year 10 Design or Art. In addition, a sound knowledge of Adobe Photoshop CS4 is preferable.

Content

In Graphic Design, students express ideas through practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques, leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual design works in their cultural and historical contexts. The course includes the development of ideas, research, analysis and experimentation with media and techniques, finishing with a final resolution.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 - Folio 40%

- An A3 Visual Folder of support material demonstrating understanding of the design process for ONE practical assignment. This includes the brief, research (from a diverse range of resources) and ideation (development of several concepts).

Assessment Type 2 - Practical 30%

- The Practical may be submitted in a variety of formats depending on the student's skill base and design brief. This could include a CD cover, an A4 comic/fashion, corporate identity work, book cover or a large format poster.
- A Practitioner's Statement of 250 words is required with this assessment task at the end of the design process.

Assessment Type 3 - Visual Study 30%

- A research based presentation of techniques, processes, materials and analytical themes related to historical or contemporary practice. This takes the form of 8-12 A3 pages in a traditional format.

Special Requirements

Students are required to supply an A3 Display Folder.

Subject Fee Nil

Arts - Visual Arts

STAGE 1 VISUAL ARTS – DESIGN B ARCHITECTURAL STUDIES

CODE: DS4B

LEVEL: Stage 1

LENGTH: Semester 2 only

CREDIT POINTS: 10 points

Recommended background:

Satisfactory completion of Year 10 Design or Art subject.

Content

In Architectural Design, students present ideas through practical work using drawings, sketches, diagrams, models, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual design works in their cultural and historical contexts. The course includes the development of ideas, research, analysis and experimentation with media and techniques, finishing with a final resolution.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 - Folio 40%

- An A3 Visual Folder of work demonstrating understanding of the design process for ONE practical assignment. This includes a Designer's Statement to demonstrate understanding of aesthetic qualities in architectural design. Ideation (development of several concepts in 2D and/or 3D form) to illustrate a clear understanding of the set brief. These concepts can be created using manual application and/or computer software.

Assessment Type 2 - Practical 30%

The final consists of two parts:

- Part A – detailed floor plan and street elevation using manual and/

or computer software. Students will need to submit this section of work using an appropriate scale for model making.

- Part B – A 3D model illustrating the final design. This model should reflect a diversity of material which is within the capabilities of the individual student. Photographs should be taken to record the construction stage of this model.
- A Practitioner's Statement of 250 words is required with this assessment task at the end of the design process.

Assessment Type 3 - Visual Study 30%

- A research based presentation of techniques, processes, materials and analytical themes related to historical or contemporary practice.

Special Requirements

Students need to supply an A3 display folder. Students will require a space at home for model making - equipment and resources will be supplied.

Photography camera will be required to photograph and record model making progress.

Subject Fee Nil

STAGE 2 VISUAL ARTS – ART

CODE: AT5P

LEVEL: Stage 2

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Stage 1 Visual Arts – Art or Visual Arts.

Content

Visual Arts – Art aims to develop students' understanding and awareness of social and cultural aesthetics and creativity. It emphasises visual thinking and investigation and the ability to

develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Visual Art is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 – 2 x Folios 40%

Folio focuses on development work and includes evidence of visual learning. This includes research, brainstorming, ideation and inspiration. Students are required to explore a variety of media including manual and digital applications.

Assessment Type 2 – 2 x Practicals 30%

The final Practicals could consist of body of work created in 2D or/and 3D Media.

Students prepare a 500 word written Practitioner's statement for each Practical work.

Assessment Type 3 – Visual Study 30%

The Visual Study requires independent research, exploring ideas, media, style and technique based on other artists and practitioners. Supporting material should be 2000 words or equivalent.

Each semester, students receive progress grades of A+ to E- as part of the school's reporting policy.

All assessment is moderated by external SACE examiners on site at the end of the year.

Special Requirements

Students are required to supply an A3 Display Folio.

Subject Fee An optional Study Tour will be offered to Sydney or Melbourne.

STAGE 2 VISUAL ARTS – DESIGN

CODE: DS5

LEVEL: Stage 2

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Stage 1 Visual Arts – Art or Visual Arts – Design.

Content

The course consists of three assessment types – **FOLIO, PRACTICAL** and **VISUAL STUDY**. Students are required to show an understanding of Design in different social, cultural and/or historical contexts. They have opportunities to explore Graphic, Product and Environmental Design. Practical skills in a wide range of media and written analysis are required throughout the course.

Assessment

All SACE courses are assessed against Performance Standards.

Assessment Type 1 – 2 x Folios 40%

- A process of well-planned concepts, developments and resolution of imaginative and personally relevant visual ideas, answering the student's own 'design brief'.
- Students are required to explore a variety of media including manual and digital applications.

Assessment Type 2 – 2 x Practicals 30%

- Students will present two practical pieces. Each practical will be a resolution of each of the Folios. These can be 2 or 3Dimensional pieces.
- Students prepare a written Design Practitioner's statement for each piece.

Assessment Type 3 – Visual Study 30%

- Students are required to study an area of Design of their choice.

- Productive and thorough use of research skills are required.
- The application of practical and technical skills and sensitive use of media, materials and technologies should be evident.
- Students critically analyse the work of other designers and create reproductions of these pieces, using similar processes.

Students receive grades as part of the schools reporting policy each semester with a grading of A+ to E-.

All assessment is moderated by external SACE examiners on site at the end of the year.

Special Requirements

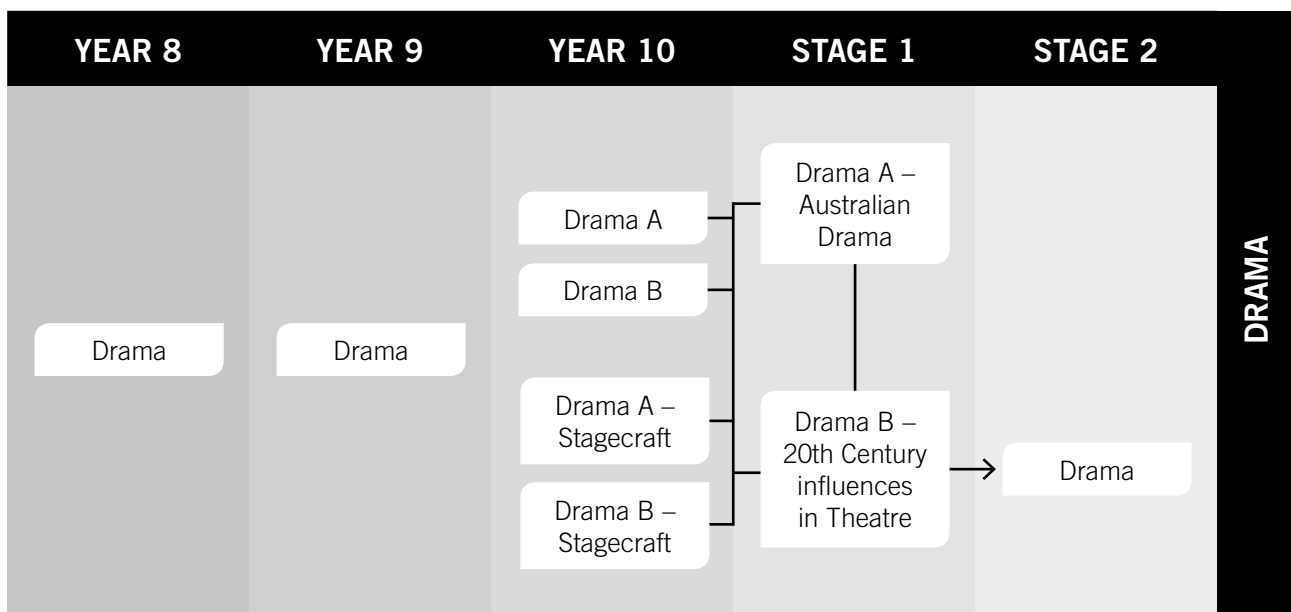
Students are required to supply an A3 Display Folio.

Subject Fee An optional Study Tour will be offered to Sydney or Melbourne.



Arts - Performing Arts Drama

Course Coordinator **Trish Colman**



YEAR 8 DRAMA

CODE: DA1

LEVEL: Year 8

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

This semester course provides students with an introduction to Theatre Arts and the development of group work and social skills. Students are introduced to:

- Basic performance skills
- Improvisation
- Vocal expression
- Characterisation
- Mime
- Movement
- Script interpretation
- Audience skills
- Elements of theatres and the stage

The course includes a study of Ancient Greek Theatre.

Students undertake reflective writing on class work and critical writing on the work of others using theatre terminology.

Assessment

Performances are assessed in terms of appropriately following theatrical style and genre. Assessment includes writing essays and reviews, researching topics and regularly maintaining a reflective journal.

Special Requirements Nil

Subject Fee Nil

Students may select 1 or 2 semesters of Drama in Year 9.

YEAR 9 DRAMA

CODE: DA2

LEVEL: Year 9

LENGTH: 1 Semester or a full year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students will develop performance and stagecraft skills through the study of different theatrical styles. They will study:

- Melodrama
- Performance techniques
- Excerpts from plays
- Comedy
- Monologue

through reading, viewing and performing scripts to other classes.

Assessment

Students will be assessed on their written responses to performances, a reflective journal, research, participation in performances and the development of their performance skills.

Special Requirements Nil

Subject Fee Nil

Students may select 1 or 2 semesters of Drama in Year 10.

YEAR 10 DRAMA A & B

CODE: DA3A

LEVEL: Year 10

LENGTH: 1 Semester or a full year

CREDIT POINTS: N/A

Recommended background:

At least 1 semester of either Year 8 or 9 Drama.

Content

This course focusses on developing performance skills in presenting plays to other classes. A study of Stanislavsky will be undertaken within the context of scripts. Topics for exploration may include Commedia Dell Arte, Children's Theatre, Shakespeare and Drama.

Assessment

- Review writing
- Character analysis
- Written context statements for plays
- Participation in performances including back-stage work
- Sustained concentration
- Effort in rehearsals
- Demonstration of relevant acting styles
- Collaboration with classmates and
- Reflection on their creative processes

Special Requirements Nil

Subject Fee Nil

Arts - Drama

YEAR 10 STAGECRAFT A & B

CODE: DA3B

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students will develop knowledge and understanding of the various departments which support a production. These include:

- Lighting
- Sound
- Design of costume, set and props

Assessment

Assessment tasks include: Designing a lighting scheme and the hanging and patching of lights to support a scene; developing a soundscape; research, critical reflection and producing a negotiated practical personal project.

Special Requirements Nil

Subject Fee Nil

STAGE 1 DRAMA A – AUSTRALIAN DRAMA

CODE: DA4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

At least a C grade pass in one semester of Year 10 Drama/ Theatrecraft.

Content

This course enables students to explore and understand Australian culture through theatre.

Assessment

Assessment Type 1: Performance

- Students participate in a small group dramatic performance of excerpts from Australian Plays. The development of students as actors or as off-stage practitioners is encouraged through a study of text and characterisation.

Assessment Type 2: Folio

- Students prepare and present a folio containing at least one assessment on dramatic theory and practice.

Assessment Type 3: Investigation and Presentation

- Students individually investigate an area of interest within the dramatic arts. They will give a 10 minute presentation in which they demonstrate the knowledge and skills they have acquired through their investigation.

Special Requirements Nil

Subject Fee Up to \$20 for theatre tickets.

STAGE 1 DRAMA B – 20TH CENTURY INFLUENCES IN THEATRE

CODE: DA4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

At least a C grade pass in one semester of Year 10 Drama/Theatrecraft.

Content

This course enables students to explore and understand a variety of 20th Century theatrical practitioners, focusing on Stanislavsky and Brecht.

Assessment

Assessment Type 1 - Performance

Students participate in a group dramatic performance. The development of students as actors or as off stage practitioners is encouraged through a study of text and characterisation.

Assessment Type 2 - Folio

Students prepare and present a folio containing at least one assessment on dramatic and theory practice.

Assessment Type 3 - Investigation and Presentation

Students individually investigate an area of interest within the dramatic arts. They will give a 10 minute presentation in which they demonstrate application of the knowledge and skills they have acquired through their investigation.

Special Requirements Nil

Subject Fee Nil

YEAR 12 DRAMA

CODE: DA5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Satisfactory completion of at least 1 semester of Year 11 Drama.

Content

Students will undertake the study of a contemporary innovator in theatre as well as a play or related plays. Their knowledge and understanding will be demonstrated through presentations which involve practical demonstrations and oral presentations. A group production will be assessed externally.

Assessment

Assessment Type 1 -

Group Presentation 20%

Assessment Type 2 -

Folio 30%

This will include three pieces of work: a Production Report and 2 Reviews. The total word count is to be 4000 or the equivalent if students choose/negotiate to present their work orally.

Assessment Type 3 -

Interpretative Study 20%

Externally Assessed by the SACE Board

Assessment Type 4 30%

This is the Group Production which is moderated externally.

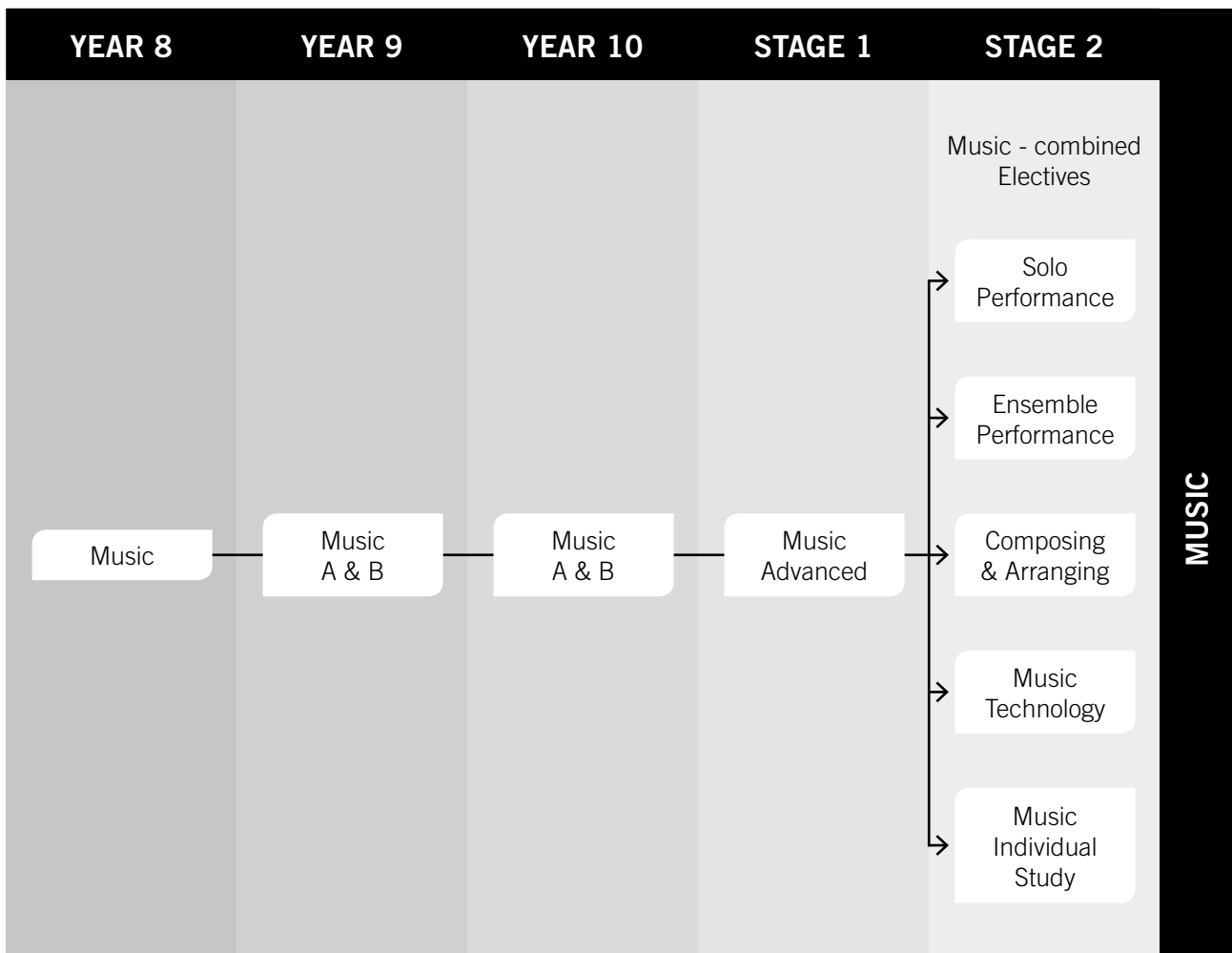
Special Requirements Nil

Subject Fee Up to \$40 for theatre tickets.



Arts - Performing Arts Music

Course Coordinator **Trish Colman**



INSTRUMENTAL MUSIC SERVICE AND PRIVATE MUSIC TUITION PROGRAM

Special Requirements

Students who choose to study Music as a subject (Classroom Music) are also expected to commit to instrument/voice tuition for the full year, starting at the beginning of the school year.

This applies for all year levels, except Stage 2 students who elect to study the non-performance subjects.

Our classroom courses are designed to incorporate the developing practical skills and techniques of each student. Students have improved success with classroom tasks when instrument/voice lessons are taken.

Instrument/voice lessons are available from:

- 1 DECD Instrumental Music Service at Unley High, during school hours (during 2014, free tuition was available for voice, flute, clarinet, saxophone, violin, classical guitar, trumpet, trombone, and drums/percussion);
- 2 Private providers at Unley High, during school hours (electric guitar, bass, and piano tuition fees were paid by the parent/caregiver directly to the private provider). It is expected both systems will be valid in 2015;
- 3 Private providers NOT at Unley High, and not during school hours.

Students can learn more than one instrument. Please note that:

- Only one instrument is learned during school time, as students miss 30 minutes from a subject lesson each week.
- The instrument taught during school time should not be the same as the one learned out of school.
- Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

Subject Fee

A guide to private tuition fees can be made available more accurately on request. However, as per 2014, prices range from \$10 – \$13 for group tuition and \$25 – \$30 for one to one tuition. All lessons are for 30 minutes.

YEAR 8 MUSIC

CODE: MU1H

LEVEL: Year 8

LENGTH: 1 Semester – (Instrument/Voice tuition for Full Year)

CREDIT POINTS: N/A

Recommended background:

This course provides for students with little or no experience, as well as those who are already accomplished.

Content

Students work together on a wide range of pieces in class band and small group settings, developing skills in rhythm, listening, improvisation, composition and performance. Students are also introduced to composition and performance using music technology through GarageBand.

Assessment

Students will be assessed in a variety of tasks, including GarageBand compositions (Music Technology); Theory tests; Music Instrument Investigation; Solo Performance; Ensemble Performance; and Class Band. Students' performance is assessed and reported with the grades, A-E, at the completion of the semester.

Special Requirements

See Instrumental Music Service and Private Music Tuition program.

Subject Fee

See Instrumental Music Service and Private Music Tuition program.

YEAR 9 MUSIC

CODE: MU2A

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

A student wanting to undertake Music at Year 9 should have studied Music for a semester at Year 8. There is provision for those who study Music out of school to join the class at Year 9. Please consult the Music Staff if you have further enquiries.

Content

The Blues, and The Beatles are key units of study, developing knowledge of music history and skills in listening, composition, improvisation, and performance. Students also study Australian Music, Music in the Media, Film Music and Minimalism. They create a multimedia piece combining computer music, live performance, and video projection. These units are supported by ongoing development of Music theory skills.

Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

Assessment

Students will be assessed in a variety of tasks including: composing to design briefs, performing and improvising within a band context, presentation of solo performances and aural/theory exercises and tests. Students' performance is assessed and reported with the grades A-E at the completion of each semester.

Special Requirements

See Instrumental Music Service and Private Music Tuition program.

Subject Fee

See Instrumental Music Service and Private Music Tuition program.

Arts - Music

YEAR 10 MUSIC

CODE: MU3

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

To undertake Music at Year 10 students should have studied Music for a full year at Year 9.

Content

In Semester 1, students explore the history of Baroque and Classical Music through listening, composition, analysis, and performance. They also continue to develop performance and conducting skills in large and small ensemble work to a high level, with an increased focus on creativity.

In Semester 2, students complete a Song Writing and Recording unit, writing the lyrics and music for a song and participating in a recording process. They also begin arranging techniques, using Sibelius Music software and explore styles such as Reggae, Funk, and Rhythm & Blues. Classes work together to produce a concert, which they plan, present and perform as part of Event Management, using links to the Music Industry and careers.

Students are encouraged to join a school performance ensemble to enhance their performance experiences. Further information is available from the Music Staff.

Assessment

Students will be assessed in a variety of tasks including: Small Ensemble; Song Writing; Ensemble Recording; Arrangement; Concert Production; Solo Performance and written tasks exploring music history. Students' performance is assessed and reported with the grades A-E at the completion of the semester.

Special Requirements

See Introduction Chapter on page 27.

Subject Fee

See Introduction Chapter on page 27.

STAGE 1 MUSIC ADVANCED

CODE: MU4A or MU4B

LEVEL: Stage 1

LENGTH: 1 or 2 Semesters

CREDIT POINTS: 10 points

Recommended background:

Music Advanced programs are designed for students who have a substantial background in Music. Students should have experienced instrument/voice tuition for a minimum of three years.

Content

Students engage in the following activities:

- Composing, Arranging, Improvising
- Developing Theory & Aural Skills
- Performing
- Using Music Technology
- Exploring Music in Contexts – Music Theatre and Music in Film

Assessment

Students demonstrate evidence of their learning via the following:

- Skills Presentation - including performances, concerts, recordings
- Skills Development - includes applied theory, aural, analyses
- Folio - includes essays, reviews, arrangements, compositions

From these assessment types, there are four or five assessment tasks that total 100% for each semester. Students are encouraged to join a school performance ensemble and participate in school community performances.

Special Requirements

Students can undertake Semester A only (10 credits) or Semesters A & B (20 credits).

Students intending to study Stage 2 Music should elect both semesters at Stage 1.

See Introduction Chapter on page 27.

Subject Fee

See Introduction Chapter on page 27.

STAGE 2 MUSIC

INTRODUCTION

Recommended background:

Stage 2 music programs are designed for students who have a substantial background in Music. Students should have experienced instrument/voice tuition for a minimum of three years. Successful completion of Stage 1 Music Advanced is required.

Special Requirements

To fulfil the Stage 2 criteria students must complete a full year's course by selecting two of the following 10 credit subjects:

- Solo Performance
- Ensemble Performance
- Composing and Arranging
- Music Technology
- Music Individual Study

Performance Special Study may also be offered to students of exceptional performance standard, in consultation with the Music staff.

Students who choose to study Solo and/or Ensemble Performance subjects are also expected to commit to instrument/voice tuition for the full year, starting at the beginning of the school year. Please consult the previous Music Introduction chapter for more details.

Assessment

For the following 5 Music options described, students performance is assessed according to the SACE Performance Standards and reported with the grades A+ to E- at the completion of the year, with on track interim reports at the end of each semester.

STAGE 2 MUSIC SOLO PERFORMANCE

CODE: MU5N

LEVEL: Stage 2

LENGTH: 1 Semester option as part of Full Year course

CREDIT POINTS: 10 points

Content

This subject develops students' skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance. Students prepare and present public performances. Teachers and students must ensure the program includes:

- Works of contrasting character
- Works that allow students to develop their performance techniques
- A minimum of 18 minutes of repertoire

Assessment

School-based Assessment 70%

- Assessment Type 1:
First Performance 30%
- Assessment Type 2:
Second Performance 40%

External Assessment 30%

- Assessment Type 3:
Final Performance

STAGE 2 MUSIC ENSEMBLE PERFORMANCE

CODE: MU5N

LEVEL: Stage 2

LENGTH: 1 Semester option as part of Full Year course

CREDIT POINTS: 10 points

Content

Students participate in one of the following formalised music group situations: a school or community run band/ choir/orchestra:

- a small ensemble of two or more performers
- an orchestra
- a band
- vocal ensemble or with a solo performer (as an accompanist)

Performance programs should include:

- either work of contrasting character or an extended work with a number of contrasting sections
- works that allow students to extend their performance techniques on their instrument or voice
- a minimum of 20 minutes of repertoire

Assessment

Students prepare and present three public performances, of which two are school assessed and one is assessed externally.

School-based Assessment 70%

- Assessment Type 1:
First Performance 30%
- Assessment Type 2:
Second Performance 40%

External Assessment 30%

- Assessment Type 3:
Final Performance

STAGE 2 MUSIC COMPOSING AND ARRANGING

CODE: MU5N

LEVEL: Stage 2

LENGTH: 1 Semester option as part of Full Year course

CREDIT POINTS: 10 points

Content

Stage 2 Composing and Arranging is a subject in which students' musical imagination and creativity are developed by composing and / or arranging musical works.

The following two areas of study must be covered:

- Folio of Minor Works with Commentary
- Major Work with Analysis

Assessment

School-based Assessment 70%

- Assessment Type 1:
Folio of Minor Works 50%
- Assessment Type 2:
Commentary 20%

External Assessment 30%

- Assessment Type 3:
Major Work

Arts - Music

STAGE 2 MUSIC TECHNOLOGY

CODE: MU5

LEVEL: Stage 2

LENGTH: 1 Semester option as part of Full Year course

CREDIT POINTS: 10 points

Content

Students complete a series of projects on Microphones, Signal Processing, Loops and Waves, and The Recording Process. These will include a Folio of five Minor Projects, each at least 30 seconds long and submitted on Audio CD, with a 1200 word written commentary. Students will also produce a Major Project, at least 5 minutes long, with a 1200 word written commentary.

Assessment

Assessment Type 1:

- Folio of Minor Projects and Commentary (two) **60%**

Assessment Type 2:

- Folio of Minor Projects and Commentary (three) **40%**

STAGE 2 MUSIC INDIVIDUAL STUDY

CODE: MU5

LEVEL: Stage 2

LENGTH: 1 Semester option as part of Full Year course

CREDIT POINTS: 10 points

Content

Students undertake an individually negotiated topic in an area of interest directly applicable to their intended vocation, career, further study or recreation. Topics may be in the area of music tutoring, community development, musical instrument making, music industry (work experience) or other areas by negotiation. Students produce a folio of work, a product and a 1000 word written report.

Assessment

School-based Assessment 70%

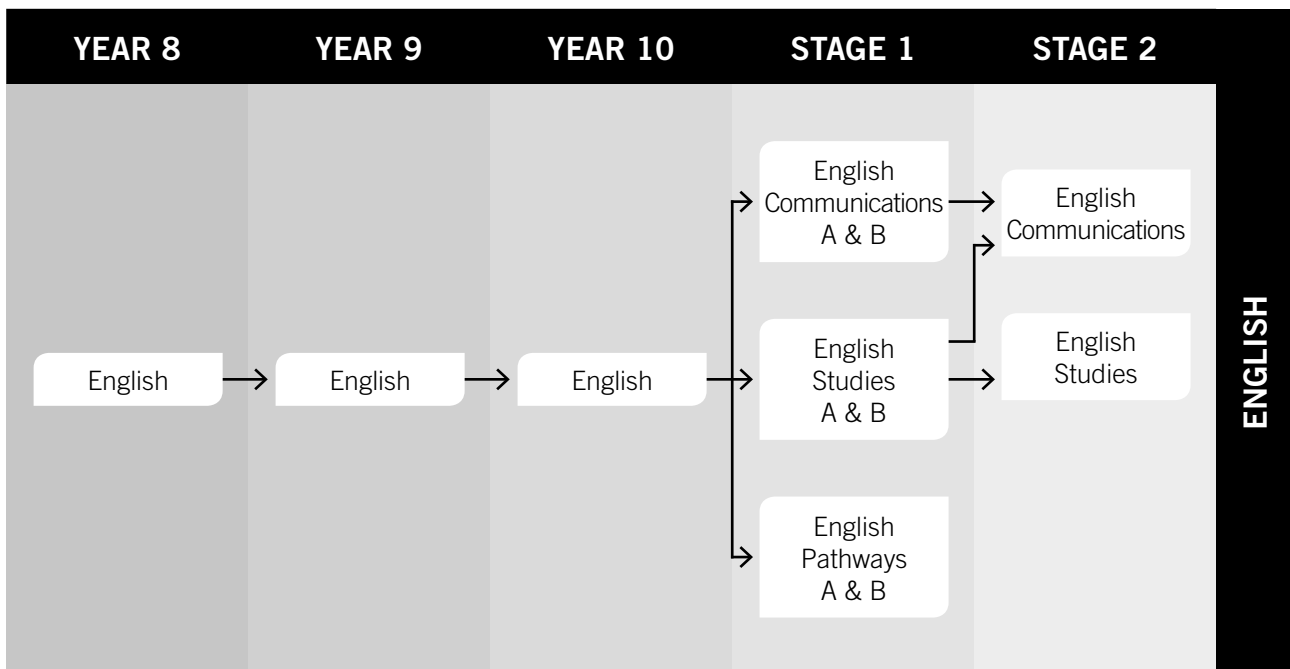
- Assessment Type 1:
Folio 30%
- Assessment Type 2:
Product 40%

External Assessment 30%

- Assessment Type 3:
Report

English

Course Coordinator **Sue Wendt**



English

YEAR 8 ENGLISH

CODE: EG1

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Year 8 English will be delivered using the Australian Curriculum. Students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students will study the way language works, its structure, organisation and changes and learn to express and develop their ideas. Students will listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts. They will be designed to entertain, engage, inform and persuade, such as narratives, procedures, reports, discussions, literary analyses and text transformations. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Assessment

Students will be awarded grades A-E according to the Australian Curriculum Achievement Standards for Year 8. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Special Requirements Nil

Subject Fee Nil

YEAR 9 ENGLISH

CODE: EG2

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Successful completion of Year 8 English.

Content

Year 9 English will be delivered using the Australian Curriculum and build on skills and understandings from Year 8. Students will continue to develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment and listen to, read, write, view, respond to, interpret, create, evaluate and perform a range of spoken, written and multimodal texts. They will be designed to entertain, engage, inform and persuade, such as newspapers, film and digital texts, fiction, non-fiction, poetry, reviews, reports, discussions, literary analyses, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will develop a critical understanding of the contemporary media and the differences between media texts.

Assessment

Students will be awarded grades A-E according to the Australian Curriculum Achievement Standards for Year 9. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Special Requirements Nil

Subject Fee Nil

YEAR 10 ENGLISH

CODE: EG3

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Successful completion of Year 9 English.

Content

Year 10 English will be delivered using the Australian Curriculum and build on skills, knowledge and understandings in listening, reading, viewing, speaking, writing and creating, developed in years 8 and 9.

Students will evaluate how text structures can be used in innovative ways by different authors and explain how the choice of language features, images and vocabulary contributes to the development of individual style. They will develop and justify their own interpretation of texts and evaluate other interpretations. They will listen for ways features within texts can be manipulated to achieve particular effects. Students will explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They will develop their own style by experimenting with language features, stylistic devices, text structures and images and create a wide range of texts to articulate complex ideas. They will make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and expanding arguments.

Assessment

Students will be awarded grades A-E according to the Australian Curriculum Achievement Standard for Year 10. This includes assessment of achievement in listening, reading, viewing, speaking, writing and creating.

Special Requirements Nil

Subject Fee Nil

STAGE 1 ENGLISH COMMUNICATIONS

CODE: EG4A & EG4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Year 10 English.

Content

Stage 1 English Communications is based on reading, viewing, writing, listening and speaking for a range of purposes and audiences according to the SACE Stage 1 English requirements. It prepares students for Stage 2 English Communications and includes the analysis of both shared and independently chosen texts, the production of narrative, recounts, descriptive and expository texts, as well as two Extended Studies which analyse language techniques and compare texts.

Assessment

English is assessed against the SACE Stage 1 English Performance Standards.

Text Analysis 30%

Four responses, two written (maximum of 800 words each) and two oral (maximum of 5 minutes each).

Text Production 40%

Four assessment pieces comprising narrative, recount, descriptive and expository texts (maximum of 800 words for written tasks, maximum of 5 minutes for oral tasks and the equivalent length for multimodal texts).

Extended Study 30%

A Language Study and Comparative Study (maximum 1,000 words for written responses, 6 minutes for oral and the equivalent for multimodal texts).

Results for this course are subject to moderation, at the end of each semester, based on a sample of students' work.

Special Requirements Nil

Subject Fee Nil

STAGE 1 ENGLISH PATHWAYS

CODE: EP4A & EP4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Year 10 English

Content

Stage 1 English Pathways is a full year option and is available to students for whom Stage 1 English Communications is likely to present greater challenges and **who do not intend to continue with their studies of English beyond Stage 1**. An important feature of this option is a greater vocational emphasis. Performance in English in years 8-10 will be taken into account during the selection process for this option. The study of English Pathways helps students to develop their personal and social identity through reading and composing texts. Students reflect on their personal values and those of other people by responding to, exploring and composing texts for a range of social, personal, cultural and vocational contexts. Students learn to recognise that language is both a vehicle for communication and a means of establishing connections and has practical, civic and creative purposes, which are essential to social, economic and cultural participation.

Assessment

English is assessed against the SACE Stage 1 English Pathways Performance Standards.

Text Analysis 40%

Five written, oral or multimodal responses (maximum of 800 words for written responses, maximum of 5 minutes for oral responses and the equivalent length for multimodal responses).

Text Production 60%

Five written, oral or multimodal texts (maximum of 800 words for written texts, maximum of 5 minutes for oral texts and the equivalent length for multimodal texts).

Results for this course may be subject to moderation, at the end of each semester, based on a sample of students' work.

Special Requirements Nil

Subject Fee Nil

English

STAGE 1 ENGLISH STUDIES

CODE: EE4A & EE4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Highly successful completion of Year 10 English.

Content

This subject is available to students who have a strong interest and demonstrated aptitude in the subject and are **intending to undertake English Studies in Stage 2**. Performance in years 8-10 English will be taken into account during the selection process for this option. Stage 1 English Studies has the same goals and assessment requirements as Stage 1 English Communications and is based on reading, viewing, writing, listening and speaking for a range of purposes and audiences according to the SACE Stage 1 English requirements. Emphasis is placed on reading, reviewing and analysing more complex classic and contemporary texts.

Assessment

English is assessed against the SACE Stage 1 English Performance Standards.

Text Analysis 30%

Four responses, two written (maximum of 800 words each) and two oral (maximum of 5 minutes each).

Text Production 40%

Four assessment pieces comprising narrative, recount, descriptive and expository texts (maximum of 800 words for written tasks, maximum of 5 minutes for oral tasks and the equivalent length for multimodal texts).

Extended Study 30%

A Language Study and Comparative Study (maximum 1,000 words for written responses, 6 minutes for oral and the equivalent for multimodal texts).

Results for this course are subject to moderation, at the end of each semester, based on a sample of students' work.

Special Requirements Nil

Subject Fee Nil

STAGE 2 ENGLISH COMMUNICATIONS

CODE: EG5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Stage 1 English Communications.

Content

Stage 2 English Communications is concerned primarily with the communication process and will help students to refine and extend their skills of expression and comprehension. Students study the conventions of a variety of text types with a focus on the different purposes, audiences and contexts. They use this learning in composing their own texts and in commenting on the texts they read/view/listen to. There is also a focus on the ways in which language defines shapes and reflects the relationships between people. Students learn that clear and effective writing and speaking should display a depth of understanding, engagement and imagination for a range of purposes, audiences and contexts. Students complete a:

- Text Study of three different genres, such as novel, film and drama.
- Text Production Study which involves creating three of their own texts to entertain, persuade and communicate information.
- Communication Study of different types of communication such as Mass-media, computer-mediated communication or advertising.

The Folio is marked externally and the school based assessment is subject to external moderation at the end of the year.

Assessment

English Communications is assessed against the SACE Stage 2 English Performance Standards.

School based assessment 70%

Text Analysis 20%

Three responses, two written (maximum of 1000 words each) and one oral (maximum of 6 minutes). Multimodal texts the equivalent length (i.e. 1000 words or 6 minutes maximum).

Text Production 20%

Three assessment tasks, one of which is a supervised task (i.e. done under test conditions) and the other two tasks may be in written, oral or multimodal form (maximum of 1000 words for written tasks, maximum of 6 minutes for oral tasks and the equivalent length for multimodal texts).

Communication Study 30%

One comparative piece on one of the categories of communication and one practical Application which includes a written and oral component. Written texts (maximum 1000 words), oral texts (maximum of 6 minutes) and the equivalent length in multimodal texts.

External Assessment 30%

Folio

Two written tasks with a combined maximum length of 2000 words.

One piece is a response to an example of communication and the other a text production piece with an accompanying writer's statement.

Special Requirements Nil

Subject Fee Nil

STAGE 2 ENGLISH STUDIES

CODE: EG5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Stage 1 English Studies.

Content

Stage 2 English Studies consists of text analysis and text production tasks, but is more heavily weighted towards analysis. In text production, students focus on the creativity and craft of authors they have studied in analytic tasks, and then experiment with observed techniques to construct work of their own. Tasks may include poetry, plays or prose.

In text analysis tasks, students develop the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments. There is a particular emphasis on comparative exercises in which they establish connections between texts.

Students study: two individual texts (Single Text Study); one set of paired texts, usually a novel and a film (Paired Text Study); a number of short and varied text types such as newspaper articles, advertisements, visual texts, etc. (Critical Reading); and a poetry study. These constitute the Shared Study texts, or texts students work on collaboratively. Students also choose two texts that they work on independently of other students; this is the Individual Study. Tasks in the text analysis component include written essays, oral responses, and short answer questions.

Assessment

English Studies is assessed against the SACE Stage 2 English Performance Standards.

School Based Assessment 70%

Text Production
(4 tasks: total value 20%)

Shared Study
(4-6 tasks: total value 30%)

Individual Study
(1 x 2000 word essay: 20%)

External Assessment 30%

Exam (2 essays and 1 Critical Reading: 30%)

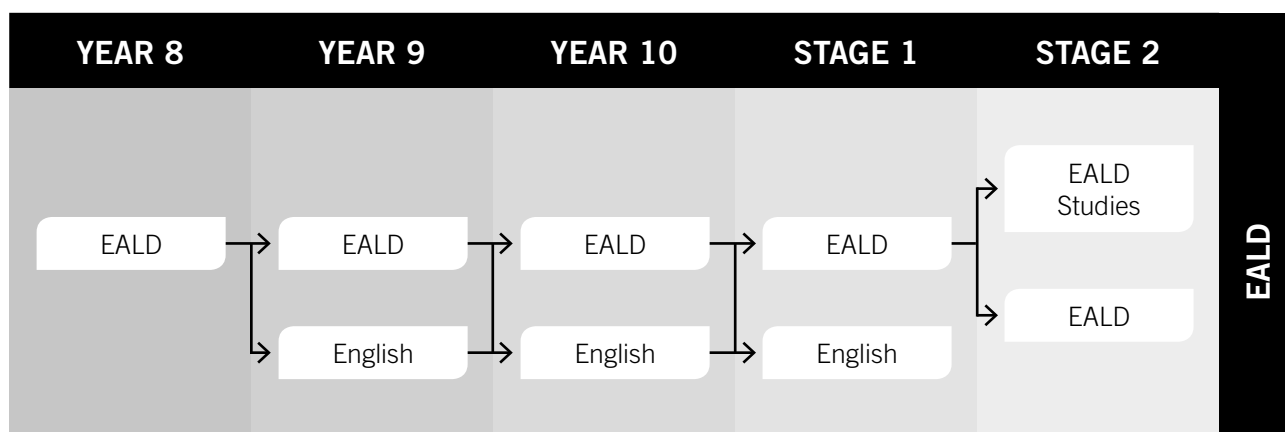
Special Requirements Nil

Subject Fee Nil



English as an Additional Language or Dialect (EALD)*

Course Coordinator **Peter Trethewey**



*formerly ESL

YEAR 8, 9 & 10 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

CODE:

EF1A and EF1B (Year 8 EALD)

EF2A and EF2B (Year 9 EALD)

EF3A and EF3B (Year 10 EALD)

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

This subject is intended for students for whom English is an additional language or dialect.

Content

EALD is designed to develop competence in spoken and written English for students for whom English is an additional language or dialect. English is an Additional Language or Dialect incorporates reading, writing, listening and speaking skills. The program is adapted to meet the specific needs of students in each year level group.

At year levels 8, 9 and 10 the course includes reading various types of texts, writing for different purposes, listening and oral activities designed to enable students:

- to extend their vocabulary
- to reinforce their understanding of the structure of the English language
- to practise using different kinds of language in different circumstances for different purposes and audiences
- to gain confidence in spoken English
- to increase their understanding of aspects of Australian culture.

As English is used in every area of the school curriculum, the EALD learner's language development in all subjects is monitored by the EALD teacher as well as the subject teachers. In addition, EALD learners may receive English language support in other subjects.

Because of the intensive nature of language learning, EALD classes are generally smaller. Students will be able to discuss their language needs with the EALD teacher on enrolment and take part in a language assessment.

EALD is important because being able to use English competently is essential to academic success, as well as to the student's self-esteem and ability to participate fully in Australian society. EALD gives students from other language backgrounds the best chance to realise their potential.

Assessment

There will be a range of major assessment pieces each term dealing with writing and creating, reading and viewing, speaking and listening. Other work will lead into these major pieces. As a general guide, the weighting for different tasks over each semester will be:

Writing 50%; Reading and Viewing 25%; Oral Tasks 25%

Special Requirements Nil

Subject Fee Nil

STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

CODE: EF4A and EF4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

EALD is intended for students for whom English is an additional language or dialect.

Content

Stage 1 EALD allows students to achieve the literacy requirement in the SACE. It aims to extend students' knowledge and use of English, covering reading, writing, listening and speaking skills based on responding to, and composing, oral and written texts in a range of text types and situations.

Text Study

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

Investigative Study

Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

Communication Study

The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence and instruct other people.

Assessment

The weighting for different tasks over each semester will be:

Semester 1 (EALD A)

Text Production Written 25%

Text Production Oral 25%

Communication Study Written 25%

Communication Study Oral 25%

Semester 2 (EALD B)

Text Production – Written 25%; Text

Production – Oral 25%; Investigation –

Written 25%; Investigation – Oral 25%

Special Requirements

Students are required to meet the SACE Eligibility Requirements for EALD in order to enrol in this subject. Students should have:

either - no more than five years of full time schooling in which the medium of instruction was English

or - more than five years of full time schooling in which the medium of instruction was English but the student's knowledge of English is restricted.

Subject Fee Nil

English as an Additional Language or Dialect (EALD)

STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

CODE: EF5S

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Stage1 EALD.

Content

EALD is intended for students for whom English is an additional language or dialect. Students learn to use language which is appropriate for cultural and situational contexts, controlling the structures and features of English. Students also develop an understanding of a variety of texts. Students develop their understanding and proficiency in the use of the English language as they build on the skills they have in their first language.

Communication Study

Students study the language and structure of a variety of text types in relatively formal contexts in a range of media. The purposes of those text types may be to persuade or to inform. The text types may be oral, written or a combination.

Text Production Study

Students develop a personal and critical understanding of a range of issues and texts, fictional and non-fictional, and produce different responses. They gain an understanding of the ideas, issues and concerns represented in these texts.

Interaction Study

Students interact with one or more individuals. They have the opportunity to pursue an area of personal interest, for which they should move beyond the classroom.

Investigative Study

Students negotiate an appropriate investigative study topic on a contemporary issue of interest.

Assessment

School-based Assessment

Communication Study – two Assessment Tasks 20%

Text Production – two Assessment Tasks 30%

Language Application (Interaction) – two Assessment Tasks 20%

External Assessment

Investigation – one Assessment Task 30%

Special Requirements

Students are required to meet the *SACE Eligibility Requirements for EALD* in order to enrol in this subject. Students should have:

either - no more than five years of full time schooling in which the medium of instruction was English

or - more than five years of full time schooling in which the medium of instruction was English but the student's knowledge of English is restricted.

Subject Fee Nil

STAGE 2 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT STUDIES (EALD STUDIES)

CODE: EF5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Stage1 EALD.

Content

EALD Studies is intended for students for whom English is an additional language or dialect.

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

Text Production

Students produce coherent and cohesive fictional and non-fictional texts in response to issues in texts which they have read, viewed or listened to. They write essays in a formal style with a clear structure.

Text Study

Students critically examine and analyse issues and arguments in a range of increasingly technical texts and situations.

Investigative Study

Students carry out an in depth investigation of a topic of their choice.

Assessment

School-based Assessment

Issues Analysis – two Assessment Tasks 20%

Text Production – two Assessment Tasks 20%

Investigation – two Assessment Tasks 30%

External Assessment

Examination – Listening Task, Issues Analysis Essay, Letter 30%

Special Requirements

Students are required to meet the *SACE Eligibility Requirements for EALD* in order to enrol in this subject. Students should have:

either - no more than five years of full time schooling in which the medium of instruction was English

or - more than five years of full time schooling in which the medium of instruction was English but the student's knowledge of English is restricted.

Subject Fee Nil

Home Economics



Course Coordinator **Meredith Oliver**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2	HOME ECONOMICS
Home Economics	Food, Nutrition & Fashion	Food Preparation & Nutrition	Food & Hospitality – Food & Culture	Nutrition	
	Food, Culture & Fashion	Child Studies	Food & Hospitality – Creative Food Preparation	Food & Hospitality Studies	
				Early Childhood Studies	

Home Economics

YEAR 8 HOME ECONOMICS

CODE: HE1H

LEVEL: Year 8

LENGTH: Half Semester - 9 Week course

CREDIT POINTS: N/A

Recommended background: Nil

Content

All Year 8 students undertake this half semester (9 week) course.

Students have the opportunity to experience a variety of food preparation skills, reflecting their diverse cultural backgrounds. Students will develop skills and an understanding of nutritional issues, safe and hygienic work practices and effective use of time and resources. Students will also develop skills in clothing and textiles through the construction of an article. Home Economics is an experiential subject where the majority of learning involves students participating in practicals.

Assessment

Practical skills, homework, collaborative and independent work, iPad presentations and activities.

Special Requirements Nil

Subject Fee Nil

YEAR 9 HOME ECONOMICS

CODE: HE2A & HE2B

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Students may choose one or two semesters of Home Economics from the following areas.

FOOD, NUTRITION AND FASHION

CODE: HE2A

Students spend approximately two-thirds of time studying food and the remaining one-third studying fashion and textiles.

Food

Students look at the Australian Guide for Healthy Eating for teenagers and food nutrients. Students plan, prepare and serve foods which are appealing to teenage tastes and reflect Australia's multicultural society. Examples of food practicals: Pizza, Thai Green Curry, Muffins, Spanikopitas, Pasta.

Fashion

Students make and appraise a suitable garment, eg boxer shorts. Students are required to supply own fabrics.

Special Requirements Nil

Subject Fee Nil

FOOD, CULTURE AND FASHION

CODE: HE2B

Approximately two-thirds of time studying food and the remaining one-third studying fashion, each with a cultural focus.

Food

Students consider changes in our food, technology and lifestyles since colonial days. This includes the impact of our multicultural society and festivals upon our food choices.

Practicals include: Cornish Pasties, Crêpe Suzettes, Spring Rolls and Foods from a variety of cultures including Greek, Asian, Mexican, Italian, Indian and German.

Fashion

Students make and appraise a suitable garment, eg boxer shorts. Students are required to supply own fabrics.

Special Requirements Nil

Subject Fee Nil

YEAR 10 HOME ECONOMICS – FOOD PREPARATION & NUTRITION

CODE: HE3A
LEVEL: Year 10
LENGTH: Semester
CREDIT POINTS: N/A
Recommended background: Nil

Content

Food Preparation and Nutrition. This is a one-semester course which may be selected only once. It focuses on the specialization of contemporary issues around food and nutrition, disease prevention and nutrition in times of food crises around the world. The focus is on increasing skill development for food preparation and presentation.

Work includes the extension of research skills, practical application, conserving resources through collaborative and independent learning exercises.

Practicals may include: Light Lasagne and Salad, San Choy Bao, Apple Crepes, Designer / Artisan Breads.

Assessment

- Practical activities as individuals or in groups.
- Research assignments
- Presentation using Multimedia or iPads.

Special Requirements Nil

Subject Fee \$50

YEAR 10 HOME ECONOMICS – CHILD STUDIES

CODE: CS3A
LEVEL: Year 10
LENGTH: Semester
CREDIT POINTS: N/A
Recommended background: Nil

Content

This is a one-semester course which may be selected only once, providing the opportunity to develop knowledge and skills in relation to children and families in our contemporary society.

Students will explore the role of families in supporting children, parenting, pregnancy and birthing options, socialization of a young child – eg creating a children's toy and children's food - impact of our technological and media world upon a young child. Students explore career options eg. midwifery, paediatrics, disability specialists, early childhood teaching.

Students will have the opportunity to construct their own heirloom teddy bear or similar children's toy or article.

Assessment

- Research tasks
- Multi-media presentations
- Evaluation reports
- Practical activities.

Special Requirements Nil

Subject Fee

Nil (The school provides materials for the basic teddy bear construction)

STAGE 1 FOOD AND HOSPITALITY – CREATIVE FOOD PREPARATION

CODE: HE4A
LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background: Nil

Content

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in individual and collaborative activities with the emphasis on food knowledge, preparation and presentation skills. They develop their ability to think critically and to solve problems through practical and research tasks. Practical may include foods such as Vegetarian Cannelloni, Brandy Snap Baskets, Potato Gnocchi, and Cherry Crème Tarts or similar contemporary dishes. Students will undertake practicals relating to high teas, cafe meals and 2-course meals.

Assessment

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

School-based Assessment Weighting

- Assessment Type 1: Practical Activity 40%
- Assessment Type 2: Group Activity 30%
- Assessment Type 3: Investigation 30%

These are assessed against the Performance Standards which describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills and understanding which teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

Special Requirements Nil

Subject Fee \$80

Home Economics

STAGE 1 FOOD AND HOSPITALITY FOOD AND CULTURE

CODE: HE4B
LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background: Nil

Content

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in individual and collaborative activities to support the development of food knowledge, preparation, presentation skills. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts both locally and globally.

A range of practicals are undertaken to reflect our cultural diversity.

Assessment

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

School-based Assessment

- Assessment Type 1: Practical Activity 40%
- Assessment Type 2: Group Activity 30%
- Assessment Type 3: Investigation 30%

These are assessed against the Performance Standards which describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills and understanding which teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

Special Requirements Nil

Subject Fee \$80

STAGE 2 FOOD AND HOSPITALITY STUDIES

CODE: HE5N
LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Nil

Content

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills through practical and research tasks.

Students study topics within the following five areas of study:

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

This 20-credit subject includes all five areas of study.

Assessment

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

School-based Assessment

Practical Activity 50%
Group Activity 20%
External Assessment Investigation 30%

Information on the School-based Assessment

Each practical activity consists of an action plan or research task, a practical application and may include an individual evaluation report.

The group activity consists of group decision making, a group practical application and an individual evaluation report.

Performance Standards

The Food and Hospitality Subject Outline includes Performance Standards, which describe five levels of achievement which are reported with the grades A+ to E- at the student's completion of the subject.

Special Requirements Nil

Subject Fee \$100

STAGE 2 NUTRITION

CODE: NU5P
LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Nil

Content

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases.

Students have the opportunity to examine factors which influence food choices and reflect on local, national, Indigenous and global concerns and associated issues.

They investigate methods of food production and distribution which affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Students undertake the study of *all four* core topics and one option topic (Global Hunger).

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer.

Option Topic

- Option Topic: Global Hunger.

Assessment

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

School-based Assessment Weighting

Investigations Folio

4 Practical Investigations and 1 Issues Analysis 40%

Skills and Applications Tasks

4 Topic Tests and 1 Trial Exam 30%

External Assessment Examination 30%

Special Requirements Nil

Subject Fee

\$48, includes Nutrition Essentials Workbook.

STAGE 2 EARLY CHILDHOOD STUDIES

CODE: HC5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background: Nil

Content

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies, students develop a variety of research, management and practical skills.

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences.

This 20-credit subject includes all five areas of study.

Assessment

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

School-based Assessment

Practical Activity 50%

Group Activity 20%

External Assessment Investigation 30% - 2000 word investigation on a contemporary issue related to the health and wellbeing of children.

Practical activities including preparing meals for pregnancy, child care centres and a primary canteen.

Making a child's story book and an article/ toy for a child with a special need.

Special Requirements Nil

Subject Fee \$50



Health and Personal Development

Course Coordinator **Casey Freeman**

YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Health & Physical Education	Health & Physical Education (General)	Health	Health A – Peer Support	Health
	Physical Education (Extension)	Physical Education (General)	Health B – Contemporary Issues	Physical Education
		Physical Education (Extension)	Physical Education A	
			Physical Education B	
		Outdoor Education	Outdoor Education	Outdoor Education
Rowing	Rowing	Rowing A		
		Rowing B		
			Certificate III in Fitness	Certificate III in Fitness

HEALTH & PERSONAL DEVELOPMENT

YEAR 8 HEALTH & PHYSICAL EDUCATION

CODE: PE1H

LEVEL: Year 8

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

All Year 8 students undertake one compulsory semester of Health & Physical Education. The learning outcomes include developing students' movement skills and their knowledge and attitudes towards living a healthy lifestyle. The students will be involved in analysing and participating in games both as players, umpires and coaches.

Students will develop these attributes through studying the following practical topics:

- Soccer
- Touch
- Volleyball
- Sofcrosse
- Dance
- Fitness

Students will also study the theory topics of Relationships and Sexual Health.

The Relationships and Sexual Health unit is based on the SHINE SA program and aims to improve the students' ability to develop healthy relationships and make well informed and safe decisions in the future.

Assessment

Students will be assessed in both practical and theory topics.

The basis for assessment will be:

Participation (25%)

Organisation (25%)

Skill Learning and Attainment (50%)

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

YEAR 9 HEALTH & PHYSICAL EDUCATION

CODE: PE2G/PE2B

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Year 8 Health & Physical Education.

Content

All Year 9 students undertake one compulsory semester of Health & Physical Education. The subject continues the development of students' movement skills and their knowledge and attitudes towards living a healthy lifestyle. The students will be involved in analysing and participating in games both as players, umpires and coaches.

Students will develop these attributes through studying the following practical topics:

- Badminton
- Softball
- Hockey
- Basketball
- Korfbal

Students will also study the theory topics of Relationships and Sexual Health and Drug Education.

The Relationships and Sexual Health unit is based on the SHINE SA program and aims to improve the students' ability to develop healthy relationships and make well informed and safe decisions in the future. The students will also receive information on Sexually Transmitted Infections and Contraception. The Drug Education unit will focus on alcohol and aims to give students opportunities to learn about the effects of alcohol and analyse the use of alcohol within society.

Assessment

Students will be assessed in both practical and theory topics.

The basis for assessment will be:

Participation (25%)

Organisation (25%)

Skill Learning and Attainment (50%)

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

YEAR 9 HEALTH & PHYSICAL EDUCATION (EXTENSION)

CODE: PE2E

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 8 Health & Physical Education.

Content

This optional semester is recommended for students with a genuine interest in sport and fitness, both in a practical and theory based environment.

The practical classes will study a number of different topics, focusing on skill development and improving performance in each.

These practical topics include:

- Volleyball
- Netball
- Football Codes
- Tennis
- Fitness

The theory component of this course centres on preparing students for Physical Education Studies in the Senior School and will develop students' understanding of Fitness Components, Training Programs and Body Systems. The subject is generally broken down to one lesson of theory, a double lesson of sport practical and one lesson of fitness practical per week.

This subject is recommended for students who are looking to study Physical Education in Year 10 and beyond.

Continued next page

Health and Personal Development

YEAR 9 HEALTH & PHYSICAL EDUCATION (EXTENSION) CONTINUED

Assessment

Students will be assessed in both practical and theory topics.

The basis for assessment will be:

Participation (25%)

Organisation (25%)

Skill Learning and Attainment (50%)

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

The students will also be involved in designing and organising a community recreation session for their peers. This will involve students selecting from a variety of physical activities available in the local community (Ten Pin Bowling, Bushwalking, Snooker, Gym classes etc) and organising the session for the class.

Assessment

Students will be assessed on all practical topics as well as their organisation of their community recreation project.

The basis for assessment will be:

Participation (25%)

Organisation (25%)

Skill Learning and Attainment (50%)

Special Requirements

Unley High School PE uniform to be worn during all practical lessons.

Subject Fee Nil

The theoretical component of the course centres on preparing students for further study in the area. Topics studied will include the Respiratory and Circulatory Systems and also Acute Responses to Exercise. Students will be expected to participate in laboratory practicals to assist in their understanding of these topics.

Assessment

Students will be assessed on all practical topics.

The basis for assessment will be:

Participation (25%)

Organisation (25%)

Skill Learning and Attainment (50%)

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

YEAR 10 PHYSICAL EDUCATION (GENERAL)

CODE: PE3A

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 9 Health & Physical Education.

Content

This semester course is designed for students who do not intend to study Year 11 PE. However, it can be combined with the Year 10 PE (Extension) course for a full year of Year 10 PE in preparation for Year 11 Physical Education.

The aim of this course is to expose students to a variety of physical activities with the aim of developing positive attitudes towards physical fitness. Each student will learn the skills involved in sports selected from the following list:

- Archery
- Golf
- Table Tennis
- Badminton
- Handball
- Ultimate Frisbee
- Hockey
- Soccer

YEAR 10 PHYSICAL EDUCATION (EXTENSION)

CODE: PE3C

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 9 Health & Physical Education (Extension).

Content

This course is designed for students who are interested in studying Years 11 & 12. There is a strong focus on developing sporting skills, theoretical knowledge and improving students' aerobic fitness.

The practical topics are chosen to prepare students for the practical topics studied in Senior School and include:

- Badminton
- Volleyball
- Handball
- Basketball
- Football Codes
- Fitness

YEAR 10 HEALTH

CODE: PE3B

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 9 Health & Physical Education.

Content

During this course students will be provided with opportunities to explore health and society issues involved in the following topics:

- Diet and Exercise
- Disease & Disability
- Relationships and Sexual Health

Students will learn decision making skills associated with the topics taught and will be involved in various practical sessions to promote their learning and understanding of health issues.

Students will access various community organisations to develop their awareness of the health related activities that are available to them.

Assessment

In the practical component of this course students will be assessed on:

- Participation (25%)
- Organisation (25%)
- Skill Learning and Attainment (50%)

Students studying this subject will be required to complete group tasks and assignments on each theory component taught.

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

YEAR 10 OUTDOOR EDUCATION

CODE: PE3D

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 9 Health & Physical Education.

Content

This course will involve students studying minor skills based activities and planning and participating in a three day camp. The practical activities for the skills based activities and the camp will be chosen from Rock Climbing, Kayaking, Mountain Biking and Bushwalking.

The students will also focus on learning outdoor living skills, safe use of lightweight stoves, tent pitching, menu planning and navigation. The underlying theme throughout the course will be on environmental care and conservation issues.

Assessment

The students will demonstrate evidence of their learning through the following assessment pieces:

- Practical Activities (including three day camp) 80%
- Folio of theory pieces (including a reflective camp journal) 20%

Special Requirements

This course requires a high degree of personal commitment. Students choosing this course must be prepared to fully commit themselves to the various activities and journeys involved in Outdoor Education. They will be accountable to themselves and to the class as a whole for the appropriate participation and completion of these activities.

If a student withdraws from the course, no refunds will be given. This is due to costs being calculated and bookings being made for each activity before the semester starts.

Subject Fee

Estimated cost for 2015 is \$250 to cover instructors, equipment hire and transport.

STAGE 1 PHYSICAL EDUCATION A

CODE: PE4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Health & Physical Education (Extension).

Content

In Physical Education, students are involved in both practical and theoretical classes which help develop their knowledge and understanding of physical skills and their role in different sporting activities. Students will also study exercise physiology topics during the semester. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Assessment

Practical Skills and Application 60%

Students complete three practicals (Aquatics, Badminton, Softball)

Principles and Issues 40%

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics selected from:

- fitness
- training principles and methods systems
- body systems
- human physical performance
- sports injuries
- participation in physical activity

Issues Analysis

Students analyse issues which are relevant to local, national or global communities through topics of interest to them.

Special Requirements

Unley High School PE uniform must be worn during all practical lessons.

Subject Fee Nil

STAGE 1 PHYSICAL EDUCATION B

CODE: PE4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Health & Physical Education (Extension).

Content

In Physical Education, students are involved in both practical and theoretical classes which help develop their knowledge and understanding of physical skills and their role in different sporting activities. Students will also study exercise physiology topics during the semester. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

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Health and Personal Development

STAGE 1 PHYSICAL EDUCATION B CONTINUED

Assessment

Practical Skills and Application 60%

Students complete three practicals (Basketball, Volleyball, Touch)

Principles and Issues 40%

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics are selected from:

- fitness
- training principles and methods systems
- body systems
- human physical performance
- sports injuries
- participation in physical activity

Issues Analysis

Students analyse issues which are relevant to local, national or global communities through topics of interest to them.

Special Requirements Nil

Subject Fee

\$50 (to cover the cost of the Aquatics unit).

STAGE 1 OUTDOOR EDUCATION

CODE: OE4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:
Year 10 Outdoor Education.

Content

During this course students will gain an understanding of ecology, environmental sustainability, cultural perspectives and physical and emotional health through participating in outdoor activities. Students also develop skills in

planning risk and safety management and reflect on environmental practices.

Students will study the following topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey (Kayaking)

Students record, reflect and evaluate their experiences during the outdoor journey.

Assessment

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

- Outdoor Journeys and Activities 60%
- Folio 20%
- Reports 20%

Special Requirements

If a student withdraws from the course, no refunds will be given. This is due to costs being calculated and bookings being made for each activity before the semester starts.

Subject Fee

Estimated cost for 2015 is \$150 to cover instructors, equipment hire and transport.

Subject Fee \$250

STAGE 1 CERTIFICATE III IN FITNESS

CODE: FT4

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS:
60 Stage 2 Credits

Recommended background:

Successful completion of Year 10 Health & Physical Education (Extension)

Content

A Certificate III in Fitness will enable students to enter the Fitness Industry as a Fitness Instructor or Gym Instructor.

Each student studies industry approved Fitness theory which is current, comprehensive and will provide a solid foundation for success as a Personal Trainer.

Students will spend face to face delivery time with a trainer each week and spend 1.5 to 2 hours of their own time working on assessments. A number of practical sessions will occur during the training.

VET at a Certificate III level can be used as a students 4th TAS subject to achieve and Australian Tertiary Admission Rank (ATAR) and apply to University.

Assessment

Students must complete a total of 15 units of competency including 10 core units and 5 elective units.

The units of competency that will be delivered are:

- Provide first aid
- Apply anatomy and physiology principles in a fitness context
- Provide fitness orientation and health screening
- Provide quality service in the fitness industry
- Develop and apply an awareness of specific population to exercise delivery
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport, fitness and recreation equipment for activities
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Undertake risk analysis of activities
- Instruct and monitor fitness programs
- Undertake client health assessment
- Plan and deliver gym programs
- Plan and deliver and endurance training session
- Plan a home based business

Special Requirements Unley High School PE uniform must be worn to all practical sessions.

Subject Fee

\$1590 + First Aid Course

STAGE 1 HEALTH A PEER SUPPORT

CODE: HL4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background: Nil

Content

This subject is a requirement for students participating in the Peer Support Program. It will focus on preparing students to become peer leaders so they can facilitate activities and take on a mentor role with Year 8 students through programs such as Peer Support and the Year 8 Pastoral Care Program.

Students will be given opportunities to be involved in health promoting activities, both in the school and the wider community, to develop their leadership skills and to work with others as a part of a team.

Assessment

- Issues Response (x2) 30%
- Group Activity 40%
- Investigation 30%

Special Requirements

Entry to this course will be by application.

Subject Fee Nil

STAGE 1 HEALTH B CONTEMPORARY ISSUES

CODE: HL4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:
Year 10 Health.

Content

This course will focus on identifying and analysing issues which impact on the wellbeing of young people. It will cover sexuality, sexual health and relationships, the effects of drugs and

alcohol on health and explore factors which impact on Mental Health.

Students will have an opportunity to negotiate topics which interest them within these areas of study and to research them at a deeper level.

Assessment

- Issues Response (x2) 30%
- Group Activity 40%
- Investigation 30%

Special Requirements Nil

Subject Fee Nil

STAGE 2 PHYSICAL EDUCATION

CODE: PE5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Year 11 Physical Education A and/or B.

Content

This course involves students studying both practical and theoretical topics. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They will explore and analyse associated performance, health, and lifestyle issues.

The topics studied are:

1. Practical Skills and Applications

The students will study 3 practical units to be chosen from:

- Kayaking
- Badminton
- Volleyball
- Basketball
- Touch
- Lawn Bowls

2. Theory - Principles and Issues

- Exercise Physiology and Physical Activity
- Energy Sources for Physical Performance
- Training and Evaluation of Physical Performance

- Physiological Factors Affecting Performance
- The Acquisition of Skills and the Biomechanics of Movement
- How is Skill Acquired?
- Specific Factors affecting Performance
- The Psychology of Learning and Performance of Physical Skills
- Biomechanics and Skilled Performance

Assessment

School Based Assessment

- Practical Units (Badminton, Volleyball, Aquatics) 50%
- Folio (comprising of 6 separate assessment tasks) 20%

External Assessment

- 2 hour Examination 30%

Special Requirements

Unley High School PE uniform is required to be worn during all practical lessons.

Subject Fee

\$100 (to cover costs of the Aquatics unit and the PE Essentials Workbook).

STAGE 2 OUTDOOR EDUCATION

CODE: OE5S

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Stage 1 Outdoor Education.

Content

Outdoor Education is the study of the human connection to the natural world. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group and social development.

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Health and Personal Development

STAGE 2 OUTDOOR EDUCATION CONTINUED

Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimizing environmental impacts for sustainable futures.

Outdoor journeys will be chosen from Bushwalking, Kayaking and Rock Climbing. Other options may be available depending on the students' interests and abilities.

Assessment

School Based Assessment

Outdoor Journeys 30%

Self-reliant Expedition 20%

Folio 20% includes the following:

- Planning and Management Practices
- Sustainable Environmental Practices
- Leadership and Planning

External Assessment

Investigation 30%

Special Requirements Nil

Subject Fee

\$300 - to cover the costs of transport, equipment, hourly-paid instructors for outdoor activities. This cost may be increased if other outdoor journey options are chosen, such as sea Kayaking or cross country skiing.

STAGE 2 HEALTH

CODE: HL5

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background: Stage 1 Health.

Content

In Health, students focus on the health and wellbeing of individuals, communities and societies. They recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to health issues.

Students gain an understanding of how health incorporates the principles of respect for diversity, social justice and supportive environments. They consider the physical, emotional, social, cognitive and spiritual dimensions of wellbeing.

This course allows students to analyse health issues from a range of optional topics and explore areas of interest that relate to their own wellbeing, as well as the wellbeing of others.

These topics include:

- Health Promotion in the Community
- Health and the Environment
- Sexuality and Health
- Risks and Challenges to Health
- Stress and Health.

Assessment

Group Investigation and Presentation 30%

Issues Analysis (x3) 20%

Practical Activity (x2) 20%

External Assessment Investigation 30%

Special Requirements Nil

Subject Fee Nil

STAGE 2 CERTIFICATE III IN FITNESS

CODE: FT5

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 60 Stage 2 Credits

Recommended background:

Successful completion of Year 10 Health & Physical Education (Extension)

Content

A Certificate III in Fitness will enable students to enter the Fitness Industry as a Fitness Instructor or Gym Instructor.

Each student studies industry approved Fitness theory which is current, comprehensive and will provide a solid foundation for success as a Personal Trainer.

Students will spend face to face delivery time with a trainer each week and spend 1.5 to 2 hours of their own time working on assessments. A number of practical sessions will occur during the training.

VET at a Certificate III level can be used as a students 4th TAS subject to achieve and Australian Tertiary Admission Rank (ATAR) and apply to University.

Assessment

Students must complete a total of 15 units of competency including 10 core units and 5 elective units.

The units of competency that will be delivered are:

- Provide first aid
- Apply anatomy and physiology principles in a fitness context
- Provide fitness orientation and health screening
- Provide quality service in the fitness industry
- Develop and apply an awareness of specific population to exercise delivery
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport, fitness and recreation equipment for activities
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Undertake risk analysis of activities
- Instruct and monitor fitness programs
- Undertake client health assessment
- Plan and deliver gym programs
- Plan and deliver and endurance training session
- Plan a home based business

Special Requirements Unley High School PE uniform must be worn to all practical sessions.

Subject Fee

\$1590 + First Aid Course

Rowing

YEAR 8 ROWING

CODE: PE1R

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

Students are accepted into this course through a selection and testing process. Participation in the school rowing programme is also a pre-requisite.

Content

This course is aimed at students with a commitment to learning the rowing skills and knowledge associated with sculling in quads.

Students will be given the opportunity to:

- Learn boat handling, rigging and safety skills
- Learn scull rowing technique with a satisfactory level of competency, efficiency and consistency.
- Gain knowledge and understanding of the major principles associated with correct technique.
- Develop knowledge of the fitness levels required.

Theory topics will include components of fitness; fitness for rowing; rules, etiquette and race preparation; rowing terminology; injury prevention and management; sportsmanship; and analysis of fitness, technique and races. Students will also undertake a Beginner Coxswain course.

Additionally, students will participate in Health lessons based on the Shine SA programme.

'Rowing As A Subject' requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

Assessment

Students will be assessed in the following areas throughout each semester:

- Practical Skills
- Performance Fitness Appraisals
- Participation / Attitude / Effort / Cooperation
- Theory assignments on topics covered

Special Requirements

Unley High School PE uniform is to be worn to all practical and fitness lessons.

Subject Fee

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. In 2014, this was \$500.

- Develop a high level of fitness to maintain correct technique.
- Develop some basic boat repair capabilities.

Theory topics will include training principles (FITT, SPORT, specificity); skeletal and muscular systems; assessing priorities; goal setting; leadership / teamwork; nutrition for rowers; and analysis of fitness, technique and races.

Additionally, students will participate in Health lessons based on the Shine SA programme.

'Rowing As A Subject' requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

YEAR 9 ROWING

CODE: PE2R

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

Students are accepted into the course through a selection process.

Content

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in further development of the skills and knowledge associated with sculling in both quads and singles.

Students will be given the opportunity to:

- Develop rowing technique to a sound level of competency, efficiency and consistency.
- Gain knowledge and understanding of the major principles associated with correct technique and to be able to use this knowledge to correct skill error.
- Develop knowledge of the fitness levels required. A light weights programme is incorporated into the fitness training.

Assessment

Students will be assessed in the following areas throughout each semester:

- Practical Skills
- Performance Fitness Appraisals
- Participation / Attitude / Effort / Cooperation
- Theory assignments on topics covered

Special Requirements

Unley High School PE uniform is to be worn to all practical and fitness lessons.

Subject Fee

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. In 2014, this was \$500.

YEAR 10 ROWING A

CODE: PE3RA

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Participation in the school rowing programme is a pre-requisite.

Content

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in attaining the skills and knowledge associated with scull rowing in all boat configurations.

Students will be given the opportunity to:

- Foster sound scull rowing technique with a very good level of competency, efficiency and consistency.
- Utilise the learned knowledge and understanding of the major principles associated with correct technique to coach and correct skill error in novice rowers.
- Learn specific principles to safely undertake a weights program.
- Develop a high level of fitness to maintain correct technique.
- Develop a high level of organisational and interpersonal skills.

Theory topics will include cardio / respiratory systems – acute responses to exercise, steady state, blood pressure, gaseous exchange and cardiac output; chronic response to exercise; time management; drugs in sport; and analysis of fitness, technique and races.

‘Rowing As A Subject’ requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

Assessment

Students will be assessed in the following areas throughout each semester:

- Practical Skills
- Performance Fitness Appraisals
- Participation / Attitude / Effort / Cooperation
- Theory assignments on topics covered

Special Requirements

Unley High School PE uniform is to be worn to all practical and fitness lessons.

Subject Fee

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. This is expected to be approximately \$250.

YEAR 10 ROWING B

CODE: PE3RB

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Participation in the school rowing programme is a pre-requisite.

Content

This course is aimed at students with demonstrated skills and commitment in rowing who wish to spend time in the development of the skills and knowledge associated with sweep rowing.

Students will be given the opportunity to:

- Learn sound sweep rowing technique with a satisfactory level of competency, efficiency and consistency.
- Gain knowledge and understanding of the major principles associated with correct sweep technique.
- Maintain a high level of fitness to ensure correct technique.
- Develop a high level of organisational and interpersonal skills.

Theory topics will include developing a personal fitness profile; pathways available in rowing beyond school; Australia’s rowing status in the international arena; technology in coaching; sports psychology; planning of a daily timetable to balance school, study, sporting activities, relaxation time; and analysis of fitness, technique and races. Students will also undertake the Australian Sports Commission Beginning Coaching General Principles course.

‘Rowing As A Subject’ requires students to be motivated academically and physically. All students in the course are expected to maintain an appropriate standard of behaviour and a positive attitude to school, sport and study.

Assessment

Students will be assessed in the following areas throughout each semester:

- Practical Skills
- Performance Fitness Appraisals
- Participation / Attitude / Effort / Cooperation
- Theory assignments on topics covered

Special Requirements

Unley High School PE uniform is to be worn to all practical and fitness lessons.

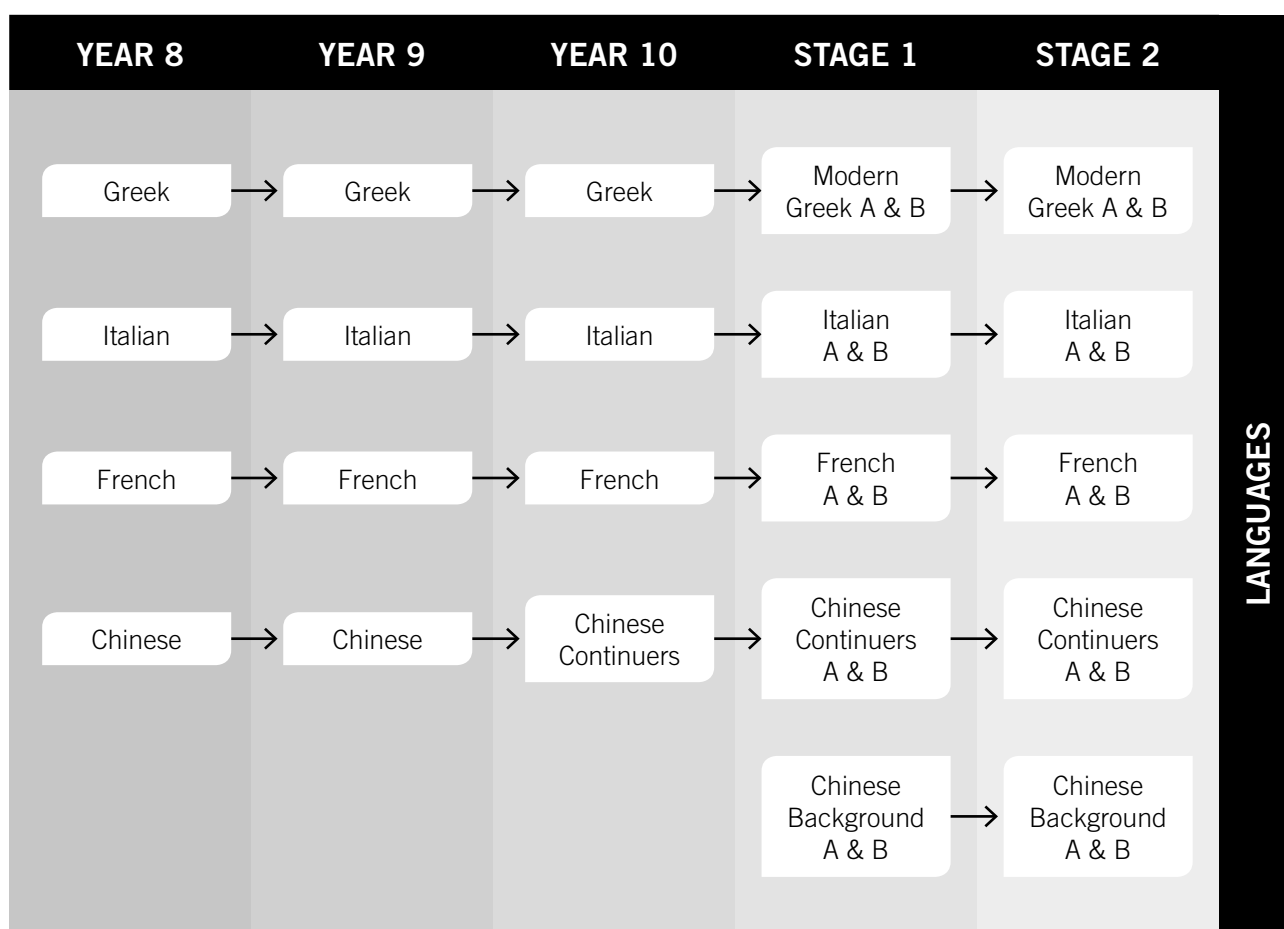
Subject Fee

Charges associated with hire of buses, instructors and an equipment levy incur a subject levy – amount TBA. This is expected to be approximately \$250.

Languages Other Than English (LOTE)



Course Coordinator **Kathy Purvis**



Languages - Chinese

Languages education is an investment in Australia's future.

It enhances students' cognitive and intellectual potential. Research has shown that students who learn another language have better problem solving skills and are able to think more flexibly.

Learning languages enables students to view the world from a broader perspective. It provides opportunities to develop positive attitudes to diversity.

Students who learn another language have advantages in many areas such as tourism, hospitality, trade and finance. Knowledge of another language can open up greater job opportunities for students interested in law, medicine, architecture and international relations.

Student exchange

There are many opportunities for language students to gain hands on real, practical experience of speaking the language through overseas trips and student exchanges. Students have the opportunity to participate in trips to Italy and France and to experience life in a Chinese high school in Shanghai for a month. The fun, friendship and rewarding educational benefits of being involved in an international exchange make for an unforgettable experience.

YEAR 8 CHINESE

CODE: C11A

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students will be introduced to the study of Chinese through the development of:

- Their ability to communicate in Chinese using pinyin and the Chinese script
- Knowledge and understanding of Chinese culture and society and the capability to move between Chinese and English and to make comparisons
- Language learning skills

Topics studied include: self, family and pets, the classroom, weather and daily routines.

Assessment

Assessment contains tasks such as creating a lesson suitable for Year 7 students on the history and origin of Chinese characters, performing role plays, creating a picture story about the family using the iPad, producing a weather forecast, listening tasks and projects. Weightings vary according to class circumstances.

Additional Information

Excursions to Chinatown, films and yum cha lunch at a Chinese restaurant.

Special Requirements

Language Perfect licence

Subject Fee \$30

YEAR 9 CHINESE

CODE: C12A1

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Year 8 Chinese.

Content

Topics and themes include hobbies, sports and friends, people and appearance, school environment, subjects and examinations.

Assessment

Assessment contains tasks such as writing blogs and emails, scripting and performing role plays, making short movies on the iPad, completing formal listening and reading tests and projects. Weightings vary according to class circumstances.

Additional Information

Excursions to the Confucius Institute at the University of Adelaide for taiqi and paper cutting workshops. Excursions to Chinatown, films and lunch at a Chinese restaurant.

Special Requirements

Language Perfect licence fee

Subject Fee \$24

YEAR 10 CHINESE

CODE: CI3A

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

Year 9 Chinese full year. This subject is not suitable for students who are fluent native speakers and have only recently arrived in Australia. Any student who did not do this subject in Year 9 must obtain permission from the Languages Coordinator before choosing this subject.

Content

The course further develops students' speaking, listening, reading and writing skills across a variety of topics and increase their awareness of grammatical structures used in the language to express meaning. The course also extends intercultural understandings.

Topics and themes include holidays, Chinese New Year festival, giving and receiving directions, using public transport, shopping, and going to the doctor.

Assessment

Assessment contains tasks such as writing blogs, emails and invitations, scripting and performing role plays, taking part in a conversation with the teacher, making short movies on the iPad, completing formal listening and reading tests and projects. Weightings vary according to class circumstances.

Additional Information

- Possible exchange with sister school in China. Exchanges take place every 2 years in November and December
- Students intending to continue Chinese in the senior school must take 2 semesters of Chinese in Year 10
- Excursions to films, University of Adelaide Confucius Institute and Chinatown.

Special Requirements

Language Perfect licence fee

Subject Fee \$26

STAGE 1 CHINESE (CONTINUERS)

CODE: CI4C

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Year 10 Chinese.

Eligibility

Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

Content

Students develop the ability to communicate in Chinese, to understand the Chinese language and compare it with English, to gain an insight into Chinese culture and way of life and to understand their own culture and way of life better by reflecting on similarities and differences between Chinese and Australian culture.

Students have to meet objectives in the 3 strands:

- the individual (Family and self)
- the Chinese-speaking communities (Education, history and geography, arts and entertainment)
- the changing world (Youth issues, the environment and the world of work).

Assessment

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

- A conversation with the teacher
- Writing a blog or email or job application
- Reading and responding to texts in Chinese which express opinions
- Research into an aspect of Chinese culture chosen by the student.

Additional Information

- Exchange with sister school in China. Exchanges take place

every 2 years in November and December

- Students intending to continue Chinese in the senior school must take 2 semesters of Chinese in Year 11
- Excursions to films, University of Adelaide Confucius Institute and Chinatown.

Special Requirements Nil

Subject Fee Nil

STAGE 1 CHINESE (BACKGROUND SPEAKERS)

CODE: CI4A

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

This subject is aimed at students of Mandarin cultural and linguistic background. Students need to be born in a country where the medium of instruction in the formal school setting is Mandarin and have had more than one year of education in the language. The majority of students in this category come from mainland China, Hong Kong, Taiwan, Malaysia and Singapore.

Content

The course is organised around 4 themes over the 2 years:

- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

Assessment

Each semester students complete one oral task, one written task, one text analysis task and one research task.

Special Requirements Nil

Subject Fee Nil

Languages - Chinese

STAGE 2 CHINESE (CONTINUERS)

CODE: CI5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Year 11 Chinese.

Eligibility

Students who have completed more than one year of education in a Chinese speaking country are not eligible for SACE Continuers.

Content

Students develop the ability to communicate in Chinese, to understand the Chinese language and compare it with English, to gain an insight into Chinese culture and way of life and to understand their own culture and way of life better by reflecting on similarities and differences between Chinese and Australian culture.

Students have to meet objectives in the 3 strands:

- the individual (Family and self)
- the Chinese-speaking communities (Education, history and geography, arts and entertainment)
- the changing world (Youth issues, the environment and the world of work).

Assessment

Internal assessment 70%

- Folio 50%
- In-depth study 20%

External assessment Examination 30%

Additional Information

- Opportunity to participate in the Hanyuqiao Chinese speaking competition
- Opportunity to apply for a scholarship to study in China.

Special Requirements Nil

Subject Fee Nil

STAGE 2 CHINESE (BACKGROUND SPEAKERS)

CODE: CI5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

This subject is aimed at students of Mandarin cultural and linguistic background. Students need to be born in a country where the medium of instruction in the formal school setting is Mandarin and have had more than one year of education in the language. The majority of students in this category come from mainland China, Hong Kong, Taiwan, Malaysia and Singapore.

Content

The course is organised around 4 themes over the two years:

- China and the World
- Modernisation and social change
- The overseas Chinese-speaking communities
- Language in use in contemporary China.

Assessment

Internal assessment 70%

- Folio 50%
- In-depth study 20%

External assessment Examination 30%

Special Requirements Nil

Subject Fee Nil

Languages - French

YEAR 8 FRENCH

CODE: FR1A

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Course used: Allons-y 1

Students will be introduced to the study of French through the development of:

- Their ability to communicate in French
- Knowledge and understanding of French culture and society and the capability to move between French and English and to make comparisons
- Language learning skills

Communicative topics studied include self and family, nationality, the body, school routines, time, food and drink, leisure activities, holidays, weather and France and its regions and cultural habits.

Assessment

Assessment contains aspects of intercultural literacy, listening, speaking, reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.

Special Requirements

Activity Book 1

Subject Fee \$30

YEAR 9 FRENCH

CODE: FR2A

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Year 8 French.

Content

Course used: Allons-y 2

The course builds on the foundation established in Year 8 and aims to extend and develop students' spoken and written ability in the language.

Topics and themes include holidays, school, transport, clothes and fashion, gastronomy, francophone countries, housing and lifestyle and health.

Assessment

Assessment contains aspects of intercultural literacy, listening, speaking, reading and writing with an emphasis placed on interactive communication skills. Weightings vary according to class circumstances.

Special Requirements

Activity Book 2

Subject Fee \$30

YEAR 10 FRENCH

CODE: FR3A

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Year 9 French.

Content

Course used: Allons-y 2 and Ça y est

The course further develops students' speaking, writing, reading and listening skills across various topics and increases their awareness of grammatical structures used in the language to express meaning. The course also extends students' intercultural understandings.

Topics and themes include school in France, travel, relationships, entertainment and media, history and culture.

Assessment

Assessment is based on a variety of activities and formal tests, written work, essays, projects, exhibitions, oral presentations, performances, and creative writing. Weightings vary according to class circumstances.

Special Requirements

Activity Books - Allons-y 2

Workbook - Ça y est

Subject Fee \$43

Languages - French

STAGE 1 FRENCH

CODE: FR4A & FR4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Year 10 French.

Content

Course used: Various sources including Ça y est.

The course develops communication skills, understanding of the French language, knowledge of the French culture and society, and the ability to write creatively in French.

Topics and themes include school in France, travel, relationships, entertainment and media, history and culture.

Assessment

Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.

Special Requirements

Elan grammar workbook
Ça y est workbook

Subject Fee \$17

STAGE 2 FRENCH CONTINUERS

CODE: FR5A

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Year 11 French.

Content

Course used: various sources including Au Point.

The course develops communication skills, understanding of the French language, knowledge of French culture and society and the ability to write creatively in French.

Students have to meet objectives in the three strands. All three will be dealt with in three focus themes:

- The individual
- The French speaking communities
- The changing world

Topics within these strands include: self, family, friends and personalities, lifestyles and entertainment, travelling, schooling and celebrations.

Assessment

Internal assessment 70%

- Folio 50%
- In-depth study 20%

External assessment Examination 30%

Special Requirements

Elan grammar text

Subject Fee Nil

Languages - Greek

YEAR 8 GREEK

CODE: GK1A

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students will be introduced to the study of Greek through the development of:

- their ability to communicate in Greek
- knowledge and understanding of Greek culture and society in Greece, Cyprus and Australia.

Topics studied include: greetings, self and family, school life, hobbies and interests, the home and neighbourhood, food and drink, shopping, weather and seasons.

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.

Additional Information

Possible excursion to a film or restaurant.

Special Requirements Nil

Subject Fee \$30

YEAR 9 GREEK

CODE: GK2A

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Year 8 Greek.

Content

The course builds on the foundation established in Year 8 and aims to extend and develop students' ability to communicate in Greek, as well as their knowledge and understanding of Greek culture in Greece and Cyprus and Australia.

Topics and themes include meeting people, leisure time activities, my city (asking for directions), transport and travelling, health and parts of the body, fashion and shopping, proverbs and idioms, famous landmarks, Greek mythology - myths and heroes.

The course also includes exercises on writing the script.

Assessment

Assessment contains aspects of intercultural literacy, listening, speaking, reading and writing with an emphasis placed on interactive communication skills. Students create a picture story about themselves using the iPad. Weightings vary according to class circumstances.

Additional Information

Possible excursion to a film or restaurant.

Special Requirements Nil

Subject Fee \$30

YEAR 10 GREEK

CODE: GK3A

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Year 9 Greek.

Content

The course further develops students' ability to communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also further develops students' intercultural understandings.

Topics and themes include daily routines, entertainment – TV and cinema, occupations and plans for the future, holidays and tourist attractions, healthy eating, the environment, the Greek arts – literature, music, the history of Rebetika, migration and Greek settlement in Australia.

Assessment

Assessment contains aspects of intercultural literacy, listening, speaking, reading and writing with an emphasis placed on interactive communication skills and on the development of more sophisticated writing skills. Weightings vary according to class circumstances.

Additional Information

Possible excursion to a film or restaurant.

Special Requirements Nil

Subject Fee \$30

Languages - Greek

STAGE 1 MODERN GREEK

CODE: GK4A & GK4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Year 10 Greek.

Content

Course used: Various sources

Students develop the ability to communicate in Greek, to understand the Greek language and compare it with English, to gain an insight into Greek culture and way of life and to understand their own culture and way of life better, by reflecting on similarities and differences between Greek and Australian culture.

Students have to meet objectives in the 3 strands:

- the individual (family and self)
- the Greek-speaking communities (education, history and geography, arts and entertainment)
- the changing world (youth issues, the environment and the world of work)

Assessment

Assessment will include oral tasks, written tasks, text analysis and an investigative task in each semester. Weightings vary between 15% and 50%.

Special Requirements Nil

Subject Fee Nil

STAGE 2 MODERN GREEK

CODE: GK5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Year 11 Greek.

Content

Course used: Various sources

Students further develop the ability to communicate in Greek, to understand the Greek language and compare it with English, to gain an insight into Greek culture and way of life and to understand their own culture and way of life better by reflecting on similarities and differences between Greek and Australian culture.

Students have to meet objectives in the 3 strands:

- the individual (family and self)
- the Greek-speaking communities (education, history and geography, arts and entertainment)
- the changing world (youth issues, the environment and the world of work)

Assessment

Internal assessment 70%

- Folio 50%
- In-depth study 20%

External assessment Examination 30%

Special Requirements Nil

Subject Fee Nil

Languages - Italian

YEAR 8 ITALIAN

CODE: IT1B

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Course used: Ecco Uno 1

Students will be introduced to the study of Italian through the development of:

- Their ability to communicate in Italian
- Knowledge and understanding of Italian culture and society and the capability to move between Italian and English and to make comparisons
- Language learning skills

Topics studied include: self and family, in the classroom, food and drink, leisure activities and animals.

Assessment

Assessment contains aspects of intercultural literacy, writing, conversations, role plays, listening tasks and projects. Weightings vary according to class circumstances.

Special Requirements

Activity Book

Subject Fee \$43

YEAR 9 ITALIAN

CODE: IT2B

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Year 8 Italian.

Content

Course used: Formula Italiano II

The course builds on the foundation established in Year 8 and aims to extend and develop students' listening, speaking, reading and writing skills and their intercultural understandings.

Topics and themes include holidays, the body, at home, fashion / shopping, the weather, living in the city, past-times and fitness and health.

Assessment

Assessment contains aspects of intercultural literacy, writing, conversations, role plays, listening tasks and projects. Weightings vary according to class circumstances.

Special Requirements

Activity Book

Subject Fee \$15

YEAR 10 ITALIAN

CODE: IT3A

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:
Year 9 Italian.

Content

Course used: Ecco 2

The course further develops students' ability to understand texts and communicate orally and in writing on various topics and increases their awareness of linguistic structures used in the language to express meaning. The course also deepens students' intercultural understandings.

Topics and themes include personal qualities, technologies, environment, entertainment (cinemas and TV), holidaying abroad and world of work.

Assessment

Assessment contains aspects of intercultural literacy, listening, reading, conversations, role plays, creating a television advertisement and projects. Weightings vary according to class circumstances.

Special Requirements

Activity Book

Subject Fee \$15

Languages - Italian

STAGE 1 ITALIAN

CODE: IT4A & IT4B

LEVEL: Year 11

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Year 10 Italian.

Content

Course used: various sources

The course develops communication skills, understanding of the Italian language, knowledge of the Italian culture and society, and the ability to write creatively in Italian.

Students have to meet objectives in all three strands.

All three will be covered in three focus themes:

- The individual
- The Italian-speaking communities
- The changing world

Assessment

Assessment will include oral tasks, written tasks, text analysis tasks and an investigative task in each semester. Weightings vary between 15% and 50%.

Special Requirements Nil

Subject Fee \$29

STAGE 2 ITALIAN CONTINUERS

CODE: IT5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:
Year 11 Italian.

Content

Course used: various sources

The course develops communication skills, understanding of the Italian language, knowledge of the Italian culture and society, and the ability to write creatively in Italian.

Students have to meet objectives in all three strands.

All three will be covered in three focus themes:

- The individual
- The Italian-speaking communities
- The changing world

Assessment

Internal assessment 70%

- Folio 50%
- In-depth study 20%

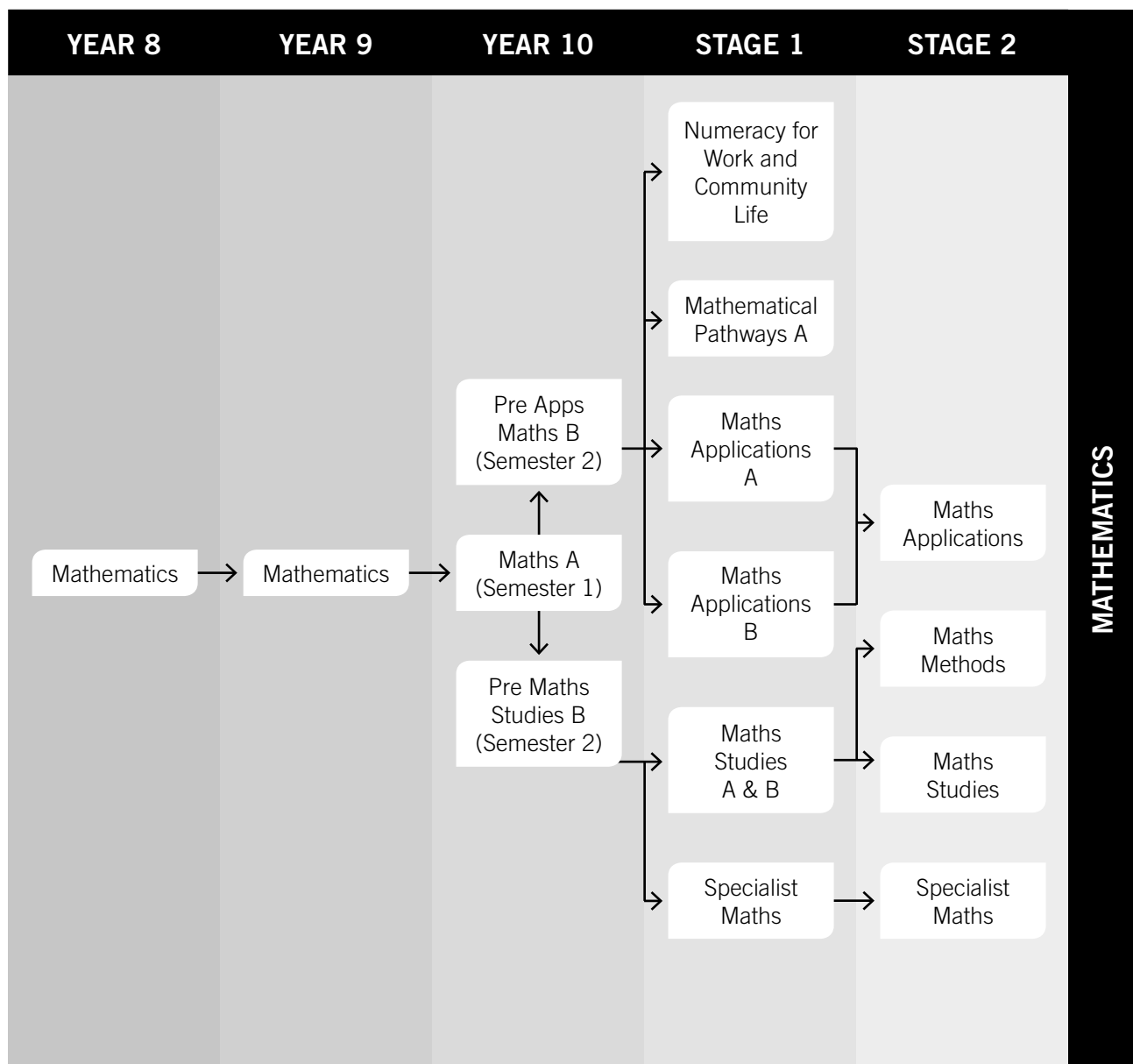
External assessment Examination 30%

Special Requirements Nil

Subject Fee Nil

Mathematics

Course Coordinator **Peter Stone**



Mathematics

YEAR 8 MATHEMATICS

CODE: MA1A

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students will follow the Australian Curriculum course outline:

- Number and Place Value – working with whole numbers and powers
- Real Numbers – decimals, percentages, rates and ratios
- Money and Financial Mathematics – profit and loss
- Patterns and Algebra – working with and simplifying expressions
- Linear and non-Linear Relationships – use of graphs and graphing processes
- Geometric Reasoning – properties of shapes and their application
- Using Units of Measurement – perimeters, areas, volumes, time intervals
- Chance – elementary probability techniques
- Data Representation and Interpretation – working with elementary statistical techniques

Assessment

At the end of each semester, students will sit a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

Students will be assessed in each of the topics using a combination of tests, assignments and exercises. Their performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

Special Requirements

Students are placed in mixed ability classes in Year 8 for the whole year. At the end of the year the classes are restructured for the following year to facilitate ongoing optimal student learning. The information for this initial determination of class restructuring is gathered from School Assessments, Common Test Results and the Maths teacher's professional judgement on the student's general mathematical ability.

At the end of Semester 2, parents and students are informed of the next year's Maths class placement and they are invited to consult with the teacher or faculty coordinator if there are any concerns.

Subject Fee

Australian Maths Competition entry fee, incorporated into Material and Services charge.

YEAR 9 MATHEMATICS

CODE: MA2A

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 8 Mathematics.

Content

Students will follow the Australian Curriculum course outline:

- Real Numbers – Large and Small numbers, power laws, time scales
- Money and Financial Mathematics – working with simple interest
- Pythagoras and Trigonometry – application of the relevant theorem and techniques
- Patterns and Algebra – working with more complex expressions
- Geometric Reasoning – working with enlargements, similarity and scales
- Using Units of Measurement – areas, surface areas, volumes of more complex shapes

- Chance – more probability techniques, especially related to multiple events
- Data Representation and Interpretation – working with more complex statistical techniques
- Linear and non-Linear Relationships – further use of graphs and graphing processes

At the end of each semester, students will be expected to sit for a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

Assessment

Students will be assessed in each of the topics using a combination of tests, assignments and activities. Their performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

Special Requirements

Based on their achievement standard in Year 8, students are allocated into Advanced, Standard and Modified classes. The Advanced and Standard classes follow the same course and the Modified class uses this course as a basis for their program. Students in all Maths classes are provided with materials and activities which enrich and enhance the learning program in order to meet the range of abilities and learning styles of all students in these classes.

It is our policy and our practice that any student studying in a Standard or Advanced Class has access to any future Maths courses. Students in Modified classes, along with their parents, are provided with relevant information about future pathways in Maths.

At the end of Semester 2, parents and students are informed of the next year's Maths class placement and they are invited to consult with their teacher or faculty coordinator if there are any concerns.

Subject Fee Nil

YEAR 10 MATHEMATICS

CODE: MA3A MA3B

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background:

Successful completion of Year 9 Mathematics.

Content

Students will study the topics below for the first semester (MA3A):

- Patterns and Algebra – algebraic manipulation and working with formulae
- Measurement and Geometry – applications related to surface areas and volumes
- Chance – more complex probability concepts and application
- Linear and Non-Linear Relationships – solving equations and graphical processes

In the second semester (MA3B) students will choose or be recommended for either one of the two options, based on their future pathways in senior school Mathematics:

Pre-Maths Studies, topics include:

- Money and Financial Mathematics – interest calculations
- Geometric Reasoning – applying properties of shapes and logical reasoning to solve geometric situations
- Pythagoras and Trigonometry – solving problems related to triangle geometry
- Data representation – more complex concepts related to statistics
- Real Numbers – working with surdic form
- Linear and Non-Linear Relationships – working with quadratics and exponential equations

Pre-Maths Applications – topics include:

- Money and Financial Mathematics – interest calculations
- Geometric Reasoning – applying properties of shapes and logical reasoning to solve geometric situations

- Pythagoras and Trigonometry – solving problems related to triangle geometry
- Data representation – more complex concepts related to statistics

At the end of each semester, students will be expected to sit for a year level common test. This test, together with other forms of assessment, will be used to gauge student performance and readiness for the next year.

Assessment

Students will be assessed in each of the topics using a combination of tests, assignments and activities. Their performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Grades A-E will be used for reporting purposes.

Special Requirements

Based on their achievement standard in Year 9, students are allocated into Advanced, Standard and Modified classes for the first semester. In semester two, students will either study pre-Maths Studies or pre-Maths Applications based on the standard reached in the previous semester. Both courses will provide the necessary and relevant background for Year 11 Maths courses in either the Maths Studies or Maths Apps vein. Please note that students will not be offered Year 11 Maths Studies if they have done Year 10 pre-Maths Apps. Generally speaking, students doing a modified Year 10 Maths course will be offered only Year 11 Numeracy for Work and/or Community Life.

Subject Fee Nil

STAGE 1 SPECIALIST MATHEMATICS

CODE: MC4H

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 pre-Maths Studies at B grade or better. This course is to be taken in conjunction with Year 11 Maths Studies A and B.

Content

The topics covered are periodic phenomena (trigonometry), deductive geometry (circle and triangle) and vector geometry.

The learning program has been designed to incorporate not only skills and knowledge in various topics and subtopics, but also analysis, problem solving and communication development.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE board. Grades A-E will be used for reporting purposes.

This course together with Maths Studies A and B will provide a basis for study Year 12 Specialist Maths.

Please note that an average grade of B or better is required to proceed to Specialist Maths the following year.

Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

Subject Fee Nil

Mathematics

STAGE 1 MATHEMATICAL STUDIES A

CODE: MA4A

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 pre-Maths Studies at B grade or better.

Content

Teaching and learning activities within this unit of work will help to develop analytical and problem solving skills and focus on developing a sound conceptual knowledge of mathematical concepts and relationships. Topics include:

- Quadratics
- Models of Growth
- Geometry and Mensuration

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next semester.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

Please note that an average grade of B or better is required to proceed to Maths Studies in the next year.

Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

Subject Fee Nil

STAGE 1 MATHEMATICAL STUDIES B

CODE: MA4B

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 11 Maths Studies A is essential.

Content

Teaching and learning activities within this unit of work will focus on encouraging a sound conceptual development and will provide opportunities for students to consider the mathematical models and key ideas through a selection of problems posed. Topics include:

- Coordinate Geometry
- Functions
- Statistics.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 70% and 30% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

This course, together with Maths Studies A, will provide a basis to study Year 12 Maths Studies.

Please note that an average grade of B or better is required to proceed to Maths Studies in the next year.

Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

Subject Fee Nil

STAGE 1 MATHEMATICAL APPLICATIONS A

CODE: MB4A

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Mathematics.

Content

There are three main topics:

Earning and Spending, Measurement and Data in Context.

Students learn mainly business orientated mathematical skills associated with domains such as the world of work, taxation, budgets, planning and calculating areas and volumes in practical problems and collecting and analysing data.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next semester.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 60% and 40% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

This course, together with Maths Apps B, will provide a basis to study Year 12 Mathematical Applications.

Please note that an average grade of B or better is required to proceed to 12 Maths Apps in the next year.

Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

Subject Fee Nil

STAGE 1 MATHEMATICAL APPLICATIONS B

CODE: MB4B

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 11 Maths Apps A.

Content

There are two main topics:

Saving and Borrowing and Statistics.

Students learn business orientated mathematical skills associated with financial institutions (e.g. term deposits, interest, borrowing money) and in the collection, organisation, analysis and presentation of data.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance and readiness for the next year.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 60% and 40% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

This course together with Maths Apps B will provide a basis to study Year 12 Mathematical Applications.

Please note that an average grade of B or better is required to proceed to 12 Maths Apps in the next year.

Special Requirements

Students are expected to either purchase or rent from the school an approved graphics calculator (the TI 84-plus is the preferred model).

Subject Fee Nil

STAGE 1 NUMERACY FOR WORK AND COMMUNITY LIFE

CODE: MS4A

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Mathematics, including Modified Maths.

Content

The major topics are:

Numerical skills and measurement.

The learning program has been designed to incorporate basic life skills involving practical everyday problems.

At the end of this semester, students will be expected to sit for an exam. This assessment, together with other results, will be used to gauge student performance.

Please note that this course terminates at Year 11 and therefore does not lead to any Year 12 Mathematics subjects.

Assessment

Students will be assessed using a combination of tests and assignments with a weighting of 40% and 60% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

Special Requirements

Students should possess a scientific calculator.

Subject Fee Nil

STAGE 1 MATHEMATICAL PATHWAYS A

CODE: MP4A

LEVEL: Year 11

LENGTH: Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Mathematics.

Content

There are two main topics:

Measurement and Trigonometry.

This course will have a Trade focus and is designed for students who are undertaking a VET course and/or considering pursuing an apprenticeship based career. Consequently, the Mathematical concepts learned within the classroom will be applied to a range of practical situations, which will take the student out of the classroom. Students will be required to assess the given situation, apply problem-solving skills and complete all relevant calculations to solve the task.

At the end of this semester, students will be expected to sit for an exam.

Assessment

Students will be assessed using a combination of tests/worksheets and assignments with a weighting of 60% and 40% respectively. Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A-E will be used for reporting purposes.

Please note that this course terminates at Year 11 and therefore does not lead to any Year 12 Mathematics subjects.

Students who successfully complete this semester course will have met the Numeracy requirements for the SACE Certificate.

Special Requirements

Students should possess a scientific calculator.

Subject Fee \$25

Students will be provided with a Pre-Apprenticeship workbook for a trade of their choice, which will form part of their assessment.

Mathematics

STAGE 2 MATHEMATICAL STUDIES

CODE: M15P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Year 11 Maths Studies A and B, at B grade or better.

Content

A problems-based approach, integral to the development of mathematical models and associated skills, is used in the three main topics which each consist of a number of sub topics:

- Working with Statistics
- Working with Functions and Graphs using Calculus
- Working with Linear Equations and Matrices.

In this subject, students should be able to demonstrate and provide evidence in their learning of:

- mathematical knowledge, skills and their application to routine and complex problems
- mathematical modelling and problem solving techniques in familiar and unfamiliar contexts
- communication of mathematical ideas and reasoning using appropriate mathematical notation.

Assessment

- Skills and Applications Tasks (at least 8 tasks) 45%
- Folio (at least 2 tasks) 25%
- External Examination (3 hours) 30%

Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Special Requirements

Students should possess a TI 84-plus graphics calculator or another approved model by SACE.

Subject Fee Nil

STAGE 2 SPECIALIST MATHEMATICS

CODE: M25P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Year 11 Maths Studies A and B and Specialist Maths, at B grade or better. This course must be taken in conjunction with Year 12 Maths Studies.

Content

Five topics will be covered:

- Trigonometric Preliminaries, Polynomials and Complex Numbers
- Vectors and Geometry, Calculus and Differential Equations.

Each topic will have subtopics and some of them are an extension or application of concepts and processes studied in Mathematical Studies.

Assessment

- Skills and Applications Tasks (at least 8 tasks) 45%
- Folio (2 tasks) 25%
- External Examination (3 hours) 30%

Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Special Requirements

Students should possess a TI 84-plus graphics calculator or another approved model by SACE.

Subject Fee Nil

STAGE 2 MATHEMATICAL APPLICATIONS

CODE: MB5S

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Year 11 Maths Apps A and B, at B grade or better is essential.

Content

The course consists of four topics:

- Topic 1: Investments and Loans
- Topic 2: Mathematics and Small Business
- Topic 3: Share Investments
- Topic 4: Statistics and Working with Data.

The focus of the program is to relate the course to the real world, to raise student awareness of business/investment related matters and to provide a basic understanding of useful tools for their future. The program will also make students aware of a variety of resources and how to access them in their future. Graphics calculators and computers will be used extensively in the teaching and learning process and in the assessment tasks.

The assessment tasks will allow the students to investigate more closely, areas of their particular interests which will be useful for their future, whilst showing that they have achieved an understanding of the core concepts.

Assessment

- Skills and Applications Tasks (8 tasks) 30%
- Folio (4 tasks) 40%
- External Examinations (3 hours in total) 30%

Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Special Requirements

Students should possess a TI 84-plus graphics calculator or another approved model by SACE.

Subject Fee Nil

STAGE 2 MATHEMATICAL METHODS

CODE: MM5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Year 11 Maths Studies A and B.

Content

A problems-based approach, integral to the development of mathematical models and associated skills, is used in the four main topics, each consisting of a number of sub topics. This subject is designed to give students access to and experience in a wide range of mathematical models and techniques which can be used to solve real-life problems. Modelling which links the four mathematical areas studied is aided by the use of electronic technology.

Mathematical Methods consists of the following four topics:

- Topic 1: Working with Statistics
- Topic 2: Algebraic Models from Data - Working from Observation
- Topic 3: Calculus - Describing Change
- Topic 4: Linear models - Managing resources

Assessment

- Skills and Applications Tasks (at least 6 tasks) 45%
- Folio (2 tasks) 25%
- External Examination (3 hours) 30%

Their performance will be determined according to the subject's Performance Standards as outlined by the SACE Board. Grades A+ to E- will be used for reporting purposes.

Special Requirements

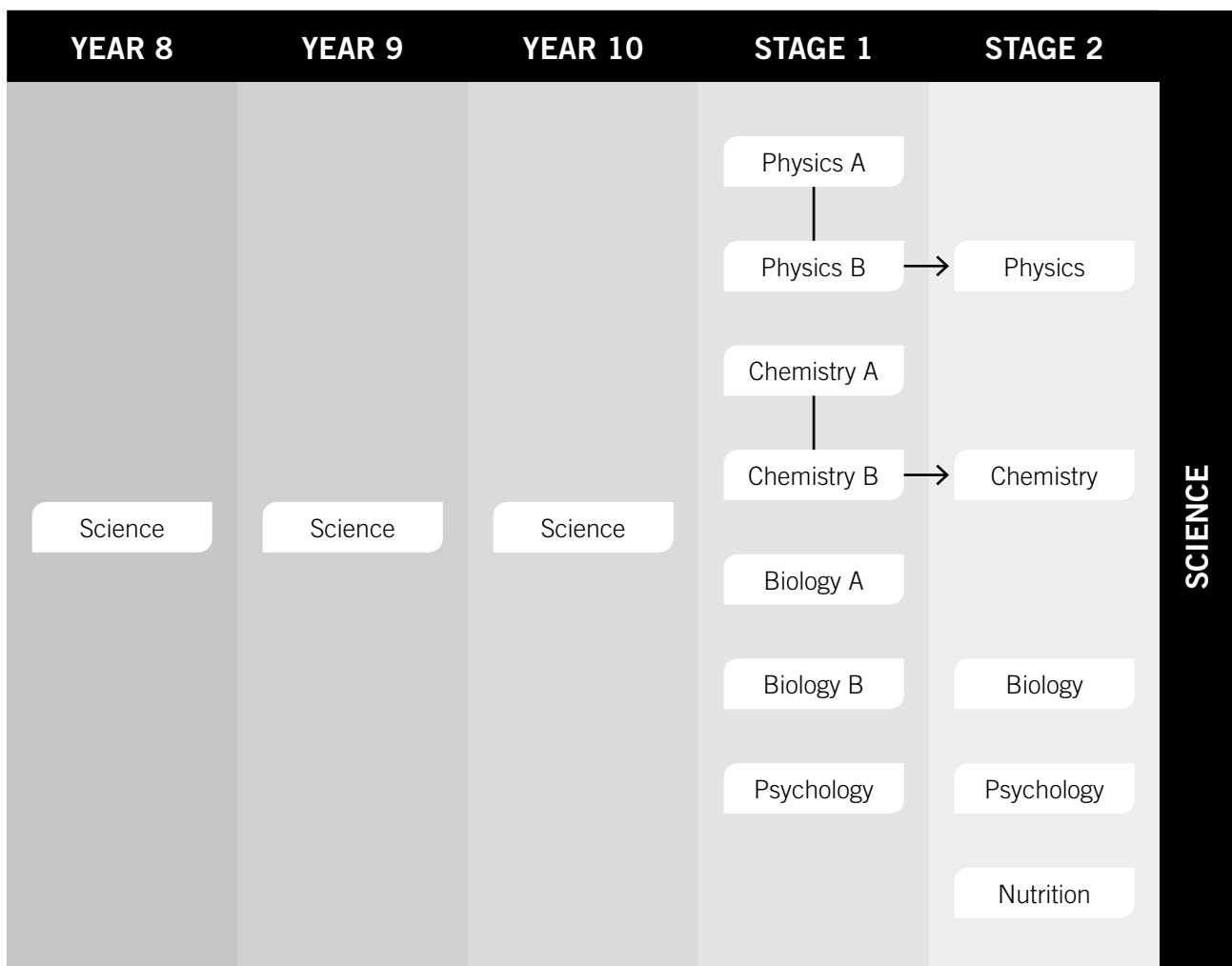
Students should possess a TI 84-plus graphics calculator or another approved model by SACE.

Subject Fee Nil



Science

Course Coordinator **Peter Splitek**



Science

YEAR 8 GENERAL SCIENCE

CODE: SC1

LEVEL: Year 8

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

The Year 8 Science course is based on the Australian Curriculum. It aims to promote an interest in Science and an awareness of the environment. Laboratory work and skills, along with research skills are developed through the study of a range of topics relating to the natural and physical world.

Topics studied include:

- Laboratory Skills and Safety
- Cells
- Living Systems
- Growth & Reproduction
- Using Energy and Renewable Energy
- Physical & Chemical Change
- Elements, Compounds & Mixtures
- Rocks
- Exploration & Mining.

Through resource-based learning, students develop skills in information retrieval using computers, video, internet, books and charts. Using iPads and computers, students learn how to enhance the presentation and analysis of their findings and to access their text book electronically. Students also use data gathering equipment to increase their exposure to the uses of technology in Science.

Assessment

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests, practical reports, research activities, homework exercises and other forms of communication.

Special Requirements Nil

Subject Fee Nil

YEAR 9 GENERAL SCIENCE

CODE: SC2

LEVEL: Year 9

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

The Year 9 Science course is based on the Australian Curriculum and aims to create an interest in science and an appreciation of scientific contributions to our way of life. Students will become critical thinkers and learn how to apply scientific principles to everyday situations. Students will build on their Year 8 experience, in the use of technology such as iPads, computers and data gatherers.

Topics studied include:

- The Atom
- Important Materials
- Reaction Types
- Heat, Light & Sound
- Electro Magnetic Radiation
- Electrical Energy
- Body Coordination
- Disease
- Ecosystems
- Earthquakes and Plate Tectonics

Assessment

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests, practical reports, research activities, homework exercises and other forms of communication.

Special Requirements Nil

Subject Fee Nil

YEAR 10 GENERAL SCIENCE

CODE: SC3

LEVEL: Year 10

LENGTH: Full Year

CREDIT POINTS: N/A

Recommended background: Nil

Content

The Year 10 Science course is based on the Australian Curriculum. It aims to create an interest in science and an appreciation of scientific contributions to our way of life. Students will become critical thinkers and learn how to apply scientific principles to everyday situations. Students will build on their Year 9 experience, in the use of technology such as iPads, computers and data gatherers.

Topics will be selected from:

- DNA and Genetics
- Geological Time
- Natural Selection and Evolution
- The Periodic Table
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy

Assessment

Students' knowledge and skills acquisition will be assessed through a variety of tasks including tests, practical reports, research activities, homework exercises and other forms of communication.

Special Requirements Nil

Subject Fee Nil

Science

STAGE 1 PSYCHOLOGY

CODE: PS4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Science.

Content

Course Content:

The study of psychology enables students to understand their own behaviours and the behaviours of others. The students are also introduced to Research Methods.

Topics

- Introduction to Psychology
- Social Behaviour
- Brain and Behaviour
- Research Methods

Assessment

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

School Based Assessment

Investigations Folio 30%

- Research Investigation (Caffeine Study)
- Issues Investigation of Behaviours
- Scenario Analysis

Skills and Applications Tasks 70%

- Two topic tests and exam

Students will also complete an end of semester exam.

Special Requirements Nil

Subject Fee Nil

STAGE 1 BIOLOGY A

CODE: BL4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Science.

Content

This course covers the great discoveries that have been made in cell biology over the last 400 years and how that came about through advances in technology. The amazing architecture and metabolic processes of cells are examined.

The course then looks at plant physiology and taxonomy. In particular, the students study photosynthesis, transpiration, pollination and germination. The study of the life cycle of plants and their reproductive structures is used to classify and navigate through the 250000+ species of flowering plants.

The course concludes with a research project which aims to unravel the mystery of cancer. Students are introduced to the ideas of cellular communication, growth factors, protein synthesis, the cell cycle, apoptosis, DNA repair and mutations. Students learn about the role of radiation, carcinogens, viruses and other factors in the development of cancer. This is all cutting edge.

Assessment

3 Tests

1 Research Project

1 Practical Report

Students will also complete an end of semester exam.

Special Requirements Nil

Subject Fee Nil

STAGE 1 BIOLOGY B

CODE: BL4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Successful completion of Year 10 Science.

Content

This course begins with an introduction to the world of microbes. Students learn about the incredible diversity of bacteria, fungi and protists – the organisms that are regarded as microbes.

These organisms live in humans, animals, plants, rivers, lakes, volcanoes, deep sea vents, rock 1.5 km below ground and in Antarctica. They can use hydrogen, rotten egg gas, light, dissolved iron and all sorts of things to power their cells. These diverse metabolic processes have the potential to be harnessed to solve many problems facing the world – food production, remediation, sequestering of carbon dioxide and treatment of diseases.

The second topic revises basic ideas in ecology before moving on to look at the big issues in aquatic ecology: water quality, eutrophication and biological magnification.

Finally the course overviews the world of animals from sponges through to humans. Their anatomy is studied and compared. Special adaptations are explained. The aim of the topic is to create a sense of wonderment at how incredible the animal world is.

Assessment

2 Tests

1 Essay

2 Practical Reports

1 Field Trip Report

Students will also complete an end of semester exam.

Special Requirements Nil

Subject Fee Nil

STAGE 1 CHEMISTRY A

CODE: CH4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Students choosing Chemistry A & B must have successfully completed Year 10 Science and have the recommendation of their Year 10 Science teacher to enrol in Stage 1 Chemistry.

Content

The study of chemistry includes an overview of the matter which makes up materials and the properties, uses, means of production and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies, students develop investigation skills and an understanding of the chemist's best toolkit, the periodic table. They learn about how the physical world works, which enables them to become questioning, reflective and critical thinkers.

Topics for Study are:

Matter
Chemical Bonding
Acids and Bases
Skills

Assessment

Investigations Folio

- 1 Practical & 1 Research Investigation 40%

Skills and Applications Tasks

- 3 Topic tests 60%

Students will also complete an end of semester exam.

Special Requirements

- Scientific calculator or graphics calculator

Subject Fee \$49

STAGE 1 CHEMISTRY B

CODE: CH4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Students choosing Chemistry B must have completed Chemistry A in semester 1.

Content

Topics chosen build upon the work covered in Chemistry A and cover more specific reaction types and also Quantitative Chemistry. Applications to the real world, both positive and negative, are emphasized.

Topics for Study are:

Reactions – Redox
Chemical Calculations
Carbon Chemistry
Skills

Assessment

Investigations Folio

- 1 Practical & 1 Research investigation 40%

Skills and Applications Tasks

- 3 Topic tests 60%

Students will also complete an end of semester exam.

Special Requirements

- Scientific calculator or graphics calculator

Subject Fee Nil

STAGE 1 PHYSICS A

CODE: PC4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Students choosing Physics A and B must have successfully completed Year 10 General Science and Mathematics and have the recommendation of their Year 10 Science teacher to enrol in Stage 1 Physics.

Content

This course aims to encourage interest and enjoyment through an emphasis on understanding and, at the same time, to lay a foundation for future learning in Physics.

Areas of study:

Linear and Projectile Motion
Newton's Laws of Forces
Waves and Sound

Assessment

Investigations Folio

- 1 presentation and 2 practical reports. 50%

Skills and Applications Tasks

- 3 topic tests 50%

Students will also complete an end of semester exam.

Special Requirements

- Scientific calculator or graphics calculator

Subject Fee Nil

Science

STAGE 1 PHYSICS B

CODE: PC4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Students choosing Physics B must have completed Physics A in semester 1.

Content

This course builds upon the work covered in Physics A and covers more specific topics in preparation for Stage 2 Physics. Applications to the real world are emphasized.

Areas of study:

Momentum

Work, Energy and Power

Electrostatics and Electric Current

Assessment

Investigations Folio

- 1 presentation and 2 practical reports. 50%

Skills and Applications Tasks

- 3 topic tests 50%

Students will also complete an end of semester exam.

Special Requirements

- Scientific calculator or graphics calculator

Subject Fee Nil

STAGE 2 PSYCHOLOGY

CODE: PS5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Any Stage 1 Science at a C grade or better.

Content

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Topics

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment

School-based Assessment

Investigations Folio 30%

- Group Investigation
- Individual Investigation

Skills and Applications Tasks 40%

- Five Topic Tests
- Mid Year Examination
- Two Application Tasks -Scenarios

External Assessment 30%

- Examination (2 hour external examination in November)

Special Requirements Nil

Subject Fee \$48

STAGE 2 BIOLOGY

CODE: BL5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Any Stage 1 Science at a C grade or better.

Content

In Biology, students learn about the cellular and overall structures and functions of a range of organisms, from the molecular level to Ecosystems. They learn about the connection between organisms in the amazing diversity of life that currently (and previously) existed on Earth. The universal code of DNA is studied; from replication to protein synthesis to genetic manipulation.

Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Stage 2 Biology is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems.

Assessment

School-based Assessment

Investigations Folio 40%

- 3 Practical Investigations & 1 Issues Investigation

Skills and Applications Tasks 30%

- 4 Topic Tests

External Assessment Examination 30%

- Examination (3 hour external examination in November)

Special Requirements Nil

Subject Fee \$46

STAGE 2 CHEMISTRY

CODE: CH5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Students must have successfully completed Chemistry A & B at Stage 1 and have the recommendation of their Stage 1 Chemistry teacher.

Content

Key chemical ideas and concepts are introduced within five topics.

Topics:

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

Through the study of these topics students will develop the ability to:

- Design and conduct experiments
- Analyse and interpret data and information
- Relate chemical concepts to real life situations
- Conduct research in an area of personal interest
- Work collaboratively
- Communicate in a variety of formats

Assessment

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

School-based Assessment

Investigations Folio

- 3 Practical Investigations & 1 Issues Investigation 40%

Skills and Applications Tasks

- 5 Topic Tests 30%

External Assessment Examination 30%

- Examination (3 hour external examination in November)

Special Requirements Nil

Subject Fee \$49

STAGE 2 PHYSICS

CODE: PC5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Students must have successfully completed Physics A & B at Stage 1 and have the recommendation of their Stage 1 Physics teacher. It is recommended that students have successfully completed Stage 1 Mathematical Studies and preferable that students are studying Mathematics at Stage 2.

Content

The study of physics offers opportunities for students to understand and appreciate the nature and behaviour of energy and matter in the universe. This subject requires students to understand and apply knowledge 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.

Stage 2 Physics is organised into four sections. Each section is divided into four topics. Each topic includes a real-life application.

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Assessment

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

School-based Assessment

Investigations Folio

- 4 Practical Investigations and 1 Issues Investigation 40%

Skills and Applications Tasks

- 4 Topic Tests 30%

External Assessment Examination 30%

- Examination (3 hour external examination in November)

Special Requirements

Students are required to have a scientific or graphics calculator and a protractor.

Subject Fee \$49

Science

STAGE 2 NUTRITION

CODE: NU5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background: Nil

Content

Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases.

Students have the opportunity to examine factors which influence food choices and reflect on local, national, Indigenous and global concerns and associated issues.

They investigate methods of food production and distribution which affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Students undertake the study of *all four* core topics and one option topic (Global Hunger).

- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle, and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer.

Option Topic

- Option Topic: Global Hunger.

Assessment

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

School-based Assessment Weighting

Investigations Folio

4 Practical Investigations and 1 Issues Analysis 40%

Skills and Applications Tasks

4 Topic Tests and 1 Trial Exam 30%

External Assessment Examination 30%

- Examination (3 hour external examination in November)

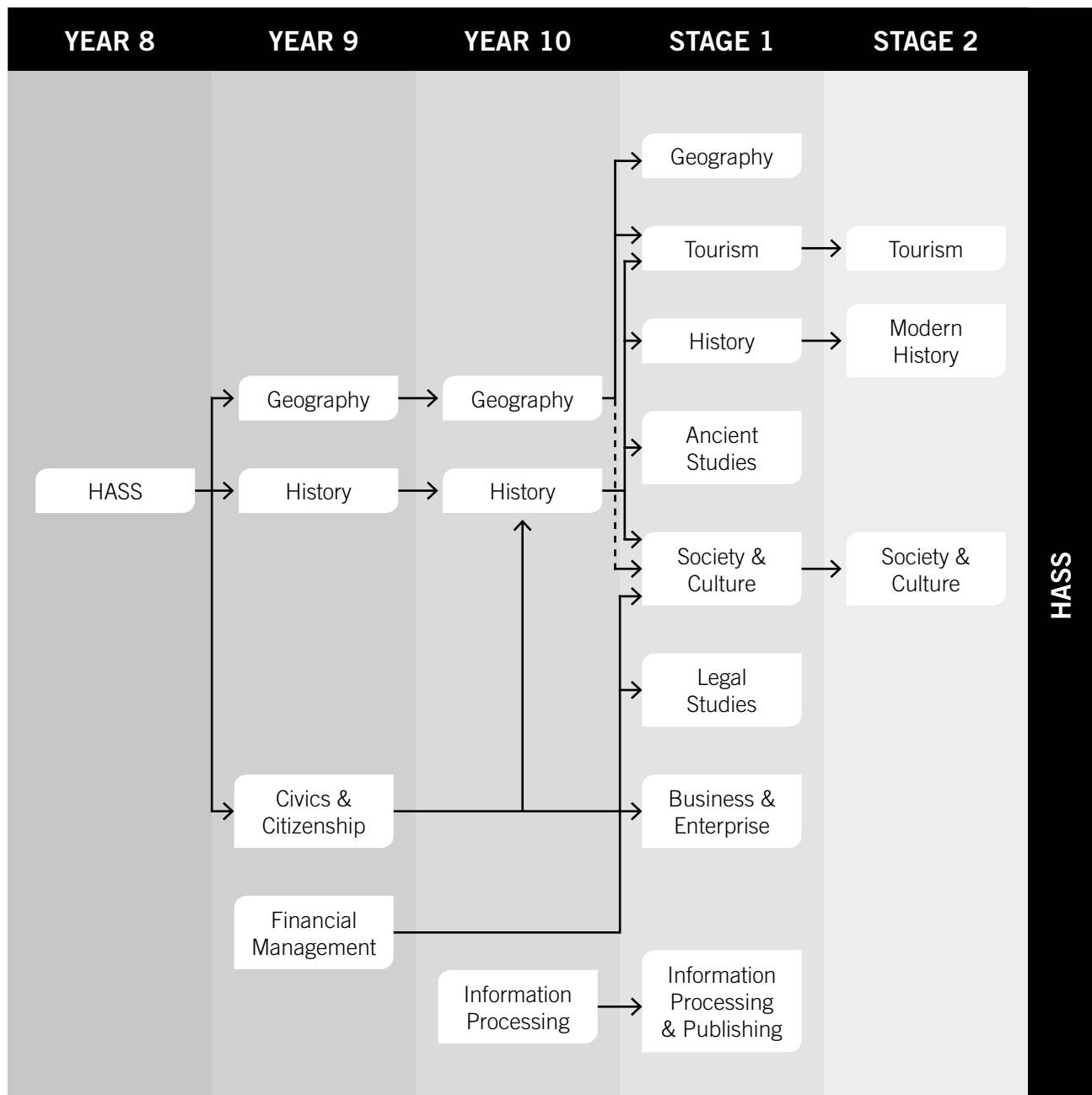
Special Requirements Nil

Subject Fee \$48, includes Nutrition Essentials Workbook.

Humanities and Social Sciences (HASS)



Course Coordinator **Bruce Stopp**



Humanities and Social Sciences

YEAR 8 HUMANITIES AND SOCIAL SCIENCES

CODE: SE1A

LEVEL: Year 8

LENGTH: Full Year Compulsory

CREDIT POINTS: N/A

Recommended background: Nil

Content

This course is split into two semesters. Students study the Australian Curriculum in History and Geography.

History Semester: The Ancient to the Modern World c. 650 to 1750 CE.

Students study an overview of this period spanning from the end of the Roman Empire, through the Middle Ages, to the beginning of the Modern World Era. Students will study what values and beliefs emerged during this period and how they influenced societies.

Students complete three depth studies:

- Medieval Europe and the Feudal System.
- Japan under the Shoguns.
- The Spanish conquest of The Americas.

Assessment

Students are assessed against the Australian Curriculum Year 8 Achievement Standard.

Assessment in History:

- A Guided Inquiry into The Feudal System.
- A Sources Analysis into Shogun Era Japanese religious beliefs.
- A point of view Investigation into the “justification” of Conquistador Invasion.

Special Requirements

iPad loaded with text (completed in class).

Subject Fee Nil

Geography Semester: There are two units of study – Landforms and Landscapes and Changing Nations.

In the unit of Landforms and Landscapes students will study:

- Different types of landscapes and their distinctive features.
- The aesthetic, cultural and spiritual value of landscapes including Aboriginal and Torres Strait Islander Peoples’ perspective.
- The geomorphic processes that produce landforms, including a case study such as glaciation.
- The human causes and effects of landscape degradation, such as soil erosion.
- Ways of protecting landscapes, such as national parks.
- The causes, impacts and responses to a geomorphological hazard, such as floods.

In the unit Changing Nations students will study:

- Urbanization in an Asian region, eg Indonesia.
- The differences in urban settlement patterns between Australia and the USA.
- Internal migration in Australia compared with internal migration in China.
- International migration in Australia.
- Planning of Australia’s urban future.

Assessment

Students will be assessed against the Australian Curriculum Year 8 Geography Achievement Standard.

Students will use inquiry skills and geographical skills such as collecting field work data and representing information using graphs, tables, field sketches, diagrams and maps. Students will respond to a geographical inquiry challenge and take account of the environmental, economic and social outcomes of their proposals.

Special Requirements Nil

Subject Fee Nil

YEAR 9 HISTORY

CODE: HS2H

LEVEL: Year 9

LENGTH: 1 Semester compulsory

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students study the Year 9 History course in the Australian Curriculum.

History: The Making of The Modern World 1750 to 1918.

Students study an overview of this period which includes:

- The changing features of the movements of people and how new ideas and technological developments contributed to change.
- The significance of Imperialism.
- The significance of World War One.

Students complete three depth studies:

- The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation.
- European Colonial Imperialism and its influence on China, including different perspectives of the Opium Wars.
- The impact of World War One, with a particular emphasis on Australia, with the use of propaganda to influence the civilian population and the conscription debate.

Assessment

Students are assessed against the Australian Curriculum Year 9 Achievement Standard.

Assessment in History:

- Guided Research Assignment into the times and life of a slave.
- Response to a guiding question about why the trade in opium led to wars and the creation of a newspaper article from either the Chinese or British perspective.

- A sources analysis into the changing attitudes of Australians to war and the conscription debate during World War One.

Special Requirements

iPad loaded with text (completed in class).

Subject Fee Nil

YEAR 9 GEOGRAPHY

CODE: GG2E

LEVEL: Year 9

LENGTH: 1 Semester optional

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students study the Year 9 Geography course in the Australian Curriculum.

There are two units of study, Biomes and Food Security and Geographies of Interconnections.

In the unit **Biomes and Food Security** students will study:

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental impacts.
- The factors that influence crop yields in Australia and across the world.
- Challenges to food production such as land and water degradation, and climate change.
- The capacity to feed the world's population sustainably.

In the unit **Geographies of Interconnections** students will study:

- The perceptions people have of place and how this influences their connections to different places.

- The way transportation, information and communication technologies connect people to services, information and people in other places.
- Trade in goods and services at all scales.
- The effects of the production and consumption of goods on environments including a country from north east Asia. (Issues about the globalisation of manufacturing and trade.)
- The effects of peoples' international travel and the impacts travel and tourism can have on cultures and environmental management.

Assessment

Students will be assessed against the Australian Curriculum Year 9 Geography Achievement Standard.

Students use inquiry skills and geographical skills such as collecting field work data and representing information using graphs, tables, field sketches, diagrams and maps. Students will respond to a geographical inquiry challenge and take account of the environmental, economic and social outcomes of their proposals.

Special Requirements Nil

Subject Fee Nil

YEAR 9 CIVICS AND CITIZENSHIP

CODE: CC2E

LEVEL: Year 9

LENGTH: 1 Semester optional

CREDIT POINTS: N/A

Recommended background: Nil

Content

In this course students study the history of and current systems that lead to a stable and productive society. Students explore the ways they can be informed and active citizens within their own communities.

Content:

- The history of law making.
- Different types of governments.
- The Australian democratic governmental system, the separation of powers, the role of the executive, legislature and law courts.
- The voting and election system.
- Civil rights and police powers.
- The economic system in Australia.
- Corporations, small businesses and the role of unions.
- Corporate citizenship and the role of non-government organisations and volunteers in helping the less well off in our community.

Assessment

Students will be expected to take part in excursions, mock elections and trials, listen to guest speakers, and conduct their own surveys and interviews.

Student will inquire into issues of civil rights.

Students will plan and carry out civic service.

Special Requirements Nil

Subject Fee Nil

Humanities and Social Sciences

YEAR 9 FINANCIAL MANAGEMENT

CODE: FM2H

LEVEL: Year 9

LENGTH: 1 Semester optional

CREDIT POINTS: N/A

Recommended background: Nil

Content

This course aims to provide students with the basic skills and knowledge to manage their personal finances.

- Personal Financial Management, what it means, and advantages of being in control.
- Money and how it is earned.
- Where money goes, factors affecting consumer decisions, comparison shopping, methods of payment.
- On-line shopping.
- Being a good consumer, legal rights and responsibilities and consumer protection.
- How the share market operates.
- Managing personal finances using credit wisely, budgeting, saving and investing.

Students investigate current issues which affect their financial situation and look to the future with regard to protection of assets and superannuation.

Assessment

- Personal financial plan.
- Share market game.
- Media journal and oral report.
- Investigation into the pros and cons of being an on-line consumer.
- Practical exercise of living cheaply and sustainably.

Special Requirements Nil

Subject Fee Nil

YEAR 10 HISTORY

CODE: SE3H

LEVEL: Year 10

LENGTH: 1 Semester compulsory

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students study the Year 10 History course in the Australian Curriculum, .

History: The Modern World and Australia 1918 to the present.

Students study an overview of this period which includes:

- The years between World War One and World War Two, including the Treaty of Versailles, The Roaring Twenties and the Great Depression.
- Efforts post World War Two to achieve peace and security, including Australia's involvement in UN peacekeeping.
- Movements for rights and freedoms and the independence of former colonies.
- The Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan) and the rising influence of Asian nations.
- Developments in technology, public health and standard of living, and concern for the environment.

Students complete three depth studies:

- World War Two (1939-45):
The impact of World War Two, with a particular emphasis on the Australian home front.
- Rights and Freedoms:
The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples:
1962 right to vote; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (The Stolen Generations); the Apology.

- The globalising world:
Popular Culture (1945 – present).
Australia's contribution to international popular culture (music, film, television, sport).

Assessment

Students are assessed against the Australian Curriculum Year 10 Achievement Standard.

Assessment in history:

- A structured essay about the impact of World War Two on propaganda and civil rights and freedoms on the home front in Australia.
- A research presentation about the struggle for civil rights.
- A research report into an aspect of the impact of popular culture on Australian society.

Special Requirements

iPad loaded with text (completed in class).

Subject Fee Nil

YEAR 10 GEOGRAPHY

CODE: GG3H

LEVEL: Year 10

LENGTH: 1 Semester optional

CREDIT POINTS: N/A

Recommended background: Nil

Content

Students study the Year 10 Geography course in the Australian Curriculum.

There are two units of study; Environmental Change and Management and Geographies of Human Wellbeing.

In the unit Environmental Change and Management students will study:

- Human induced environmental changes that challenge sustainability.
- The environmental world views of people.

- The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in Australia.
- A case-study comparing a case in Australia with another country with regards to one choice of environmental management i.e. land or inland water, or coast, or marine or urban environments.
- The application of human-environment systems thinking to the case-study chosen.
- The application of environmental, economic and social criteria in evaluating management strategies to the environmental case study.

In the unit Geographies of Wellbeing students will study:

- The different ways of measuring and mapping human wellbeing and development, including indicators of development and living standards.
- The reasons for spatial variations between countries in their indicators for development and human wellbeing.
- Issues affecting the development, living standards, human rights and happiness in a case-study country from the developing world eg a country from Africa, South America or the Pacific Islands.
- The reasons for and consequences of spatial variations in human wellbeing within one country such as India or another Asian country.
- The reasons for and consequences of spatial variations in human wellbeing in different parts of the Adelaide metropolitan area (social atlas and field trip data.)
- The role of international government and non-government organisations in improving human wellbeing. (eg work of World Vision NGO.)

Assessment

Students are assessed against the Australian Curriculum Year 10 Achievement Standard.

Students will demonstrate inquiry skills and use geographical skills such as collecting field work data and representing information using graphs, tables, field sketches, diagrams and maps. Students will respond to a geographical inquiry challenge and take account of the environmental, economic and social outcomes of their proposals.

Special Requirements Nil

Subject Fee Nil

YEAR 10 INFORMATION PROCESSING

CODE: IP4A

LEVEL: Year 10

LENGTH: 1 Semester optional

CREDIT POINTS: N/A

Recommended background: Nil

Content

This course is designed to enable students to learn the quick and efficient operation of the keyboard and appropriate conventions. It is intended that students will increase their proficiency at the keyboard, allowing them to benefit both personally and in the production of assignments required at higher levels of study.

- Basic keyboard operation.
- Development of speed and accuracy.
- Editing techniques.
- General formatting and display techniques.
- Formal reports, parts and display (important in many senior school subjects).
- Health and safety issues relevant to computer operation.
- Personal Business Letters and Letters of Application.
- File Management.

Assessment

Skill, speed and accuracy are assessed.

A portfolio of work in each content area is required.

Successful completion can lead to Stage 1 Information Processing and Publishing B.

Special Requirements Nil

Subject Fee Nil

STAGE 1 GEOGRAPHY

CODE: GG4A

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places and environments.

Students study topics within four key themes – Location and Distribution; Natural Environments at Risk; People, Resources and Development; and Issues for Geographers.

Assessment

- Skills and Applications Tasks including an exam 20%
- Class Tasks 10%
- Inquiry using GIS, Geographic Information Systems (computer technology) 20%
- Fieldwork 25%
- Investigation into a contemporary geographical issue 25%

Special Requirements Nil

Subject Fee Nil

Humanities and Social Sciences

STAGE 1 TOURISM

CODE: T04H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

In this unit, students will be encouraged to develop an understanding of the diversity and nature of tourism on a local, national and international scale. They will examine a range of employment possibilities in this industry and the economic, social and environmental value of tourism.

Assessment

Knowledge and Understanding

Case Study: 25% Appreciating Tourism in South Australia

Analysis

Sources Analysis: 25% Communication Exercise and Exam

Investigation and Application

Practical Activity: 25% Understanding Tourism and the Natural Environments

Communication

Investigation: 25% Issues Investigation

Special Requirements

Excursions and Field Trips are an integral part of the Tourism course and it is strongly recommended that students attend. Charges for these excursions will apply (Cleland, Glenelg, Monarto, Central Market, etc).

Subject Fee Excursion costs

STAGE 1 HISTORY

CODE: MH4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

The subject consists of:

- skills of historical inquiry
- a minimum of two historical studies

Students will study themes such as freedom and oppression or conflict and peacemakers. These may include depth studies, such as the quest for civil rights in the USA or South Africa, or case studies such as the Holocaust or origins and development of 20th century dictators.

Assessment

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Investigation

Students will complete 4 to 5 tasks, with at least one task from each assessment type. Each assessment type will have a weighting of at least 20%.

Special Requirements Nil

Subject Fee Nil

STAGE 1 ANCIENT STUDIES

CODE: AS4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

Students will be offered opportunities to demonstrate knowledge of two ancient cultures (Sumerian and Mycenaean), recognizing differing aspects of those cultures and the diversity of beliefs in the ancient world. Students will gain research skills, critically analysing and synthesising primary and secondary sources, including ancient literature. Furthermore, students will gain skills in historical literacy in preparation for Year 12 History.

Assessment

Students will be assessed in three areas;

- Folio: Short-answer responses to an ancient text, the historical essay, class work. Weighting – 35%
- Sources Analysis: Students will use a variety of sources to analyse evidence from sources about an aspect of the ancient world, presenting in group orals. Students must provide evidence of their learning in relation to their knowledge and understanding of the topic selected, their research and analysis, and their communication of this understanding. Weighting – 30%
- Special Study: Students will study sections of Homer's 'Iliad', the movie 'Troy', and the site of Hissarlik (believed to contain Troy). Individually students will select/develop a focus question based on the topic, research, and write an essay. Weighting – 35%.

Special Requirements Nil

Subject Fee Nil

STAGE 1 SOCIETY AND CULTURE

CODE: SS4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

In Society and Culture 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 ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

Students study:

- one topic with a focus on an Australian context and
- one topic with a focus on a global context.

Assessment

- Sources Analysis: Social Stratification: Groups and Social Class 20%
- Group Activity: Sub Cultures in Australian Society 40%
- Investigation: The Asia Pacific Region: Statistical Analysis 20%
- Characteristics and Issues 20%.

Special Requirements Nil

Subject Fee Nil

STAGE 1 LEGAL STUDIES

CODE: LS4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

This course is built on the topics: Law and Society, People, Structures and Processes, Law-making and Justice and Society. Historical and current media reported issues, court cases, new laws and relevant happenings in the institutions of government in Australia will be the focus of the work studied. Students will gain an insight into lawmaking, how disputes are resolved and justice administered. It will help them to understand their role as informed citizens of Australia.

Assessment

Folio 60%

- The folio will consist of three tasks: a test, an assignment and an end of semester exam.

Issues Study 20%

- This will be a civic inquiry into a current legal issue in South Australia.

Presentation 20%

- Students will participate in a mock trial.

Special Requirements Nil

Subject Fee Nil

STAGE 1 BUSINESS AND ENTERPRISE

CODE: BS4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

Stage 1 Business and Enterprise consists of two core topics and a choice of topics from which students will study two or more options.

Core Topic:

- Introduction to Business and Enterprise
- Business and Enterprise in Practice

Option Topics: students will study two or more from

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: The Enterprising Person
- Global Business.

Assessment

Students will complete assessment 3 types of tasks.

- 1: Folio (which may include short answer tests, essays, formal exam)
- 2: Practical (an investigation into some aspect of actual business(es))
- 3: Issues Study (an investigation into an emerging trend or issue in business).

Students will provide evidence of their learning through five tasks, with at least one assessment from each assessment type. Each assessment type will have a weighting of at least 20%.

Special Requirements Nil

Subject Fee Nil

Humanities and Social Sciences

STAGE 1 INFORMATION PROCESSING AND PUBLISHING

CODE: IP4H

LEVEL: Year 11

LENGTH: 1 Semester optional

CREDIT POINTS: 10 points

Recommended background: Nil

Content

Students develop skills to help them improve their accuracy and speed in producing documents for personal use. Some business documents are considered. They explore and evaluate different aspects of design production using contemporary layout principles. Students also research and evaluate the ethical and social impact of current electronic methods of communication.

Assessment

Folio 70%

- Keyboard Speed and Accuracy 20%
- Personal Business Letters 10%
- Personal Reports 20%
- Issues Analysis 20%
- Investigation of the ethical and social impact of electronic communication

Product and Documentation 30%

- Devising, designing and evaluating documents for a mock business.

Special Requirements Nil

Subject Fee Nil

STAGE 2 TOURISM

CODE: T05N

LEVEL: Year 12

LENGTH: Full Year optional

CREDIT POINTS: 20 points

Recommended background: Stage 1 Tourism.

Content

In Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry. They investigate local, national and global tourism and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Students study topics within four key themes:

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

Assessment

- Folio 20%
- Practical Activity 25%
- Investigation into a contemporary tourism issue 25%
- External Assessment 30%
- A 2 hour Exam

Special Requirements Nil

Subject Fee

Subject charge per year: \$40 for excursions

STAGE 2 MODERN HISTORY

CODE: ME5P

LEVEL: Year 12

LENGTH: Full Year optional

CREDIT POINTS: 20 points

Recommended background: Stage 1 History.

Content

Modern History covers a range of topics dating from c1500.

Students complete:

- A Thematic Study; a Comparative Study, Revolutions and Turmoil eg Russia and Cuba.
- A Depth Study: The First World War and its consequences
- An Individual Essay.

Assessment

School based assessment 70%

- Folio of 6 to 8 tasks, thematic study and depth study 50%
- Essay, with external moderation 20%

External Assessment 30%

- Students undertake a 3 hour external exam

Special Requirements Nil

Subject Fee Nil

STAGE 2 SOCIETY AND CULTURE

CODE: SS5N

LEVEL: Year 12

LENGTH: Full Year optional

CREDIT POINTS: 20 points

Recommended background:

Stage 1 Society and Culture.

Content

In this course, students further develop skills and use various methods of investigating and analysing contemporary social issues. This will include students learning how social, political, economic, environmental, historical and cultural factors affect societies and how people function and communicate across cultural groups.

Students will study three topics.

- Culture: Cultural Diversity/ Youth Culture.
- Contemporary Challenges: Social Ethics
- Global Issues: Globalisation.

Assessment

School based assessment 70%

- Type 1. A Folio of at least three assessments in course work worth 50%
- Type 2. Interaction of at least two assessments in a group and oral activity worth 20%

External Assessment 30%

- Type 3. One Investigation. There is no exam in this subject.

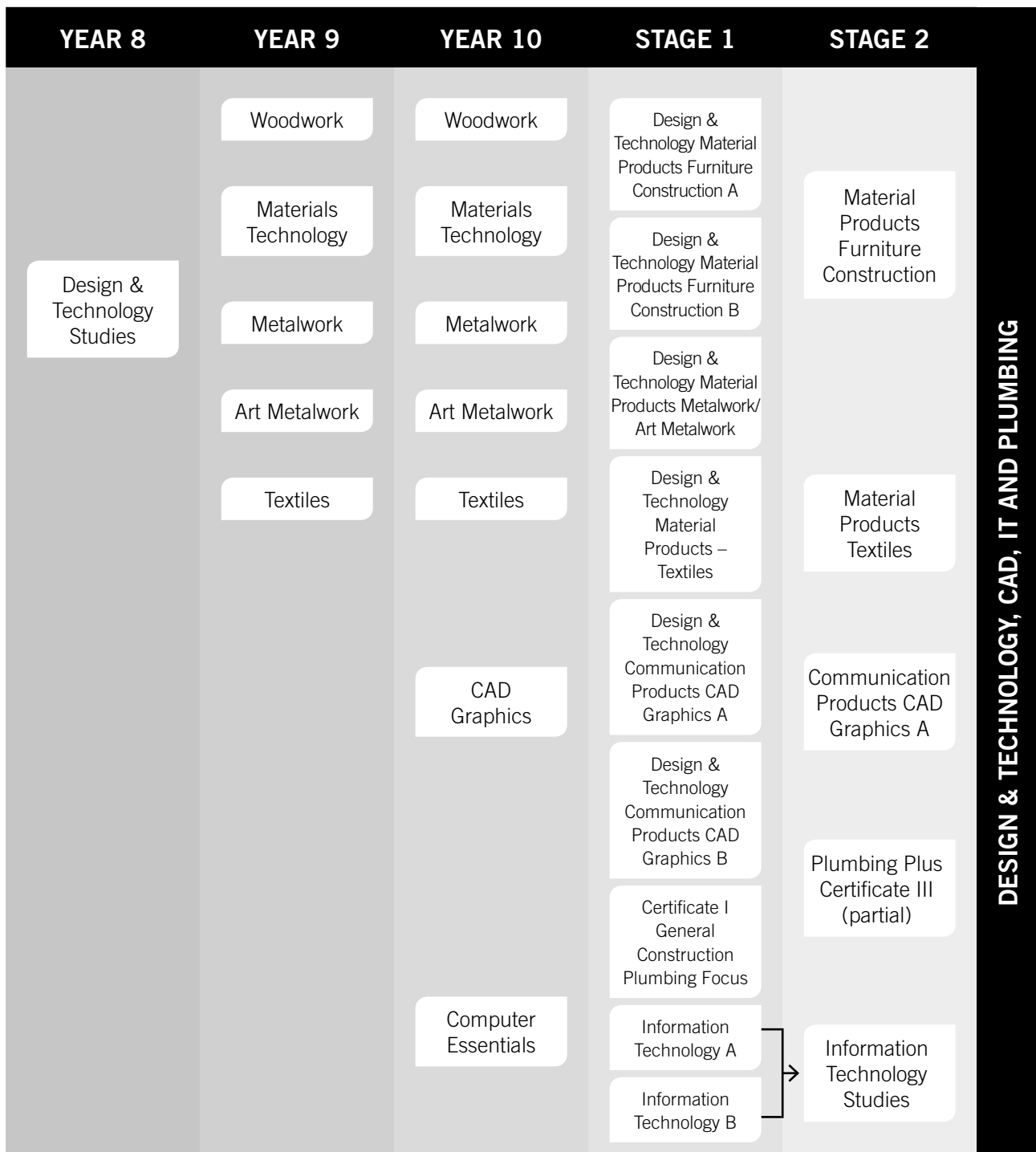
Special Requirements Nil

Subject Fee \$30



Design and Technology, Information Technology and Plumbing

Course Coordinator **Toby Watts**



DESIGN & TECHNOLOGY, CAD, IT AND PLUMBING

YEAR 8 DESIGN & TECHNOLOGY STUDIES

CODE: HETS

LEVEL: Year 8

LENGTH: 1 Term

CREDIT POINTS: N/A

Recommended background: Nil

Content

In Year 8 all students undertake one term of Design & Technology, including Woodwork, Metalwork and Materials Technology. Through this course students will develop skills in using hand tools and fixed machinery and will gain experience in problem solving and evaluating products and processes. Possible projects include:

- Tower of Hanoi
- Notary Bird
- Sheet metal pencil tin
- Nut man sculpture

Assessment

Practical 70%

Written 30%

Special Requirements N/A

Subject Fee N/A

YEAR 9 WOODWORK

CODE: WW2

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Year 9 Woodwork focuses on a “design, make and evaluate” methodology, using timber as the material for project construction. The course focuses on basic carcass construction; glues, finishes and simple jigs; safe use of hand and power tools; safe use of fixed machinery including the drill press and band saw; and developing skills in technical drawing. Some possible projects include;

- Jewellery box
- Cheese board and knife
- Wine rack
- Butlers tray

Assessment

Practical 70%

Written 30%

Special Requirements N/A

Subject Fee N/A

YEAR 9 MATERIALS TECHNOLOGY

CODE: MT3

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Materials technology enables students to design, make and evaluate, using a range of materials and processes. Students learn about basic electrical circuits and integrate their ideas into various products that use timber, metal and plastic in their construction.

The course focuses on:

- Electronics: simple circuits
- Power generation
- Safe use of machinery and power tools
- Plastics construction
- Integration of materials
- Blow moulding
- Accuracy of construction and assembly.

Assessment

Suggested major projects could include:

- Plastic Parrot: Students learn the basics of plastic forming and joining during this project. Students will become safe operators of machinery such as band saws, disc sanders and buffs.
- Wind Turbine: Students learn about aerodynamics and efficiency whilst constructing a working model of a wind turbine. Students will apply a range of plastic forming and mechanical fastening techniques. Students are encouraged to integrate their own design ideas to ensure the electrical and mechanical efficiency of their project. Turbines are tested for efficiency and results are examined to further explore simple design principles.

Special Requirements N/A

Subject Fee N/A

Design & Technology

YEAR 9 METALWORK

CODE: MW2

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Metalwork will focus on a “design, make and evaluate” methodology using metal as the material for construction. The course will focus on:

- Safe use of welding equipment and processes such as Fusion and Braze
- Introduction to methods of joining and fastening
- Basic lathe process including: facing, parallel turning, taper turning and use of mild steel and aluminium.
- Developing skills in technical drawing
- Safety with hand and power tools
- Use of computer technology

Projects suggested:

- Tool Box
- Miniature Cannon, Wire frame designs
- Barbecue Fork and Spatula
- Candelabra

Some costs will be incurred if students wish to vary projects.

Assessment

Practical 70%

Theory 30%

Special Requirements N/A

Subject Fee N/A

YEAR 9 ART METALWORK

CODE: AM2

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

The course is split into two components.

The first part of the course is wrought iron work. Students will gain skills in working with metal. They will be able to cut, bend, shape and work different materials. They will also learn how to join materials through a number of methods. These methods include different welding processes and riveting.

Students will also be introduced to the design process. This includes research into like products and then designing and producing their own product. Emphasis is on exploring creative design.

The second part of the course teaches the skills involved in creating jewellery. These skills require more patience and accuracy. The design process is followed as students move from simple set projects to creating their own unique pieces.

Students will work a range of materials. These include: mild steel, tinsplate, copper, nickel silver, aluminium and silver.

Items manufactured over the course may include garden ornament designs, wine bottle holders, candelabras, rings, pendants, bracelets and other designed pieces.

This course, or similar demonstrable skills, may be required in order to undertake the Art Metalwork (AM3H) course in Year 10.

Assessment

Practical 70%

Theory 30%

Special Requirements Nil

Subject Fee Nil

YEAR 9 TEXTILES

CODE: HE2C

LEVEL: Year 9

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Course content will focus on a “design, make and evaluate” methodology. Students will create functional and/or wearable projects from textiles. Students are encouraged to integrate their own design ideas into a project. A diverse range of projects, from beginner to advanced level is offered, from which students will select one or two projects.

Students will be given the opportunity to:

- Become familiar with safety issues
- Develop operational skills on the sewing machine
- Develop operational skills on the overlocker
- Become familiar with using patterns
- Develop skills in seam finishes

Projects suggested:

- Ear bud case, ‘animal hats’, a range of bag designs including - small bags, tote bags, fishing rod bag, cricket bag, sports carry, back pack.
- Clothing such as onesies, hoodies, shortie jump suit, pyjamas.

Assessment

Practical skills 70%

Theoretical skills 30%

- Knowledge of fibres and fabrics.
- Understanding of technical terminology
- Safety knowledge

Special Requirements Nil

Subject Fee

Students need to provide all fabrics and notions.

YEAR 10 WOODWORK

CODE: WW3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Year 9 Woodwork.

Content

Woodwork will focus on a “design, make and evaluate” methodology using timber as the material for project construction. Students will develop skills using traditional hand tools as well as experience the use of modern machinery and power tools to complete their projects.

The course will focus on:

- Framing joints, types of framing joints, construction and applications
- Safe workshop practice
- Sanding and finishing techniques
- Use of manufactured board
- Use of wide variety of solid timbers
- Use hand & power tools
- Use of computer technology

Suggested projects:

- Foot Stool
- Coffee Table
- Clock
- Extension Projects.

Assessment

Practical 70%

Theory 30%

Special Requirements N/A

Subject Fee N/A

YEAR 10 MATERIALS TECHNOLOGY

CODE: MT3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Materials Technology enables students to design, make and evaluate, using a range of materials and processes. Students assemble complex electrical circuits and integrate their ideas into various products that use timber, metal and plastic in their construction.

The course focuses on:

- Electronics: assembly of complex electrical circuits
- Safe use of machinery and power tools
- Plastics construction
- Integration of materials
- Vacuum forming
- Accuracy of construction and assembly

Assessment

Suggested major projects could include:

- iPod Amplifier: Students construct a portable iPod amplifier from a detailed set of drawings. Students learn to work accurately with a range of materials.
- Boat Project: Students learn the principles behind vacuum forming and apply these to their own designs. Students will learn basic boat design principles and apply these to their own mould construction and boat construction.

Special Requirements N/A

Subject Fee N/A

YEAR 10 METALWORK

CODE: MW3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

It is desirable, but not essential that students have completed Year 9 Metalwork to a satisfactory standard.

Content

Metalwork will focus on a “design, make and evaluate” methodology using metal as the material for construction.

Skill development and understanding processes are a priority. Processes include welding using Oxy-acetylene and MIG, lathe and milling machine along with continued development of appropriate hand skills and techniques.

Projects include:

- Quick action clamp
- Webbing clamp
- Tack Hammer
- Hacksaw

Assessment

Practical 70%

Theory 30%

Special Requirements N/A

Subject Fee N/A

Design & Technology

YEAR 10 ART METALWORK

CODE: AM3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background:

Art Metalwork Year 9, or demonstrable similar skills are required for this course.

Content

The course is split into two components. The first, building on previously learnt skills through wrought iron work and the second, through jewellery making.

In the first part of the course, students will further develop ability in working with metal. They will be able to cut, bend, shape and work different materials. They will also learn how to join materials through a number of methods including welding processes and riveting.

Students will undertake a project made from recycled materials. They will expand on their understanding of the designing process with more in depth research into like products and then design and produce their own product. Emphasis is on exploring creative design.

The second part of the course develops further the skills involved in creating jewellery. These skills require more patience and accuracy. The design process is used as students are asked to create their own set of unique pieces.

There is an initial range of set projects from which the skills are developed, then students design their own.

Students will work with a range of materials including:

- mild steel, copper, nickel silver, aluminium, silver.

Items manufactured over the course may include:

- candle holders
- design made from recycled materials
- set of jewellery pieces designed on a similar theme

Some costs may be incurred if student wish to vary projects.

Assessment

Practical 70%

Theory 30%

Special Requirements N/A

Subject Fee N/A

YEAR 10 TEXTILES

CODE: FA3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

Course content will focus on a “design, make and evaluate” methodology. This course is designed to encourage students to increase their proficiency with woven fabric construction techniques such as button holes, gathers, stay stitching, under stitching, ruffles, invisible zip insertion, curved seams and clipping. Project identification is managed through a process of negotiation to encourage individual design ideas.

Students will be given the opportunity to:

- Improve their ability to read and use patterns
- Learn to read commercial pattern instructions
- Develop sequential processes and evaluate these.
- Develop accuracy in construction and assembly.
- Enter the Royal Show Craft section
- Be selected to enter the Rotary - Teen Fashion awards

Projects suggested:

- Surf board bag
- Body board bag
- Men’s tailored waistcoat or fishing vest.
- Shirts and blouses
- Dresses
- Soft tailored military jacket

Assessment

Practical skills 70%

Theoretical skills 30%

- Use the design process to manage the ideation
- Make a product record
- Knowledge of fibres in fabrics.
- Understanding of technical terminology
- Safety knowledge

Special Requirements Nil

Subject Fee

Students need to provide all fabrics and notions.

YEAR 10 CAD GRAPHICS

CODE: TG3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

CAD Graphics involves the study of materials, equipment and processes used to produce drawings in order to communicate technical information. This semester course introduces students to Autodesk Inventor, a 3D Computer Aided Design program. Students gain knowledge in drawing techniques used in engineering, construction based trades, architecture and interior design and manufacturing based industries. The course requires students to engage in designing, preparing written folios and beginning to present work to industry standard.

Assessment

Practical work: 50%

Skills tests: 20%

Written work: 30%

Special Requirements N/A

Subject Fee N/A

YEAR 10 COMPUTER ESSENTIALS

CODE: TE3

LEVEL: Year 10

LENGTH: 1 Semester

CREDIT POINTS: N/A

Recommended background: Nil

Content

This course provides students with an opportunity to develop their ICT knowledge through theory and practical work.

The course introduces students to computer hardware, software and operating systems. Students learn the function of hardware and software components, as well as suggested best practices in maintenance and safety issues. Through hands-on activities, students learn how to assemble, format and configure a computer, install operating systems and software and troubleshoot hardware and software problems. In addition, system networking, connecting to the Internet and the basics/ principles of the network server are covered. Students learn how to create automated spread sheets, computer based relational database information systems and programming in a third generation object oriented programming environment.

Assessment

Assessment is drawn from theory tests, research and reports and practical tests.

Special Requirements N/A

Subject Fee N/A

STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION A & B

CODE: FC4A or FC4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points for each semester

Recommended background:

Year 10 Woodwork.

Stage 1 Furniture Construction can be chosen for one semester or for a full year.

Content

Students design and create products which meet a design brief and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information and equipment to make high-quality products or systems for intended purposes. They analyse the impact of technological practices and products on individuals, society, and/or the environment and develop insights into the uses of technology in future contexts.

Project Design and Problem Solving:

Folio presentation of design process, leading to construction of a major practical project.

Development of technical drawing and use of computer aided design-drawing packages.

Knowledge and Understanding:

Instruction in the safe use of portable and fixed power machinery including Radial Arm Saw, Circular Saw etc.

Skill Development:

Furniture Construction A

FC4A will focus on solid carcass construction using traditional joining and some modern assembly fittings. Students will use manufactured board to produce flat packed furniture to bedside cabinets or TV units to their own design.

Skill Development:

Furniture Construction B

FC4B will explore and understand the application of various framing techniques using traditional joints and also some knock-down fittings. Students will use solid timber to construct a framed item of furniture of their own design. This could be a hall table, chair, stool etc.

Assessment

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

Skills and applications task: 20%

Folio and Materials Study: 20%

Product: 60%

Assessment in these areas is against the SACE Performance standards.

Special Requirements

This course may be offered after school from 3.30 – 6.30pm.

Subject Fee N/A

Design & Technology

STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – METALWORK/ART METALWORK

CODE: MW4H

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Students must have completed Art Metalwork/Metalwork in Year 10 to be recommended to do Art Metalwork/Metalwork in Year 11.

Content

Project Design and Problem Solving:

Students are required to present a Folio covering the design process.

The Folio covers sketched designs, research of like products, manufacturing techniques, possible products and a materials investigation, all leading to the manufacture of a major practical project.

Skills development:

Metalwork incorporates welding, fabrication, sheet metal and machining.

The course will cover oxy-acetylene and MIG welding with time spent on skills development. Machine operations include lathe work, guillotine and bender operations. Hand tools include measuring, marking and cutting all to tolerances.

Art Metal incorporates various Jewellery making techniques, welding, wirework and design.

The course will cover silver soldering, working of base metals such as nickel silver copper and silver, the use a large range of hand tools and various polishing and finishing methods.

In both courses safe work practices will be emphasised and explained.

The course will be offered after school from 3.30 – 6.30pm.

Some costs will apply to pay for materials used.

Assessment

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

- Skills and Applications Task 20%
- Folio and Materials Study 20%
- Product 60%

Assessment in these areas is against the SACE Performance standards.

Special Requirements N/A

Subject Fee

This course may be offered after school from 3.30 – 6.30pm.

STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – TEXTILES

CODE: FA4H

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

A background equivalent to Year 9 level sewing will be an advantage.

Content

Students design and create one product from textiles to meet their design brief. Students learn to analyse existing products for techniques and style to help support the development of their own design. Students will learn how to draft and modify patterns to meet their design brief. Materials are investigated to determine the best system to create a high quality finished product. Students will evaluate

their choices and decision making, planning, producing and modifications. They will develop an understanding of the impact of technological practices on the environment and insights into the uses of technology in future contexts.

Projects suggested:

- Lounge chair upholstery
- Soft furnishings for a bedroom
- Dress
- Jacket
- Canvas products

Assessment

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

- Skills and applications task 20%
- Folio and Materials Study 20%
- Product 60%

Assessment in these areas is against the SACE Performance standards.

Special Requirements N/A

Subject Fee

Students need to provide all fabrics and notions.

Additional Information:

Where appropriate, students are encouraged to enter the Rotary Teen Fashion Awards or the craft section of the Royal Show.

STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – CAD GRAPHICS A & B

CODE: TG4A or TG4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points for each semester

Recommended background:

Satisfactory completion of Year 10 CAD Graphics.

CAD Graphics can be chosen for one semester or for a full year.

Content

Project Design and Problem Solving:

Folio presentation of design process leading to construction of a major practical project.

Development of technical drawing and use of computer aided design drawing packages.

Skills Development:

Students undertaking CAD Graphics make extensive use of Autodesk Inventor. This is a “state of the art” computer-drawing program which generates 3D drawings which allow drawings of a technical nature to be generated swiftly from the 3D model. Its capacity to generate 3D working models allows analysis and final inspection to occur prior to manufacture.

CAD Graphics is a study of tools, materials, equipment and processes used to produce graphics in order to communicate technical information.

Assessment

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

- Skills and applications task: 20%
- Folio and Materials Study: 20%
- Product: 60%

Assessment in these areas is against the SACE Performance standards.

Special Requirements N/A

Subject Fee N/A

CERTIFICATE I GENERAL CONSTRUCTION – PLUMBING FOCUS CPC10111

CODE: VT4

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 35 points

Recommended background: Nil

Content

In Conjunction with Plumbing Industry of South Australia students looking for a pathway into the construction industry can choose to undertake this VET qualification. Upon successful completion of this course students will meet the entry requirements of many of TAFE's full time Pre Vocational courses giving them a pathway into the trades.

Students will undertake these

Competencies:

- Work effectively and sustainably in the construction industry.
- Plan and organize work
- Conduct workplace communication
- Read and interpret plans and specifications
- Use construction tools and equipment
- Carry out measurements
- Work safely in the construction industry
- Handle construction materials
- Apply basic levelling procedures
- Undertake a construction project.

Students will need to undertake two weeks of work placement in the Plumbing Industry to complete this course.

Assessment

Assessment is competency based. Students will be assessed as competent when they have completed all aspects of each competency to a required standard. Students will be required to undertake homework assignments and theory work and will be required to present a folio of work in an interview at the end of the course.

Special Requirements

Students will need to wear a Hi-Vis shirt and steel capped boots.

Subject Fee

Cost will be \$880

For more information please see the Inner South VET handbook.

Design & Technology

STAGE 1 INFORMATION TECHNOLOGY A

CODE: CP4A

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Year 10 Computer Essentials.

Content

Students develop an understanding of database principles by constructing a computer based relational database information system which stores data efficiently, minimizes file size, reduces unnecessary data entry and has a user-friendly design for forms, reports and the finished layout. Students use the problem-solving approach of the systems development life cycle to build a system.

The study of networking and computer systems is central to the understanding of information technology systems because of the way in which software and hardware process data into information. Students develop an understanding of computer and communication concepts and develop accurate terminology which helps in the development of an information technology system.

Assessment

- Folio - 30%
- Skills and Applications Tasks - 30%
- Project - 40%

Special Requirements N/A

Subject Fee N/A

STAGE 1 INFORMATION TECHNOLOGY B

CODE: CP4B

LEVEL: Year 11

LENGTH: 1 Semester

CREDIT POINTS: 10 points

Recommended background:

Year 10 Computer Essentials.

Content

Programming involves instructing a computer to solve a problem in a logical way with the help of a programming language. An application program is a computer program which performs a specific role.

Students develop an understanding of programming by constructing an application program which accepts input from, and interacts with, the user to produce outcomes. The students' code will use functions (procedures / modules of code) including selection (branching) and repetition (looping) and have a user-friendly finished layout.

Students develop an understanding of programming in a client-sided web environment by developing a system that allows a high level of interactivity through the input of data and resultant program outcomes. The website must meet accessibility standards of publishing and the design of its interface, navigation, integration of media and finished layout must be user-friendly. Students use the problem-solving approach of the systems development life cycle to build an interactive website.

Assessment

- Folio - 20%
- Skills and Applications Tasks - 50%
- Project - 30%

Special Requirements N/A

Subject Fee N/A

STAGE 2 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION

CODE: FC5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

It is strongly recommended that students have successfully completed SACE Stage 1 Furniture Construction. (FC4A and/or FC4B).

Content

Students will design and construct their own project in consultation with the teacher.

Students will use contemporary furniture construction techniques to create an article of furniture.

Students will use a range of materials and processes to complete this task.

Students will use a range of machines and hand tools to complete their project.

Students will be required to produce product records of their practical work to assist with moderation.

Assessment

School-based Assessment 70%

- Skills and Materials Applications Tasks 20%
- Product 50%

External Assessment Folio 30%

External Assessment Folio

Students complete a Folio which contains documentation of their investigation and planning for their product, process or system.

The SACE Design and Technology Subject Outline includes Performance Standards, which describe five levels of achievement which are reported with the grades A to E at the student's completion of the subject.

Special Requirements

This course will be offered after school, from 3.30-6.30pm on a Monday or Tuesday night.

Subject Fee

An additional subject levy may be charged.

Some costs will apply, to pay for project materials.

STAGE 2 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – TEXTILES

CODE: FA5N

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

A background of equivalent Year 10 level sewing will be an advantage.

Content

Students design and create one product from textiles to meet their individually developed design brief. Students learn to analyse existing products for techniques and style to help support the development of their own design. Students will learn how to draft and modify patterns to meet their design brief. Materials are investigated to determine the best system to create a high quality finished product. Students will evaluate their choices and decision making, planning, producing and modifications. They develop an understanding of the impact of technological practices on the environment and develop insights into the uses of technology in future contexts.

Projects suggested:

- Upholstery
- Soft furnishings for a bedroom
- Garment of choice
- Canvas products e.g swag, trailer cover
- Knit sewing
- Bathers
- Bags

Assessment

School-based Assessment

- Skills and application tasks 20%
- Textile product - major 35%
- Textile product - minor 15%

External Assessment

- Design Folio 30%

Special Requirements N/A

Subject Fee

Students need to provide all fabrics and notions.

Additional Information:

Where appropriate students are encouraged to enter the Rotary Teen Fashion Awards or the craft section of the Royal show.

STAGE 2 DESIGN & TECHNOLOGY COMMUNICATIONS PRODUCTS – CAD GRAPHICS

CODE: TG5S

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Satisfactory completion of Year 11 CAD Graphics A or B.

Content

CAD Graphics is a study of the tools, materials, equipment and processes required to produce graphics in order to communicate technical information. There is an emphasis on design principles, 3D computer modelling and computer drafting.

Focus

Computer-Aided Design and Drafting using Autodesk Inventor (CAD) software. All drawings are computer-generated. The course consists of units of work selected from the following:

- Engineering drawing
- Manufacturing
- Orthogonal projection
- Pictorial drawing
- Technical illustration.

Students will take an existing item and model it using the Inventor software. They will research and redesign their item to improve it. Students will model their changes and produce working engineering drawings.

Assessment

School-based Assessment

Skills and Applications Tasks 20%
Product 50%

Continued next page

Design & Technology

STAGE 2 DESIGN & TECHNOLOGY COMMUNICATIONS PRODUCTS – CAD GRAPHICS CONTINUED

External Assessment

Folio 30%

Students complete a Folio which contains documentation of their investigation and planning for their product, process or system.

The SACE Design and Technology Subject Outline includes Performance Standards, which describe five levels of achievement and are reported with the grades A to E at the student's completion of the subject.

Special Requirements N/A

Subject Fee N/A

STAGE 2 PARTIAL CERTIFICATE III ROOF PLUMBING CPC32611

CODE: VT5

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 30 points

Recommended background:

Students must have completed Certificate I General Construction CPC10111 to be eligible to undertake this course.

Content

This course delivers a cluster of competencies from the Certificate III in Roof Plumbing CPC32611. Upon satisfactory completion it will count as a 30 Stage 2 SACE Credits. It is designed by the Plumbing Industry to give students wishing to become plumbers an opportunity to begin training whilst completing Year 12.

Students will undertake these

Competencies:

- Weld using Oxy acetylene equipment.
- Carry out OH&S requirements
- Carry out levelling
- Carry out simple concrete and rendering
- Weld plastic pipe using fusion method
- Fabricate and install non ferrous pressure piping
- Mark out materials
- Cut and join sheet metal
- Flash penetrations through walls
- Fabricate and install roof drainage components
- Install storm water and sub-soil drainage systems
- Weld using arc welding equipment
- Cut using oxy-LPG acetylene equipment

Students will need to undertake 15 days of work placement in the Plumbing Industry to complete this Course.

Assessment

Assessment is competency based. Students will be assessed as competent when they have completed all aspects of each competency to a required standard. Students will be required to undertake homework assignments and theory work and will be required to present a folio of work in an interview at the end of the course.

Special Requirements

Students will need to wear a Hi-Vis shirt and steel capped boots.

Subject Fee

The cost of the course is \$750 plus a \$200 materials fee.

For more information please see the Inner South VET handbook.

STAGE 2 INFORMATION TECHNOLOGY STUDIES

CODE: UT5P

LEVEL: Year 12

LENGTH: Full Year

CREDIT POINTS: 20 points

Recommended background:

Successful completion of Information Technology A or B at Stage 1, at B grade or better.

Content

Students study both core topics and two option topics:

Core Topic 1: Information Systems

The information required of a computer-based application drives the development of interactive and dynamic computer-based information systems and is central to the study of Stage 2 Information Technology.

Students develop an understanding of an information system by considering how the elements interact and impact on society. The application of knowledge and concepts helps the developer to build a system which meets the needs of the user.

Core Topic 2: Computer and Communication Systems

Computer and communication systems are essential because of the way in which software and hardware process data into information and then transfer this data/ information to other locations. Students develop an understanding of computer and communication system concepts which underpin computer devices and how these concepts apply to networks.

Option Topics

- Topic 1: Relational Databases
- Topic 2: Application Programming

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Information Technology:

School-based Assessment 70%

- Assessment Type 1:
Folio 20%
- Assessment Type 2:
Skills and Applications Tasks 30%
- Assessment Type 3:
Relational Database Project 20%

External Assessment Type 4:

Examination 30%

Special Requirements N/A

Subject Fee N/A

Subject Choice Forms

YEAR 8 INTO 9 SUBJECT CHOICE 2015

Student Name: _____

Gender: _____ Home Group: _____

Parent/Caregiver Signature: _____

Core Subjects

All students take **English or EALD, Science, Maths and Language** for the full year.

All students take 1 semester of each of **History**

The Language taken in 2014, to continue in 2015, is _____

Will the student be taking EALD in 2015? Please tick if YES:

Choice Subjects

Students must then choose a further **5 semesters** (in priority order) from the options below.

Arts

You must choose at least **1 semester** from the following:

- Art (1 semester)
- Art/Design (1 semester)
- Drama (1 semester)
- Music (2 semesters)

Technology

You must choose at least **1 semester** and **no more than 2 semesters** of Technology from:

- Food, Nutrition and Fashion (1 semester)
- Food, Culture and Fashion (1 semester)
- Textiles (1 semester)
- Materials Technology (1 semester)
- Metalwork (1 semester) **
- Woodwork (1 semester) **
- Art Metalwork (1 semester)

Health & Physical Education

You must choose at least **1 semester** from the following:

- HPE General (1 semester)
- Rowing (2 semesters)
(must have studied Year 8 Rowing to choose this subject)

Extensions

Other choices you may select from:

- Financial Management (1 semester)
- Civics and Citizenship (1 semester)
- Physical Education Extension (1 semester)
- Geography (1 semester)
- = **Total of semesters from choice subjects**

** If you have chosen 2 Technology subjects, please nominate a further 2 subjects as reserves, in case first choice subjects are unable to be used. Only 1 of these reserve subjects can be from the technology group.

1. _____
2. _____

Please return by Monday 18th August 2014.



Subject Choice Forms

YEAR 9 INTO 10 SUBJECT CHOICE 2015

Student Name: _____

Gender: _____ Home Group: _____

Parent/Caregiver Signature: _____

Core Subjects

All Year 10 students must complete and pass (C grade or better) the semester length **PLP** (Personal Learning Plan). This is required as part of the SACE – Stage 1.

All students take **Science, Maths, History** (semester), **PLP** (semester).

Students also complete a full year of **English OR English as a Second Language** if eligible.

Will the student be taking EALD in 2015? Please tick if YES:

Choice Subjects

Students must then choose a **further 6 semesters** from the choice subjects below.

Please indicate in the boxes, the number of semesters chosen:

Arts

You must choose at least **1 semester** from the following:

- Art (1 or 2 semesters)
- Design (1 or 2 semesters)
- Mixed media / craft (1 semester)
- Drama A (1 semester)
- Drama B - Stagecraft (1 semester)
- Music (2 semesters)

Students may study one language:

- Chinese (2 semesters)
- French (2 semesters)
- Greek (2 semesters)
- Italian (2 semesters)

Health & Physical Education

You **must** choose at least **1 semester** from the following:

- Physical Education (General)
- Health
- Outdoor Education
- Physical Education Extension
- Rowing A
- Rowing B

Technology

You must choose at least **1 semester** from the following:

- Food, Preparation & Nutrition (1 semester)
- Child Studies (1 semester)
- Textiles (1 semester)
- Materials Technology (1 semester)
- CAD Graphics (1 semester)
- Art Metalwork (1 semester)
- Computer Essentials (1 semester)
- Information Processing (1 semester)
- Metalwork (1 semester)**
- Woodwork (1 semester)**

Extensions

You **may** choose up to **2 semesters** from the following:

- Geography (1 semester)
- Physical Education (1 semester) PE Course:

= **Total of semesters from choice subjects**

** Please choose 1 more choice subject as a “reserve”, in case you cannot be placed in the choice subjects you have chosen above.

1. _____

Please return by Monday 18th August 2014.



Subject Choice Forms

YEAR 10 INTO 11 – STAGE 1 SUBJECT CHOICE 2015

Student Name: _____

Gender: _____ Home Group: _____

Parent/Caregiver Signature: _____

Please complete and bring to the Subject Selection interview on Week 6, Monday August 25th 2014.

Stage 1 SACE (Year 11) Subject Choice

Students must study a total of 110 credits.

Compulsory Subjects

All students must achieve a C grade or better in the following:

<input type="checkbox"/> English Communications A&B	<input type="checkbox"/> EALD A&B	<input type="checkbox"/> English Pathways A&B	<input type="text" value="20"/>
<input type="checkbox"/> English Studies A&B			<input type="text" value="20"/>
Research Project (Stage 2 subject)			<input type="text" value="10"/>
<input type="checkbox"/> Maths Application A	<input type="checkbox"/> Maths Studies A	<input type="checkbox"/> Specialist Maths	<input type="text" value="10"/>
<input type="checkbox"/> Maths Application B	<input type="checkbox"/> Maths Studies B	OR	<input type="text" value="10"/>
<input type="checkbox"/> Numeracy for Work & Community Life			<input type="text" value="10"/>

Choice Subjects

1. _____	<input type="text"/>
2. _____	<input type="text"/>
3. _____	<input type="text"/>
4. _____	<input type="text"/>
5. _____	<input type="text"/>
6. _____	<input type="text"/>
7. _____	<input type="text"/>
Total	<input type="text" value="110"/>

Stage 2 SACE (Year 12)

Write down five subjects you think you may do:

Choice of Career or Future Occupation

Students who have not attempted the PLP and students who have not achieved a C or better, will need to select the PLP as an additional choice option.

Please choose 1 more choice subject as a “reserve”, in case you cannot be placed in the choice subjects you have chosen above.

1. _____



Subject Choice Forms

YEAR 11 INTO 12 – STAGE 2 SUBJECT CHOICE 2015

Student Name: _____

Gender: _____ Home Group: _____

Parent/Caregiver Signature: _____

Please complete and bring to the Subject Selection interview on Week 6, Thursday August 28th 2014.

Preferred Subject Choice for 2015

Compulsory Subject

Research Project (must be done only if not completed in 2014) YES / NO

10

Choice Subjects

1. _____

2. _____

3. _____

4. _____

Students wishing to complete SACE only and do not require an ATAR, can do three Stage 2 subjects (topping up with Stage 1) or VET. Students wanting an ATAR must do four subjects in Stage 2 which are TAS subjects.

For University entry information, please refer to the “Tertiary Entrance 2014, 2015, 2016” booklet for further information re entrance requirements for tertiary courses.

Please note: Year 11 students who have not completed the Research Project in 2014 must do it again in 2015.

Please choose 1 more choice subject as a “reserve”, in case you cannot be placed in the choice subjects you have chosen above.

1. _____



Subject Charges - Appendix

All students are charged a 'Materials and Service' fee plus any subject charges that relate to individual subject selections. Subjects that attracted extra charges in 2014 are listed below.

At the time of printing this handbook, the charges for 2015 have not yet been determined. The charges for 2014, listed below, are indicative of possible 2015 charges. Subjects which are new to the year level have not yet had a charge set.

Year Level	Course Length	Subject	\$	Item
Year 8	Year	Language - Chinese	30	Subscription Language Perfect
	Year	Language - French	30	Workbook
	Year	Language - Greek	30	Language Perfect
	Year	Language - Italian	43	Workbook
	Year	Specialist Rowing	500	Course fee
Year 9	Year	Language - Chinese	24	Subscription
	Year	Language - French	30	Workbook
	Year	Language - Greek	30	Language Perfect
	Year	Language - Italian	15	Workbook
	Year	Specialist Rowing	500	Course fee
Year 10	Year	Language - Chinese	26	Subscription
	Year	Language - French	43	Workbook
	Year	Language - Greek	30	Language Perfect
	Year	Language - Italian	15	Workbook
	Semester	Specialist Rowing	250	Course fee
	Semester	Home Economics - Food	50	Food Costs
	Semester	Outdoor Education	250	Activities
Year 11	Semester / Year	Chemistry	49	Workbook
	Year	Language - French	17	Workbook
	Year	Language - Italian	29	Workbook
	Semester	Home Economics - Food	80	Food Costs
	Semester	Maths Pathways A	25	Workbook
	Semester	Outdoor Education	250	Course fee
	Semester	Physical Education	50	Aquatics fee
Year 12	Year	Biology	46	Workbook
	Year	Chemistry	49	Workbook
	Year	Early Childhood Studies	50	Workbook/food
	Year	Food & Hospitality Studies	100	Workbook/food
	Year	Nutrition	48	Workbook
	Year	Outdoor Education	300	Course fee
	Year	Physical Education	100	Aquatics/Workbook
	Year	Physics	49	Workbook
	Year	Psychology	48	Workbook
	Year	Society & Culture	30	Workbook

VET SUBJECTS: The charge for these are outside the the Materials & Services Levy.

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