Message from the Principal

The Curriculum Handbook is designed to help 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
- Keep options open.

It takes 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 influence rather than knowledge of their own strengths and goals. This means it is important for students to seek advice and support widely – from their teachers, past students, from online resources and to honestly review their academic record. This will help with clearer decision making.

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 an overview of subjects to assist in the important process of subject selection.

Brenda Harris
Principal
# Contents

## Subject Selection Process

Subject Selection .................................................................................................................................................................. 4  
Year 8 ........................................................................................................................................................................ 5  
Year 9 ........................................................................................................................................................................ 5  
Year 10 ...................................................................................................................................................................... 6  
SACE information ....................................................................................................................................................... 7  
Year 11 ..................................................................................................................................................................... 8  
Year 12 and 13 ........................................................................................................................................................... 10  
Industry Pathways Programs (IPPS) .......................................................................................................................... 11  
University Admission Requirements .......................................................................................................................... 12  
PLP and Research Project ......................................................................................................................................... 13  

## Curriculum Information

Arts - Visual Arts ......................................................................................................................................................... 15  
Arts - Performing Arts Drama .................................................................................................................................. 22  
Arts - Performing Arts Music .................................................................................................................................... 26  
English ....................................................................................................................................................................... 31  
English as an Additional Language (EAL) .................................................................................................................. 36  
Food Technology and Nutrition .................................................................................................................................. 40  
Health and Personal Development .............................................................................................................................. 44  
Languages Other Than English (LOTE) .................................................................................................................... 53  
Mathematics ............................................................................................................................................................... 63  
Science ....................................................................................................................................................................... 70  
Humanities and Social Sciences (HASS) ................................................................................................................... 77  
Design and Technology, Information Technology and Plumbing ................................................................................ 86  

## SACE Planning Tool

Year 10 into 11 SACE Stage 1 Subject Choice 2016 .................................................................................................. 99  
Year 11 into 12 SACE Stage 2 Subject Choice 2016 .................................................................................................. 101  

Appendix - Please refer to appendix A for charges incurred by certain subjects in all year levels ................. 103
Subject Selection Process

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?

The subject selection process for Year 10-12 will start at the beginning of Term 3.

Students will spend two lessons with their home group teacher to begin thinking about their chosen career pathways and relevant subject selections. They will have the opportunity to pre-select their subjects online from home with their parents/caregivers.

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.

Following this course counselling appointment online access to subject selection will be locked in. A receipt of selections will be printed and a copy signed by parents.

Subject re-counselling with the Senior Subject Counsellor or Year Level Manager will be required to make any changes, under extreme circumstances, after this point.

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

Students will spend two lessons with their home group teacher making their initial choices. They will then discuss their selections at home with their parents. Their final selection is to be made in consultation with their parents/caregivers and entered online via web preferences.

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

Students will only have one attempt to submit their subject choices online. Once the receipt is printed these subject choices will be locked in. Subject re-counselling with the Year Level Manager will be required to make any changes, under extreme circumstances, after this point.

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 program, Mobile Learning in the Middle School, 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design &amp; Technology Studies</td>
<td>pg 87</td>
</tr>
<tr>
<td>English or</td>
<td>pg 32</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>pg 37</td>
</tr>
<tr>
<td>Food &amp; Textiles Technology</td>
<td>pg 41</td>
</tr>
<tr>
<td>Languages other than English (LOTE)</td>
<td>pg 53</td>
</tr>
<tr>
<td>Students must choose one language from either Chinese pg 54, French pg 57, Greek pg 59 or Italian pg 61</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>pg 64</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>pg 45</td>
</tr>
<tr>
<td>Science</td>
<td>pg 71</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences (HASS)</td>
<td>pg 78</td>
</tr>
</tbody>
</table>

Choice Subjects

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>pg 16</td>
</tr>
<tr>
<td>Drama</td>
<td>pg 23</td>
</tr>
<tr>
<td>Music</td>
<td>pg 27</td>
</tr>
<tr>
<td>Specialist Rowing</td>
<td>pg 51</td>
</tr>
</tbody>
</table>

(by application and selection)

SUBJECTS OFFERED IN YEAR 9

Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or</td>
<td>pg 32</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>pg 37</td>
</tr>
<tr>
<td>Mathematics</td>
<td>pg 64</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE)</td>
<td>pg 53</td>
</tr>
<tr>
<td>Students must take the same language as in Year 8 (Chinese pg 54, French pg 57, Greek pg 59 or Italian pg 61)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education (or Rowing)</td>
<td>pg 45</td>
</tr>
<tr>
<td>Science</td>
<td>pg 71</td>
</tr>
<tr>
<td>History</td>
<td>pg 78</td>
</tr>
</tbody>
</table>

Choice Subjects

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>pg 16</td>
</tr>
<tr>
<td>Design</td>
<td>pg 16</td>
</tr>
<tr>
<td>Drama A&amp;B</td>
<td>pg 23</td>
</tr>
<tr>
<td>Music A&amp;B</td>
<td>pg 27</td>
</tr>
<tr>
<td>Specialist Rowing</td>
<td>pg 51</td>
</tr>
</tbody>
</table>

(by application and selection)

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Metalwork</td>
<td>pg 88</td>
</tr>
<tr>
<td>Food &amp; Textiles Technology</td>
<td>pg 41</td>
</tr>
<tr>
<td>Materials Technology</td>
<td>pg 87</td>
</tr>
<tr>
<td>Metalwork</td>
<td>pg 88</td>
</tr>
<tr>
<td>Woodwork</td>
<td>pg 87</td>
</tr>
<tr>
<td>Textiles</td>
<td>pg 88</td>
</tr>
</tbody>
</table>

Additional Options: Students may choose at least ONE semester

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE Extension</td>
<td>pg 45</td>
</tr>
<tr>
<td>Financial Management</td>
<td>pg 80</td>
</tr>
<tr>
<td>Civics and Citizenship</td>
<td>pg 79</td>
</tr>
<tr>
<td>Geography</td>
<td>pg 79</td>
</tr>
</tbody>
</table>

Workshop space in Woodwork and Metalwork is limited and not all preferences in these areas can be granted. In the event of too many applicants, positions are determined by ballot.
### SUBJECTS OFFERED IN YEAR 10

#### Compulsory Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or</td>
<td>pg 32 Full Year</td>
</tr>
<tr>
<td>English as an Additional Language (EAL)</td>
<td>pg 37 Full Year</td>
</tr>
<tr>
<td>Health &amp; Physical Education (or Rowing)</td>
<td>pg 46 Semester</td>
</tr>
<tr>
<td>Mathematics</td>
<td>pg 65 Full Year</td>
</tr>
<tr>
<td>Personal Learning Plan (PLP) SACE, Stage 1 Subject</td>
<td>pg 13 Semester</td>
</tr>
<tr>
<td>Science</td>
<td>pg 71 Full Year</td>
</tr>
<tr>
<td>History</td>
<td>pg 80 Semester</td>
</tr>
</tbody>
</table>

#### Stage 1 Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>pg 71 Full Year</td>
</tr>
<tr>
<td>History</td>
<td>pg 80 Semester</td>
</tr>
</tbody>
</table>

#### Choice Subjects

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

**Arts:** Students must choose at least ONE semester

- Art A&B: pg 17 Semester/Full Year
- Design A&B: pg 17 Semester/Full Year
- Mixed Media/Craft: pg 17 Semester
- Drama A&B: pg 23 Semester/Full Year
- Drama Stagecraft A&B: pg 24 Semester
- Music A&B: pg 28 Full Year

**Students may study ONE language**

- Chinese: pg 55 Full Year
- French: pg 57 Full Year
- Greek: pg 59 Full Year
- Italian: pg 61 Full Year

**Design & Technology:** Students must choose at least ONE semester

- Art Metalwork: pg 90 Semester
- CAD Graphics: pg 90 Semester
- Child Studies: pg 42 Semester
- Textiles: pg 90 Semester
- Information Technology: pg 91 Semester
- Food Preparation and Nutrition: pg 41 Semester
- Information Processing and Publishing: pg 81 Semester
- Materials Technology: pg 89 Semester
- Metalwork: pg 89 Semester
- Woodwork: pg 89 Semester

**Health & Physical Education**

- Health & Physical Education: pg 46 Semester
- Outdoor Education: pg 46 Semester
- Specialist Rowing A&B: pg 52 Semester

---

Additional Options: Students may choose at least ONE semester

- PE Extension: pg 46 Semester
- Outdoor Education: pg 46 Semester
- Geography: pg 80 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.
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, (undertaken in Year 11) 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](http://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
- 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
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 1 (completed in Year 10) Personal Learning Plan

For the SACE in most cases students will choose:
• 10 credits – Stage 2 Research Project

Students are required to 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) Students can apply for VET courses during subject selection interviews

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.

Due to the ongoing development of the Australian Curriculum, SACE courses offered in this handbook were correct at the time of publication, however they may change.
SUBJECTS OFFERED IN YEAR 11 (STAGE 1) – CONTINUED

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

Ancient Studies (10 credit points)
Biology A – Semester 1 (10 credit points)
Biology B – Semester 2 (10 credit points)
Business and Enterprise (10 credit points)
Chemistry A – Semester 1 (10 credit points)
Chemistry B – Semester 2 (10 credit points)
Chinese (background speakers) (20 credit points)
Chinese A&B (continuers) (20 credit points)
Creative Arts – Craft/Mixed Media (10 credit points)
Design and Technology – Communication Products CAD Graphics A – Semester 1 (10 credit points)
Design and Technology – Communication Products CAD Graphics B – Semester 2 (10 credit points)
Design and Technology – Material Products Furniture Construction A – Semester 1 (10 credit points)
Design and Technology – Material Products Furniture Construction B – Semester 2 (10 credit points)
Design and Technology – Material Products Metalwork/Art Metalwork (10 credit points)
Design B Technology Material Products – Textiles (10 credit points)
Drama A – Australian Drama – Semester 1 (10 credit points)
Drama B – 20th Century influences in Theatre (10 credit points)
Drama B – Musical Production (10 credit points)
English A & B (20 credit points)
English Literary Studies A & B (20 credit points)
Essential English A & B (10 credit points)
English as an Additional Language (EAL) A & B (20 credit points)
Food and Hospitality (Creative Food Preparation) (10 credit points)
Food and Hospitality (Food and Culture) (10 credit points)
French A&B (continuers) (20 credit points)
Geography (10 credit points)
Health A – Peer Support – Semester 1 (10 credit points)
Health B – Contemporary Issues – Semester 2 (10 credit points)
History (10 credit points)
Information Processing and Publishing (10 credit points)
Information Technology A – Semester 1 (10 credit points)
Information Technology B – Semester 2 (10 credit points)
Italian A&B (continuers) (20 credit points)
Legal Studies (10 credit points)
General Maths A – Semester 1 (10 credit points)
General Maths B – Semester 2 (10 credit points)
Mathematics Methods A – Semester 1 (10 credit points)
Mathematics Methods B – Semester 2 (10 credit points)
Essential Maths A Numeracy – Semester 1 (10 credit points)
Essential Maths A – Semester 1 (10 credit points)
Essential Maths B – Semester 2 (10 credit points)
Specialist Maths A – Semester 1 (10 credit points)
Specialist Maths B – Semester 2 (10 credit points)
Modern Greek A&B (continuers) (20 credit points)
Music – Advanced A – Semester 1 (10 credit points)
Music – Advanced B – Semester 2 (10 credit points)
Nutrition (10 credit points)
Outdoor Education (10 credit points)
Physical Education A – Semester 1 (10 credit points)
Physical Education B – Semester 2 (10 credit points)
Physics A – Semester 1 (10 credit points)
Physics B – Semester 2 (10 credit points)
Certificate I General Construction – Plumbing Focus (35 credit points)
Psychology (10 credit points)
Society and Culture (10 credit points)
Tourism (10 credit points)
Visual Art – Art A (Cultural / Social Connections) – Semester 1 (10 credit points)
Visual Art – Art B (Thematic Approaches) – Semester 2 (10 credit points)
Visual Art – Design A (Graphic Design) – Semester 1 (10 credit points)
Visual Art – Design B (Architectural Studies) – Semester 2 (10 credit points)
Certificate III in Fitness (60 Stage 2 credits)
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Early Childhood Studies</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Chinese (background speakers)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Chinese (continuers)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Design and Technology – Communication Products (CAD Graphics)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Design and Technology – Material Products (Textiles and Design)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Design and Technology – Material Products (Furniture Construction)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Design and Technology – Plumbing Certificate III (partial)</td>
<td>(30 credit points)</td>
</tr>
<tr>
<td>Drama</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>English Communications</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>English Studies</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect (EAL)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>English as an Additional Language or Dialect Studies (EAL Studies)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Food and Hospitality Studies</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>French (continuers)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>German</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Health</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Information Technology Studies</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Italian (continuers)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Mathematical Applications (Maths Methods from 2017)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Mathematical Studies (General Maths from 2017)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Modern Greek (continuers)</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Modern History</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Music – combined electives</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Nutrition</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Physics</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Psychology</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Research Project (if not completed satisfactorily in Year 11)</td>
<td>(10 credit points)</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Roof Plumbing Certificate III (partial)</td>
<td>(30 credit points)</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Tourism</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Visual Arts – Art</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Visual Arts – Design</td>
<td>(20 credit points)</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>(60 Stage 2 credits)</td>
</tr>
</tbody>
</table>
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:

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.

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

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 2016

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.

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 (Research Project);
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Your University Aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.
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 **Rheanna Dougherty**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art A</td>
<td>Art A</td>
<td>Art A Cultural/Social Connections</td>
<td>Art A Cultural/Social Connections</td>
</tr>
<tr>
<td></td>
<td>Art B</td>
<td>Art B</td>
<td>Art B Thematic Approaches</td>
<td>Art B Thematic Approaches</td>
</tr>
<tr>
<td>Design</td>
<td>Mixed Media - Craft</td>
<td>Mixed Media - Craft</td>
<td>Creative Arts Mixed Media - Craft</td>
<td>Creative Arts Mixed Media - Craft</td>
</tr>
<tr>
<td></td>
<td>Design A</td>
<td>Design A</td>
<td>Design A - Graphic Design</td>
<td>Design A - Graphic Design</td>
</tr>
</tbody>
</table>

**VISUAL ARTS**
Arts - Visual Arts

YEAR 8 ART
LEVEL: Year 8
LENGTH: 1 Semester
CREDIT POINTS: N/A
Recommended background: Nil

Content
Year 8 Art emphasises 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
LEVEL: Year 9
LENGTH: 1 Semester or a Full Year
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 A3 sketchbook and A4 Display Folder.

Subject Fee Nil

YEAR 9 DESIGN
LEVEL: Year 9
LENGTH: 1 Semester or a Full Year
CREDIT POINTS: N/A
Recommended background: Nil

Content
In Year 9 Design students explore the design process and units relating to illustration and manual application skills associated with graphic design. Students create briefs related to specific themes/topics. A computer based component is included which focuses on the use of the Adobe Suite Creative Cloud.

Students will:
• Create a folio of work relating to a design brief with the final resulting in a resolved practical piece.
• Research elements of the design brief.
• Use their iPads to explore folio development and assist in research.
• Create a 3D packaging product relating to one specific design brief.

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 sketchbook and A4 Display Folder.

Subject Fee Nil
YEAR 10 ART A & B

LEVEL: Year 10
LENGTH: 1 Semester or a Full Year
CREDIT POINTS: N/A
Recommended background:
Completion of Year 9 Art or Design is preferred.

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

LEVEL: Year 10
LENGTH: 1 Semester
CREDIT POINTS: N/A
Recommended background:
Satisfactory completion of Year 8 or 9 Art or Design is preferred.

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

LEVEL: Year 10
LENGTH: 1 Semester or a Full Year
CREDIT POINTS: N/A
Recommended background:
Completion of Year 9 Art or Design is preferred.

Content
This course will build on the skills developed at Year 9 design 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 assist 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 - Architecture and interior design.
• Design Theory will include some design related tasks on a specific topic 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
STAGE 1 VISUAL ARTS
ART A – CULTURAL/SOCIAL CONNECTIONS
– SEMESTER 1

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

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

LEVEL: Stage 1
LENGTH: 1 Semester
CREDIT POINTS: 10 points
Recommended background:
Satisfactory completion of Year 10 Art/Design 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

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 or CS 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 a brief, research, ideas (concepts) 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 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 and placed in a separate folio.

Special Requirements  
Students are required to supply 2 A3 Display Folders.

Subject Fee Nil

STAGE 1 VISUAL ARTS  
– DESIGN B  
ARCHITECTURAL STUDIES

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 a brief, research, ideas 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 brief 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 are to be created using manual application and computer software.

Assessment Type 2 - Practical 30%  
The final consists of two parts:  
• Part A – detailed floor plan and street elevations using manual and computer software. Students will need to submit this section of work using an appropriate scale for model making.  
• Part B – A 3D model demonstrating 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 2 A3 display folders - equipment and resources will be supplied.  
A camera will be required to photograph and record model making progress.

Subject Fee Nil
STAGE 2
VISUAL ARTS – ART

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 in term 1 or term 2.

STAGE 2
VISUAL ARTS – DESIGN

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 is 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.

• Visual Study is externally moderated off site.

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

The practical is moderated by external SACE examiners on site at the end of the year.

The folio is externally moderated off site.

Special Requirements
Students are required to supply 3 A3 Display Folios.

Subject Fee
An optional Study Tour will be offered to Sydney or Melbourne in term 1 or term 2.
# Arts - Performing

## Arts Drama

Course Coordinator **Trish Colman**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama A</td>
<td>Drama A</td>
<td>Drama A - Australian Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Drama B</td>
<td>Drama B</td>
<td>Drama A - Stagecraft</td>
<td>Drama B - 20th Century influences in Theatre</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Drama B</td>
<td>Drama B - Stagecraft</td>
<td>Drama B - Musical Production</td>
<td></td>
</tr>
</tbody>
</table>

Diagram:
- Drama
- Drama A
- Drama B
- Drama A - Stagecraft
- Drama B - Stagecraft
- Drama A - Australian Drama
- Drama B - 20th Century influences in Theatre
- Drama B - Musical Production
YEAR 8 DRAMA

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 Up to $20 for theatre tickets.

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

YEAR 9 DRAMA A & B

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:
- Improvisation
- Melodrama
- Performance techniques
- Excerpts from plays
- Comedy
- Monologue
- Tech
- Review writing, 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 Up to $20 for theatre tickets.

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

YEAR 10 DRAMA A & B

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 focuses 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 and Shakespeare.

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 Up to $20 for theatre tickets.
Arts - Drama

**YEAR 10 STAGECRAFT A & B**

**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** Up to $20 for theatre tickets.

**STAGE 1 DRAMA A – AUSTRALIAN DRAMA**

**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 a review and production report.

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**

**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** Up to $20 for theatre tickets.
STAGE 1 DRAMA B – MUSICAL PRODUCTION

LEVEL: Year 11
LENGTH: 1 Semester
CREDIT POINTS: 10 points
Recommended background:
Experience in Drama Years 8, 9 or 10.

Content
The program will produce all off stage elements of the school musical production. Students negotiate the areas in which they will be involved, including: Publicity, Fundraising, Set Design and implementation. They will also form the backstage crew and front of house staff on performance evenings. Students provide evidence of their learning through three assessment pieces.

Assessment
Students:
• Develop and present one creative arts product
• Undertake one investigation and
• One skills assessment for the folio
All SACE courses are assessed against the SACE performance Standards.
• Assessment Type 1:
  Product (70%)
• Assessment Type 2:
  Folio Investigation (15%)
• Skills Assessment (15%)

Special Requirements Nil

Subject Fee Nil

YEAR 12 DRAMA

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 written work and 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 -
Interpretive 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 **Rheanna Dougherty**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music</strong></td>
<td><strong>Music A &amp; B</strong></td>
<td><strong>Music A &amp; B</strong></td>
<td><strong>Music Advanced</strong></td>
<td><strong>Music - combined Electives</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Solo Performance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Ensemble Performance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Composing &amp; Arranging</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Music Technology</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Music Individual Study</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Musicianship</strong></td>
</tr>
</tbody>
</table>
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 2015, 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 available in 2016;
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 hours, as students miss 30 minutes from a subject lesson each week.
- The instrument taught during school hours 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 2015, prices range from $10 - $20 for group tuition and $25 - $30 for one to one tuition. All lessons are for 30 minutes.

YEAR 8 MUSIC

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; Australian Music 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

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 may also study Australian Music, Music in the Media, Film Music and Minimalism. 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 improving 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

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 complete a “Song Writing and Recording” unit, writing the lyrics and music for a song and participating in a recording process. They also explore the history of Baroque, Classical and Romantic music through listening, composition, analysis and performance. They develop performance skills in large and small ensemble work to a high level, with an increased focus on creativity.

In Semester 2, students begin study of 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 and present as part of a unit in 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

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. Successful completion of Stage 1 Music Advanced is required.

Content
Students engage in the following activities:
• Composing, Arranging, Improvising
• Developing Theory & Aural Skills
• Performance
• 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
To fulfill 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
• Musicianship.

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

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
• Musicianship.

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

LEVEL: Stage 2  
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

LEVEL: Stage 2  
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

LEVEL: Stage 2  
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**

**Level:** Stage 2  
**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**

**Level:** Stage 2  
**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: Skills Development tests 30%.
  - Assessment Type 2: Arrangement 40%.
- **External Assessment 30%**
  - Assessment Type 3: External Exam.

**Stage 2 Music Musicianship**

**Level:** Stage 2  
**Credit Points:** 10 points

**Content**
Students undertake study of music theory and aural skills, including rhythm, pitch, musical techniques, and harmony. They will also study harmonisation of melodies using either countermelody, jazz-related harmony, or four-part vocal style. Students complete a 32-40 bar notated arrangement.

**Assessment**

- **School-based Assessment 70%**
  - Assessment Type 1: Folio 30%.
  - Assessment Type 2: Arrangement 40%.
- **External Assessment 30%**
  - Assessment Type 3: External Exam.
## English

Course Coordinator **Sue Wendt**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English A &amp; B</td>
<td>English Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>English Literary Studies A &amp; B</td>
<td>English Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Essential English A &amp; B</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 8 ENGLISH
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. Tasks 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 will 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
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. Tasks 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
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

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Successful completion of Year 10 English.

Content
Stage 1 English is based on responding to a range of texts. This includes reading and examining Australian texts. Students create original imaginative, interpretative and/or persuasive texts for different purposes, contexts and audiences in written, oral and/or multimodal forms. Students will analyse connections between texts to explore and evaluate similarities and differences and how texts are constructed to influence responses. This is according to the new SACE Stage 1 English requirements. It prepares students for Stage 2 English Communications.

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

Responding to Texts 30%
At least two texts which may be written, oral and/or multimodal (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Creating Texts 40%
At least two texts for different audiences, contexts and purposes (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Intertextual Study 30%
Two studies must be undertaken. One study should be in response to texts and the other creating texts to demonstrate understanding of intertextuality. Studies may be written, oral and/or multimodal (written responses or created texts should be maximum of 1000 words; an oral maximum of 6 minutes; multimodal form should be of equivalent length).

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

Special Requirements Nil
Subject Fee Nil

STAGE 1 ESSENTIAL ENGLISH

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Year 10 English

Content
Stage 1 Essential English is a full year option and is available to students for whom Stage 1 English 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 greater vocational emphasis. Performance in English in years 8-10 will be taken into account during the selection process for this option. This subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts through responding to and creating written, oral, visual, digital and multimodal texts. Students will develop strategies for planning, drafting, revising, proofreading and referencing where appropriate.

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

Responding to Texts 40%
At least five written, oral, and/or multimodal texts in a variety of forms (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Creating Texts 60%
At least five written, oral, and/or multimodal texts in a variety of forms (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

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

Special Requirements Nil
Subject Fee Nil
STAGE 1 ENGLISH LITERARY STUDIES

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background:
Highly successful completion of Year 10 English

Content
Stage 1 English Literary Studies 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 Literary Studies has the same goals and assessment requirements as Stage 1 English and is based on reading, viewing, writing, listening and speaking for a range of purposes and audiences according to the new 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.

Responding to Texts 40%
At least two texts which may be written, oral and/or multimodal (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Creating Texts 30%
At least two texts for different audiences, contexts and purposes (written texts maximum 800 words, orals maximum 5 minutes and multimodal texts should be of equivalent length).

Intertextual Study 30%
Two studies must be undertaken. One study should be in response to texts and the other creating texts to demonstrate understanding of intertextuality. Studies may be written, oral and/or multimodal (written responses or created texts should be maximum of 1000 words; an oral maximum of 6 minutes; multimodal form should be of equivalent length).

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

STAGE 2 ENGLISH COMMUNICATIONS

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 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

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 (EAL)*

Course Coordinator Andrew Cawthorne

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAL</td>
<td>EAL</td>
<td>EAL</td>
<td>EAL</td>
<td>EAL Studies</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>EAL</td>
</tr>
</tbody>
</table>

*formerly EALD
YEAR 8 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL: Year 8
LENGTH: Full Year
CREDIT POINTS: N/A
Recommended background: This subject is intended for students for whom English is an additional language.

Content
Year 8 English as an Additional Language is a course designed for students for whom English is an additional language. It aims to further develop student competence in spoken and written English. The course is delivered using the Australian Curriculum. Students develop knowledge, understanding and skills in listening, reading, viewing, speaking, and writing in English.

Students study the way the English language works and learn to express and develop their ideas in English. Students listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts designed to entertain, engage, inform and persuade such as narratives, procedures, reports, discussions and oral presentations. They study a range of texts such as various types of media texts including newspapers, magazines and digital texts, fiction, 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 and writing.

Eligibility criteria apply to this course.

Special Requirements Nil
Subject Fee Nil

YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL: Year 9
LENGTH: Full Year
CREDIT POINTS: N/A
Recommended background: This subject is intended for students for whom English is an additional language.

Content
Year 9 English as an Additional Language English is a course designed for students for whom English is an additional language. It aims to further develop student competence in spoken and written English. The course is delivered using the Australian Curriculum. Students develop knowledge, understanding and skills in listening, reading, viewing, speaking, and writing in English and build on English language skills and understandings from year 8. They continue to develop their English language proficiency through developing knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They listen to, read, write, view, respond to, interpret, evaluate and perform a range of spoken, written and multimodal texts such as newspapers, films, fiction, non-fiction, reports, discussions and multimodal texts. These texts are designed to entertain, engage, inform and persuade. 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.

Eligibility criteria apply to this course.

Special Requirements Nil
Subject Fee Nil

YEAR 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL: Year 10
LENGTH: Full Year
CREDIT POINTS: N/A
Recommended background: This subject is intended for students for whom English is an additional language.

Content
Year 10 English as an Additional Language further develops English language competence in spoken and written English. It is designed for students for whom English is an additional language. Students read, view and respond to a range of texts including novels, short stories, non-fiction and media texts. Students participate in a range of individual and group oral language tasks and analyse the performance of themselves and others. Students create a wide variety of texts and show an understanding of the writing process, the purpose of writing and the audience. Expository, analytical, journalistic, and creative texts are emphasised.

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

Eligibility criteria apply to this course.

Special Requirements Nil
Subject Fee Nil
STAGE 1 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points

Recommended background:
EAL is intended for students for whom English is an additional language.

Content
Stage 1 English as an Additional Language focuses on development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Through studying a variety of oral, written, and multimodal texts, including literary texts, students develop an understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose, and audience of texts. Information, ideas, and opinions in texts are identified and interpreted.

Students develop confidence in creating texts for different purposes. They develop skills for research and academic study.

Evidence of Learning
For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type has a weighting of at least 20%. The following assessment types enable students to demonstrate their learning in Stage 1 English as an Additional Language:

Assessment Type 1: Responding to Texts
Students complete two written responses to texts and two oral responses to texts. At least two responses must be to literary texts.

Students read and view a variety of texts including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, and the everyday texts of work, family, and community life.

Assessment Type 2: Interactive Study
Students complete both an interview and a discussion.

Interview
Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life.

Students present the results of their interview in a written report.

Discussion
Students choose an idea, opinion, or perspective that arises in at least two texts. Students individually present, explain, and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.

Assessment Type 3: Applied Language Activity
Students complete two oral, written, or multimodal applied language activities.

For an applied language activity students identify and analyse the effectiveness of aspects of language used in a variety of texts.

Special Requirements
Students are required to meet the SACE Eligibility Requirements for EAL 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 (EAL)

LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points

Recommended background:
Stage 1 EAL.

Content
EAL is intended for students for whom English is an additional language. 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 purpose 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 EAL in order to enrol in this subject. Students should have:

- no more than five years of full time schooling in which the medium of instruction was English
- 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 STUDIES (EAL STUDIES)

LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Stage1 EAL.

Content
EAL Studies is intended for students for whom English is an additional language.

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 EAL in order to enrol in this subject. Students should have:

- no more than five years of full time schooling in which the medium of instruction was English
- 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
# Food Technology and Nutrition

Course Coordinator **Darryl Oliver**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food &amp; Textiles Technology</td>
<td>Food &amp; Textiles Technology</td>
<td>Food Preparation &amp; Nutrition</td>
<td>Nutrition (refer to Science)</td>
<td>Nutrition (refer to Science)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Child Studies</td>
<td>Food &amp; Hospitality - Food &amp; Culture</td>
<td>Food &amp; Hospitality Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Food &amp; Hospitality - Creative Food Preparation</td>
<td>Early Childhood Studies</td>
</tr>
</tbody>
</table>
YEARS OF FOOD & TEXTILES TECHNOLOGY

YEAR 8
LEVEL: Year 8
LENGTH: Term - 10 weeks
CREDIT POINTS: N/A
Recommended background: Nil

Content
All Year 8 students undertake this half semester course comprising of Food Technology and Textiles.

Food Technology is a 5 week course where students have the opportunity to experience a variety of food production skills, reflecting their diverse cultural backgrounds. Students will develop skills and understanding of nutritional issues, safe and hygienic work practices and effective use of time and resources.

Textiles is a 5 week course and students have an introduction into the safe and correct operation of a sewing machine and associated equipment.

Students will develop their design skills and their machining skills through the construction of a small zippered case.

Assessment
- Practical skills
- Collaborative and independent work
- Safety
- The Design Process
- Society and Textile Technology
- Production of a small zippered case.
- Use of technologies.

Special Requirements Nil
Subject Fee Nil

YEAR 9
LEVEL: Year 9
LENGTH: 1 Semester
CREDIT POINTS: N/A
Recommended background: Nil

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

Topic 1 - Nutrition: Students look at the Australian guide to healthy eating for teenagers and food nutrients. Students plan, prepare and serve foods appealing to teenage tastes and reflecting Australia’s multicultural society.

Topic 2 - Culture: Students consider changes in our food, technology and lifestyles in our culturally diverse society. This includes the impact of multicultural society and festivals upon our food choices.

Practicals include foods from a variety of cultures including, Greek, Italian, Indian and Moroccan.

Topic 3 - Fashion: Students develop basic safety, operation and construction skills with the use of equipment in textiles workshop. This involves designing, constructing and evaluating a suitable garment, e.g. boxer shorts.

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

Special Requirements
Students are required to supply their own fabrics.

Subject Fee Nil

YEAR 10
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 specialisation 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.

This subject leads into Stage 1 Nutrition 2016.

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

Special Requirements Nil
Subject Fee $50
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, socialisation of a young child; eg creating a children’s toy and children’s food and 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

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. Practicals may include foods such as Vegetarian Cannelloni, Brandy Snap Baskets, Potato Gnocci, 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 SACE 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 1 FOOD AND HOSPITALITY FOOD AND CULTURE

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 SACE 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

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:

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 EARLY CHILDHOOD STUDIES

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 Early Childhood 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

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Health &amp; Physical Education</td>
<td>Health A - Peer Support</td>
<td>Health</td>
</tr>
<tr>
<td>Physical Education (Extension)</td>
<td>Physical Education (Extension)</td>
<td>Physical Education A</td>
<td>Health B - Contemporary Issues</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Rowing</td>
<td>Rowing</td>
<td>Rowing A</td>
<td>Physical Education B</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Outdoor Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Certificate III in Fitness</td>
<td>Certificate III in Fitness</td>
</tr>
</tbody>
</table>
YEAR 8 HEALTH & PHYSICAL EDUCATION

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 outcomes of the subject include developing students’ movement skills and their knowledge and attitudes towards living a healthy lifestyle.  

Students will develop these attributes through studying the following topics:  
- Health & Wellbeing  
- Tactics & Strategy  
- Understanding Feedback  
- Developing Movement Sequences  
- Roles in Sport.  

The Health & Wellbeing 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 using specific Performance Standards for each topic. Assessment will be based on homework tasks, movement skills and abilities, game awareness and understanding and collaboration and leadership skills.  

Special Requirements  
Unley High School PE Uniform to be worn during all practical lessons.  

Subject Fee Nil  

YEAR 9 HEALTH & PHYSICAL EDUCATION

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.  

Students will develop these attributes through studying the following topics:  
- Health & Wellbeing: Relationships and Sexual Health  
- Health & Wellbeing: Risk Taking Behaviours  
- Using and Providing Feedback  
- Roles in Sport  
- Tactics & Strategy.  

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.  

Assessment  
Students will be assessed using Performance Standards for each topic. Assessment will be based on homework tasks, movement skills and abilities, teamwork and leadership skills and game awareness and understanding.  

The students will also be given 3 assignments based on the content taught during their theory classes.  

Special Requirements  
Unley High School PE Uniform to be worn during all practical lessons.  

Subject Fee Nil  

YEAR 9 PHYSICAL EDUCATION (EXTENSION)

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 include a number of different topics, focusing on skill development and improving performance. These practical topics include:  
- Ultimate Frisbee  
- Netball  
- Football Codes  
- Indoor Cricket  
- 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 Methods & Principles and Body Systems.  

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

Assessment  
Students will be assessed in practical topics using a skills checklist based on skill ability and improvement, collaboration skills and game awareness and understanding. The students will also be given 3 assignments based on the content taught during their theory classes.  

Special Requirements  
Unley High School PE Uniform to be worn during all practical lessons.  

Subject Fee Nil
Health and Personal Development

YEAR 10 HEALTH & PHYSICAL EDUCATION

LEVEL: Year 10  
LENGTH: 1 Semester  
CREDIT POINTS: N/A  
Recommended background: Year 9 Health & Physical Education.

Content
All Year 10 students undertake one compulsory semester of Health & Physical Education. The subject continues the development of students’ movement skills and physical activity awareness and also develops an understanding of the factors that affect community health and wellbeing.

Students will develop these attributes through studying the following topics:
- Community Health and Wellbeing
- Sport and Physical Activity in Australia
- Fitness and Training
- Relationships and Sexual Health
- Local Physical Activity options.

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.

Assessment
Students will be assessed using Performance Standards for each topic. Assessment will be based on class assignments, movement skills and abilities, teamwork and leadership skills and game awareness and understanding.

Special Requirements
Unley High School PE Uniform to be worn during all practical lessons.

Subject Fee Nil

YEAR 10 PHYSICAL EDUCATION (EXTENSION)

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.

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
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 2016 is $250 to cover instructors, equipment hire and transport.

YEAR 10 OUTDOOR EDUCATION

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 2016 is $250 to cover instructors, equipment hire and transport.
STAGE 1 PHYSICAL EDUCATION A

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 $50 to cover the cost of Aquatics.

STAGE 1 PHYSICAL EDUCATION B

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 (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 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 Nil

STAGE 1 OUTDOOR EDUCATION

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 2016 is $250 to cover instructors, equipment hire and transport.

Subject Fee $250
## STAGE 1 CERTIFICATE III IN FITNESS

**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 an 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:

- First aid
- Anatomy and physiology principles in a fitness context
- Fitness orientation and health screening
- Quality service in the fitness industry
- Develop and apply an awareness of specific population to exercise delivery
- 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**

Please refer to the Inner South VET Programs handbook for fee information.

## STAGE 1 HEALTH A - PEER SUPPORT

**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 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 1 HEALTH B - CONTEMPORARY ISSUES

**LEVEL:** Year 11  
**LENGTH:** 1 Semester  
**CREDIT POINTS:** 10 points  
**Recommended background:** Nil

**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

**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 50%
- Folio (comprising of 4 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**
$50 to cover the cost of PE Essentials Workbook.

---

**STAGE 2 OUTDOOR EDUCATION**

**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.

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 minimising 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%

**Subject Fee**
$400 - to cover the costs of transport, equipment and 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**

**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

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 an 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
Please refer to the Inner South VET Programs handbook for fee information.
Rowing

YEAR 8 ROWING

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 program.

‘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 2015, this was $500.

YEAR 9 ROWING

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

Theory topics will include training principles (FIT, 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.

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 2015, this was $500.
YEAR 10 ROWING A

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

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 **Christina Tedesco**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek</td>
<td>Greek</td>
<td>Greek</td>
<td>Modern Greek A &amp; B Continuers</td>
<td>Modern Greek Continuers</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian</td>
<td>Italian</td>
<td>Italian A &amp; B Continuers</td>
<td>Italian Continuers</td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French A &amp; B Continuers</td>
<td>French Continuers</td>
</tr>
<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese A &amp; B Continuers</td>
<td>Chinese Continuers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chinese Background Speakers</td>
<td>Chinese Background Speakers</td>
</tr>
</tbody>
</table>
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 for a month in a Chinese high school in Shanghai. The fun, friendship and rewarding educational benefits of being involved in an international exchange make for an unforgettable experience.

YEAR 8 CHINESE

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 and yum cha lunch at a Chinese restaurant.

Special Requirements
Language Perfect licence fee
Subject Fee $30

YEAR 9 CHINESE

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 t'ai chi and paper cutting workshops. Excursions to Chinatown and lunch at a Chinese restaurant.

Special Requirements
Language Perfect licence fee
Subject Fee $30
YEAR 10 CHINESE

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
- Students intending to continue Chinese in the senior school must take 2 semesters of Chinese in Year 10
- Excursions to University of Adelaide Confucius Institute and Chinatown.

Special Requirements
Language Perfect licence fee

Subject Fee $30

STAGE 1 CHINESE

CONTINUERS

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

Special Requirements Nil

STAGE 1 CHINESE

BACKGROUND SPEAKERS

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
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.

Special Requirements Nil

Subject Fee Nil
Languages - Chinese

STAGE 2 CHINESE (CONTINUERS)
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)
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**

**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** $38

**YEAR 9 FRENCH**

**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** $38

**YEAR 10 FRENCH**

**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**
- Workbook - Ça y est

**Subject Fee** $45
Languages - French

STAGE 1
FRENCH A & B
CONTINUERS

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background:
Year 10 French.

Content
Course used: Various sources including Tapis Volant Senior.
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
Élan grammar workbook

Subject Fee $19

Additional Information
Students intending to continue French in Year 12 must take 2 semesters of French in Year 11.

STAGE 2 FRENCH
CONTINUERS

LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background:
Year 11 French.

Content
Course used: various sources including Au Point, Tapis Volant Senior.
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
Students will need to retain Élan grammar text from previous year.

Subject Fee Nil
Languages - Greek

YEAR 8 GREEK
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
Language Perfect Licence fee

Subject Fee $30

YEAR 9 GREEK
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.

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
Language Perfect Licence fee

Subject Fee $30

YEAR 10 GREEK
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
Language Perfect Licence fee

Subject Fee $30
Languages - Greek

STAGE 1
MODERN GREEK A & B CONTINUERS

LEVEL: Year 11
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Year 10 Greek.

Content
Course used: Various sources
Students develop communication skills, understanding the Greek language, knowledge of Greek society and culture, and the ability to write creatively in Greek.

Students have to meet objectives in the 3 strands:
• The individual
• The Greek-speaking communities
• The changing world.

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
Additional Information
Students intending to continue Greek in Year 12 must take 2 semesters of Greek in Year 11.

STAGE 2
MODERN GREEK CONTINUERS

LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background: Year 11 Greek.

Content
Course used: Various sources
Students further develop communication skills, understanding the Greek language, knowledge of Greek society and culture, and the ability to write creatively in Greek.

Students have to meet objectives in the 3 strands:
• The individual
• The Greek-speaking communities (arts and entertainment)
• The changing world.

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**

**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: Ecco 1  

**Subject Fee** $47

**YEAR 9 ITALIAN**

**LEVEL:** Year 9  
**LENGTH:** Full Year  
**CREDIT POINTS:** N/A  
**Recommended background:** Year 8 Italian.

**Content**  
Course used: Formula Italiano 2  
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: Technology, Daily routines, Film - expressing preferences, the Environment, Getting around Venice, Made in Italy, Weekend - Past Times.

**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** $17

**YEAR 10 ITALIAN**

**LEVEL:** Year 10  
**LENGTH:** Full Year  
**CREDIT POINTS:** N/A  
**Recommended background:** Year 9 Italian.

**Content**  
Course used: Formula Italiano 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, Holidays - comparison between Italy and Australia, Geography and regions of Italy - dialects, Art and Culture in Florence, Famous Italians, Ancient Romans, Future Plans and occupations.

**Assessment**  
Assessment contains aspects of intercultural literacy, listening, reading, conversations, role plays, designing an advertisement and projects. Weightings vary according to class circumstances.

**Special Requirements**  
Students retain Activity Book from previous year.

**Subject Fee** Nil
Languages - Italian

STAGE 1
ITALIAN A & B
CONTINUERS

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
Shaum’s Italian Grammar

Subject Fee $31

Additional Information
Students intending to continue Italian in Year 12 must take 2 semesters of Italian in Year 11.

STAGE 2 ITALIAN
CONTINUERS

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
Students retain Grammar Book from previous year.

Subject Fee Nil
## Mathematics

**Course Coordinator** Peter Stone

### Year 8
- **Mathematics**

### Year 9
- **Mathematics**
- **Pre-General Maths (Semester 1)**
- **Pre-Maths Methods (Semester 2)**

### Year 10
- **Mathematics**
- **Pre-General Maths (Semester 2)**
- **Pre-Maths Methods (Semester 2)**

### Stage 1
- **Essential Maths A - Numeracy**
- **Essential Maths A**
- **Essential Maths B**
- **General Maths A (Apps)**
- **General Maths B (Apps)**
- **Maths Methods**
- **Maths Methods (Studies) A & B**
- **Specialist Maths A & B**

### Stage 2
- **Maths Applications**
- **Maths Methods**
- **Maths Studies**
- **Specialist Maths**

Note: From 2017, Stage 2 Maths Studies will be combined with Maths Methods to form a new subject, Maths Methods.
Mathematics

YEAR 8 MATHEMATICS

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.

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.

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.

Subject Fee Nil

YEAR 9 MATHEMATICS

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.

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

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 students will choose or be recommended for either one of the two options, based on their future pathways in senior school Mathematics:
Pre Maths Methods, 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.

Pre General Maths - topics include:
- Money and Financial Mathematics - interest calculations
- Geometric Reasoning - applying properties of shapes and logical reasoning to solve geometric situations
- Linear and Non-Linear Relationships - working with quadratics and exponential equations.

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 (General) 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 Methods if they have done Year 10 pre-Maths (General). Generally speaking, students doing a modified Year 10 Maths course will be offered only Year 11 Essential Maths A and B.

Stage 1 Specialist Mathematics A

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 and year 11 Specialist Maths B.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016. The topics covered are arithmetic and geometric sequences, geometry and vectors in the plane.

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 and Specialist Maths B will provide a basis to 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
STAGE 1 SPECIALIST MATHEMATICS B

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 and year 11 Specialist Mathematics A. Successful completion of Specialist Maths A is essential.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.
The topics covered are trigonometry, matrices, real and complex numbers.
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 and Specialist Maths A will provide a basis to 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

STAGE 1 MATHEMATICAL METHODS A

(Formerly MATHS STUDIES A)

LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background:
Successful completion of Year 10 pre-Maths Methods at B grade or better.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.
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:
- Functions and Graphs
- Trigonometry
- Counting and Probability.
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 Methods 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 METHODS B

(Formerly MATHS STUDIES B)

LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background:
Successful completion of Year 11 Maths Methods A is essential.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.
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:
- Statistics
- Growth and Decay
- Introduction to Differential Calculus.
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 Methods A, will provide a basis to study Year 12 Maths Methods.
Please note that an average grade of B or better is required to proceed to Maths Methods 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 GENERAL MATHEMATICS A**

(Formerly MATHEMATICAL APPLICATIONS A)

**LEVEL:** Year 11  
**LENGTH:** Semester  
**CREDIT POINTS:** 10 points  
**Recommended background:** Successful completion of Year 10 Mathematics.

**Content**

At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.

There are three main topics: Investing and Borrowing, Measurement and Statistical Investigations.

Students learn mainly business orientated mathematical skills 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 General Maths B, will provide a basis to study Year 12 General Maths (Maths Apps).

Please note that an average grade of B or better is required to proceed to 12 General Maths (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 GENERAL MATHEMATICS B**

(Formerly MATHEMATICAL APPLICATIONS B)

**LEVEL:** Year 11  
**LENGTH:** Semester  
**CREDIT POINTS:** 10 points  
**Recommended background:** Successful completion of Year 11 General Maths A.

**Content**

At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.

There are three main topics: Application of Trigonometry, Linear Equations and their Graphs, Matrices and Networks.

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 General Maths A will provide a basis to study Year 12 General Maths (Mathematical Applications).

Please note that this course taken together with year 11 Essential Maths B and both being successfully completed, will lead to year 12 Essential 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

---

**STAGE 1 ESSENTIAL MATHS A**

**LEVEL:** Year 11  
**LENGTH:** Semester  
**CREDIT POINTS:** 10 points  
**Recommended background:** Successful completion of Year 10 Mathematics, including Modified Maths.

**Content**

At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016.

The major topics are: Calculations, Time and Ratio; Earning and Spending; Geometry.

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 taken together with year 11 Essential Maths B and both being successfully completed, will lead to year 12 Essential Maths the following 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 Year 12 Essential Maths A will provide a basis to study Essential Maths (Mathematical Applications).

Please note that an average grade of B or better is required to proceed to 12 General Maths (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
Mathematics

STAGE 1 ESSENTIAL MATHS A - NUMERACY

LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background:
Successful completion of Year 10 Mathematics, including Modified Maths (Numeracy). This course is specifically for those who completed year 10 Numeracy or who have been Invited by their year 10 Maths teacher, based on their results.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016. The major topics are:
Calculations, Time and Ratio; Earning and Spending; Geometry.

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 is a one semester terminating course. It does not lead to any year 12 Maths studies.

Assessment
Students will be assessed using a combination of tests and one practical report 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.

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 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 ESSENTIAL MATHS B

LEVEL: Year 11
LENGTH: Semester
CREDIT POINTS: 10 points
Recommended background:
Successful completion of Year 10 Mathematics, including Modified Maths. This subject needs to be taken in conjunction with year 11 Essential Maths A.

Content
At the time of print, the content is as shown below but is subject to change when the course is delivered. This is due to the changes to SACE Maths from 2016. The major topics are:
Data in Context, Measurement, Investing and Borrowing.

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 taken together with year 11 Essential Maths B and both being successfully completed, will lead to year 12 Essential Maths the following year.

Assessment
Students will be assessed using a combination of tests and a practical report 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. Successful completion of both year 11 Essential Maths A and B will lead to year 12 Essential 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

STAGE 2 MATHEMATICAL STUDIES

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. From 2017 onwards this subject will be revised and renamed year 12 Maths Methods. Please note that in 2017 the course topics will change, in line with the Australian Curriculum requirements.

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

Subject Fee Nil
STAGE 2 SPECIALIST MATHEMATICS

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 A 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. Please note that in 2017 the course topics will change, in line with the Australian Curriculum syllabus requirements.

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. Please note that in 2017 the course topics will change, in line with the Australian Curriculum syllabus requirements.

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

Subject Fee Nil

STAGE 2 MATHEMATICAL APPLICATIONS

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 more closely investigate areas of their particular interests which will be useful for their future, whilst showing that they have achieved an understanding of the core concepts. There will be a revised year 12 Maths Apps course from 2017 onwards.

Assessment
• Skills and Applications Tasks (6 tests) 30%
• Folio (3 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. Please note that this course will no longer run in 2017. Instead year 12 Maths Studies and Maths Methods will be combined to form a new Year 12 Maths Methods course.

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

Subject Fee Nil

STAGE 2 MATHEMATICAL METHODS

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. Please note that this course will no longer run in 2017. Instead year 12 Maths Studies and Maths Methods will be combined to form a new Year 12 Maths Methods course.

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

Subject Fee Nil
### Science

Course Coordinator **Jo van der Zwaag**

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Science</td>
<td>General Science</td>
<td>General Science</td>
<td>Physics A</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry A</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology A</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Biology B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nutrition</td>
<td>Nutrition</td>
</tr>
</tbody>
</table>

---

70 | Unley High School Curriculum Handbook 2016
Science

YEAR 8 
GENERAL SCIENCE

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 $20

YEAR 9 
GENERAL SCIENCE

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 $20

YEAR 10 
GENERAL SCIENCE

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 $20
Science

**STAGE 1 PSYCHOLOGY**

**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**

**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** $20

---

**STAGE 1 BIOLOGY B**

**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 protistans - 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** $20
STAGE 1 CHEMISTRY A

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:
- 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 $52

STAGE 1 CHEMISTRY B

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 emphasised.

Topics:
- 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 $20

STAGE 1 PHYSICS A

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.

Topics:
- 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 $20
## STAGE 1 PHYSICS B

**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 emphasised.

### Topics:
- 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
$20

## STAGE 1 NUTRITION

**LEVEL:** Year 11  
**LENGTH:** 1 Semester  
**CREDIT POINTS:** 10 points  
**Recommended background:**  
Successful completion of Year 10 Science, and / or Year 10 Food Preparation & Nutrition, is advantageous.

### Content
Two or three of the following topics will be studied by the class:
- Macro & Micro Nutrients, digestion & metabolism.  
- Nutrition through the lifecycle, and prevention of diet related disorders.  
- Fresh versus processed foods, contamination & safe food handling  
- Sustainable food production, water issues in developing countries.  
- Psychology of food marketing & consumption choices.  
- Indigenous Australians, traditional foods, contemporary changes.

### Assessment
Students demonstrate evidence of their learning through 4 or 5 assessments in total. At least one of these will involve collaborative work.

- **Investigations Folio**  
  - Two or three practical investigations which may include laboratory experiments, food preparation in school or community settings and / diet assessments using computer analysis methods.  
  - One Issues Investigation of 750 words or a 5 minute oral or the equivalent in multimedia form.

- **Skills and Applications Tasks**  
  - At least one Skills & Application Task which demonstrates knowledge and understanding to show links between nutrition concepts.

Students will also complete an end of semester exam.

### Special Requirements
Nil

### Subject Fee
Nil

## STAGE 2 PSYCHOLOGY

**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
$50
STAGE 2 BIOLOGY

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 $50

STAGE 2 CHEMISTRY

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 $52 + $20

STAGE 2 PHYSICS

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 graphs calculator and a protractor.

Subject Fee $52
STAGE 2 NUTRITION

LEVEL: Year 12  
LENGTH: Full Year  
CREDIT POINTS: 20 points  
Recommended background:  
Any Stage 1 Science at a C grade or better.

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  
3 Practical Investigations and 1 Issues Analysis 40%

Skills and Applications Tasks  
3 or 4 Topic Tests and 1 Trial Exam 30%

External Assessment Examination 30%
• Examination (3 hour external examination in November).

Special Requirements Nil  
Subject Fee $51, includes Nutrition Essentials Workbook.
Humanities and Social Sciences (HASS)

Course Coordinator Bruce Stopp

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>HASS</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>History</td>
<td>History</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Civics &amp; Citizenship</td>
<td>Ancient Studies</td>
<td>Society &amp; Culture</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td>Financial Management</td>
<td>Financial Management</td>
<td>Financial Management</td>
<td>Financial Management</td>
</tr>
</tbody>
</table>
YEAR 8 HUMANITIES AND SOCIAL SCIENCES

LEVEL: Year 8
LENGTH: Full Year Compulsory
CREDIT POINTS: N/A
Recommended background: Nil

Content
Students study a semester of history and a semester of 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 landforms, such as national parks.
- The causes, impacts and responses to a geomorphological hazard, such as floods.

In the unit Changing Nations students will study:
- Urbanisation 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 $35 excursion costs

YEAR 9 HISTORY

LEVEL: Year 9
LENGTH: 1 Semester compulsory
CREDIT POINTS: N/A
Recommended background: Nil

Content
Students study the Year 9 History course of 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 $35 excursion costs
YEAR 9 GEOGRAPHY

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 $35 excursion costs

YEAR 9 CIVICS AND CITIZENSHIP

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
YEAR 9 FINANCIAL MANAGEMENT

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.
- 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 Folder - practical tasks and notes
- Research Task - Income Tax
- Oral Presentation - superannuation
- Assignment - Impact of advertising on consumer choice
- Research Task - Buying on-line
- Practical Task - Leaving home.

Special Requirements Nil

Subject Fee Nil

YEAR 10 HISTORY

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

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 region 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 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 $35 excursion costs

STAGE 1 GEOGRAPHY

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 inter-relationships 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 $35 excursion costs

YEAR 10 INFORMATION PROCESSING AND PUBLISHING

LEVEL: Year 10
LENGTH: 1 Semester optional
CREDIT POINTS: N/A
Recommended background: Nil

This course can be accredited for SACE Stage 1.

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 into 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 1 TOURISM

**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  
**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** $40 excursion costs

## STAGE 1 HISTORY

**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

**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), recognising 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 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

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%

STAGE 1 LEGAL STUDIES

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.

STAGE 1 BUSINESS AND ENTERPRISE

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 3 tasks:
• Folio (which may include short answer tests, essays, formal exam)
• Practical (an investigation into some aspect of actual business(es))
• 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
STAGE 1 INFORMATION PROCESSING AND PUBLISHING

LEVEL: Year 11
LENGTH: 1 Semester optional
CREDIT POINTS: 10 points
Recommended background: Nil
Some students may have completed this course in Year 10.

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

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
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 $37, workbook

STAGE 2 MODERN HISTORY

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 $37, workbook

Subject charge per year: $350, 2 day camp
STAGE 2 SOCIETY AND CULTURE

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 $37, workbook

STAGE 2 LEGAL STUDIES

LEVEL: Year 12
LENGTH: Full Year optional
CREDIT POINTS: 20 points
Recommended background:
Stage 1 Legal Studies.

Content
The topics studied in this course are: The Australian Legal System, Constitutional Government, Law-making and Justice Systems. Students have the opportunity to explore Australia’s constitutional heritage and the dynamic nature of the Australian legal system within a global context. They will be provided with an understanding of the principles and structures of this system so that they can make informed judgments about its strengths and weaknesses. They investigate legal perspectives on contemporary issues in our society.

Assessment
School based assessment 70%
Folio 50%
• Students provide evidence of their learning through several assessment tasks.
• Inquiry 20%
• Students study a contemporary legal issue.

External Assessment 30%
• Exam 3-hours.

Special Requirements Nil

Subject Fee $37, workbook
## Design and Technology, Information Technology and Plumbing

**Course Coordinator** Darryl Oliver

<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Woodwork</td>
<td>Woodwork</td>
<td>Design &amp; Technology Material Products - Furniture Construction A&amp;B</td>
<td>Design &amp; Technology Material Products - Furniture Construction</td>
</tr>
<tr>
<td></td>
<td>Metalwork</td>
<td>Metalwork</td>
<td>Design &amp; Technology Material Products - Furniture Construction</td>
<td>Design &amp; Technology Material Products - Textiles</td>
</tr>
<tr>
<td></td>
<td>Art Metalwork</td>
<td>Art Metalwork</td>
<td>Design &amp; Technology Material Products - Textiles</td>
<td>Design &amp; Technology CAD Graphics Communication Products</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
<td>Textiles</td>
<td>Design &amp; Technology Material Products - Textiles</td>
<td>Design &amp; Technology CAD Graphics Communication Products</td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td>Information Technology</td>
<td>Certificate I General Construction Plumbing Focus</td>
<td>Information Technology A</td>
</tr>
<tr>
<td></td>
<td>Information Processing &amp; Publishing SACE Stage 1 (page 81)</td>
<td>Information Technology B</td>
<td>Information Technology B</td>
<td>Information Technology Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Roof Plumbing Certificate III (partial)</td>
</tr>
</tbody>
</table>

**DESIGN & TECHNOLOGY, CAD, IT AND PLUMBING**
YEAR 8 DESIGN & TECHNOLOGY STUDIES

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:
- Spinning Top
- Beetle Bot
- Sheet metal tin.

Assessment
Practical 70%
Written 30%

Special Requirements N/A

Subject Fee N/A

YEAR 9 WOODWORK

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 carcase 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

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 use 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
YEAR 9 METALWORK

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  
- Desktop Spinning Toy  
- Barbecue Fork and Spatula  
- Folding Camp Shovel.

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

LEVEL: Year 9  
LENGTH: 1 Semester  
CREDIT POINTS: N/A  
Recommended background: Nil

Content  
In this course students will gain skills in working in wrought iron and jewellery making. Students learn how 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, tinplate, 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 Skills 70%  
Theoretical Skills 30%

Special Requirements Nil

Subject Fee N/A

YEAR 9 TEXTILES

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%

Special Requirements Nil

Subject Fee  
Students need to provide all fabrics and notions.
### YEAR 10 WOODWORK

**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

**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

**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  
- Swivelling Stool.

**Assessment**  
Practical 70%  
Theory 30%

**Special Requirements** N/A  
**Subject Fee** N/A
YEAR 10 ART METALWORK

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
This course builds on previously learnt skills in both wrought iron and 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 further develops the skills involved in creating jewellery. These skills require more patience and accuracy. The design process is used as students 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

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

LEVEL: Year 10  
LENGTH: 1 Semester  
CREDIT POINTS: N/A  
Recommended background: Nil

Content
This course is focused on product design and offers students a pathway into industries such as engineering, architecture, industrial design, manufacturing and interior design.

Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. The course allows students scope to design their own products whilst developing industry relevant skills. Students produce written folios that include investigations into materials, production techniques and product design.

Assessment
Skills and Application Tasks: 20%  
Folio: 30%  
Product/Practical: 50%

Special Requirements N/A  
Subject Fee N/A
YEAR 10 INFORMATION TECHNOLOGY

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

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 carcase 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
STAGE 1 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – METALWORK/ART METALWORK

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 of 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 may 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.

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 – TEXTILES

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.
STAGE 1 CAD GRAPHICS
A&B - DESIGN
AND TECHNOLOGY
COMMUNICATIONS
PRODUCTS

LEVEL: Year 11
LENGTH: 1 Semester
CREDIT POINTS: 10 points for each semester
Recommended background:
Satisfactory completion of Year 10 CAD Graphics. Can be chosen for 1 or 2 semesters.

Content
This course has elements of product design, architecture and mechanical engineering, allowing opportunities for students to pursue design areas that are most relevant to their futures. This course offers students a pathway into industries such as engineering, architecture, industrial design, manufacturing, interior design or a trade. Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. Students also develop skills using FEA and Fluid Design, tools that allow products to be virtually tested before manufacture. Students produce written folios that include investigations into materials, production techniques and product design.

Assessment
Assessment at Stage 1 is school based. Students demonstrate evidence of learning through the following assessment types:
Skills and Application Tasks: 20%
Folio and Material Study: 20%
Product/Practical: 60%
Assessment in these areas is against the SACE Performance Standards.

Special Requirements Nil

Subject Fee N/A

CERTIFICATE I GENERAL CONSTRUCTION – PLUMBING FOCUS
CPC10111

LEVEL: Year 11
LENGTH: 1 Semester
CREDIT POINTS: 35 points
Recommended background: Nil

Content
In conjunction with Master Plumbers Association 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 organise 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
Please refer to the Inner South VET Programs Handbook for fee information.
STAGE 1 INFORMATION TECHNOLOGY A

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, minimises 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

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 - 30%
• Skills and Applications Tasks - 40%
• Project - 30%.

Special Requirements N/A
Subject Fee N/A

STAGE 2 DESIGN & TECHNOLOGY MATERIAL PRODUCTS – FURNITURE CONSTRUCTION

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

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 CAD GRAPHICS - DESIGN AND TECHNOLOGY COMMUNICATIONS PRODUCTS

LEVEL: Year 12
LENGTH: Full Year
CREDIT POINTS: 20 points
Recommended background:
Satisfactory completion of Stage 1 CAD Graphics A or B.

Content
Students have the ultimate scope for design in this course, selecting a product to investigate, design and improve. The projects in the course allow students to pursue an area of interest that best supports their transition into industries such as engineering, architecture, industrial design, manufacturing, interior design or a trade. Using the latest 3D modelling programs students develop their skills with 3D modelling, the production of engineering drawings and the use of 3D printers as part of the product design process. Students additionally employ skills using FEA and Fluid Design (tools that allow products to be virtually tested before manufacture) to validate their designs. Students need to produce a folio that reflects the design process they have undertaken, including sketches, research and this component is externally assessed.

Assessment
School-based Assessment
- Skills and Application Tasks: 20%
- Product/Practical: 50%

External Assessment
- Folio 30%

Assessment in these areas is against the SACE Performance Standards.

Special Requirements N/A

Subject Fee N/A
STAGE 2 PARTIAL CERTIFICATE III ROOF PLUMBING CPC32611

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 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
Please refer to the Inner South VET Programs handbook for fee information.

STAGE 2 INFORMATION TECHNOLOGY STUDIES

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.

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
SACE Planning Tool

YEAR 10 INTO 11 – STAGE 1 SUBJECT CHOICE 2016

Student Name: _____________________________________________
Gender: _____________________________________________ Home Group: _____________________________________________

Please complete and bring to the Subject Selection interview on Week 7, Monday August 31st 2015.

Stage 1 SACE (Year 11) Subject Choice
Students must study a total of 110 credits.
Semester subjects are 10 credits (refer to page 9). Full year subjects are 20 credits.

Compulsory Subjects
All students must achieve a C grade or better in the following:

CHOOSE ONE FULL YEAR
☐ English OR ☐ EAL A&B OR ☐ English Essentials
☐ OR ☐ English Literacy Studies

CHOOSE ONE SEMESTER
☐ General Maths A OR ☐ Maths Methods A OR ☐ Essential Maths
☐ OR ☐ Essential Maths A - Numeracy

COMPULSORY
☐ Research Project (Stage 2 subject)

Choice Subjects
If choosing a full year of Maths write either Essential Maths A, General Maths A in choice Subject 1

1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________
5. ____________________________________________________________________________
6. ____________________________________________________________________________
7. ____________________________________________________________________________

Total 110

If you cannot be placed in one of your seven elective subjects you will automatically be assigned a reserve preference.

Reserve 1. ____________________________________________________________________________
Reserve 2. ____________________________________________________________________________

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.
SACE Planning Tool

YEAR 11 INTO 12 – STAGE 2 SUBJECT CHOICE 2016

Student Name: __________________________________________________________

Gender: ___________________________ Home Group: ________________________

Please complete and bring to the Subject Selection interview on Week 7, Wednesday September 2nd 2015.

Preferred Subject Choice for 2016

Compulsory Subject
Research Project (must be done only if not completed in 2015) YES / NO

Choice Subjects
1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

If you cannot be placed in one of your four elective subjects you will automatically be assigned a reserve preference.

Reserve 1. __________________________________________________________

Reserve 2. __________________________________________________________

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 2015, 2016” booklet for further information regarding entrance requirements for tertiary courses.

Please note: Year 11 students who have not completed the Research Project in 2015 must do it again in 2016.
All students are charged a ‘Materials and Service’ fee plus any subject charges that relate to individual subject selections. Subjects that attract extra charges in 2016 are listed below.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Course Length</th>
<th>Subject</th>
<th>$</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
<td>Year</td>
<td>Language - Chinese</td>
<td>30</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - French</td>
<td>38</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Greek</td>
<td>30</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Italian</td>
<td>47</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Specialist Rowing</td>
<td>500</td>
<td>Course fee</td>
</tr>
<tr>
<td>Semester</td>
<td>Geography</td>
<td></td>
<td>35</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year</td>
<td>Science</td>
<td></td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year 9</td>
<td>Semester / Year</td>
<td>Drama</td>
<td>20</td>
<td>Theatre Tickets</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Chinese</td>
<td>57</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - French</td>
<td>38</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Greek</td>
<td>30</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Italian</td>
<td>17</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Specialist Rowing</td>
<td>500</td>
<td>Course fee</td>
</tr>
<tr>
<td>Semester</td>
<td>Geography</td>
<td></td>
<td>35</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year</td>
<td>Science</td>
<td></td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year 10</td>
<td>Semester / Year</td>
<td>Drama</td>
<td>20</td>
<td>Theatre Tickets</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Chinese</td>
<td>30</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - French</td>
<td>45</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Greek</td>
<td>30</td>
<td>Language Perfect Licence fee</td>
</tr>
<tr>
<td></td>
<td>Year</td>
<td>Language - Italian</td>
<td>17</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Specialist Rowing</td>
<td>250</td>
<td>Course fee</td>
</tr>
<tr>
<td>Semester</td>
<td>Food Preparation &amp; Nutrition</td>
<td>50</td>
<td>Food Costs</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Outdoor Education</td>
<td>250</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Science</td>
<td></td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year 11</td>
<td>Semester / Year</td>
<td>Drama</td>
<td>20</td>
<td>Theatre Tickets</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Chemistry A</td>
<td>52</td>
<td>Workbook</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Chemistry B</td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Physics A</td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Physics B</td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td></td>
<td>Semester</td>
<td>Biology</td>
<td>20</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year</td>
<td>Language - French</td>
<td>19</td>
<td>Workbooks</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Language - Italian</td>
<td>31</td>
<td>Workbooks</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Food &amp; Hospitality</td>
<td>80</td>
<td>Food Costs</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Maths Pathways A</td>
<td>25</td>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Outdoor Education</td>
<td>250</td>
<td>Course fee</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Physical Education</td>
<td>50</td>
<td>Aquatics fee</td>
<td></td>
</tr>
<tr>
<td>Semester</td>
<td>Tourism</td>
<td></td>
<td>40</td>
<td>Excursions</td>
</tr>
<tr>
<td>Semester</td>
<td>Geography</td>
<td></td>
<td>35</td>
<td>Excursion</td>
</tr>
<tr>
<td>Year 12</td>
<td>Year</td>
<td>Biology</td>
<td>50</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Chemistry</td>
<td></td>
<td>72</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Child Studies</td>
<td></td>
<td>50</td>
<td>Workbook/food</td>
</tr>
<tr>
<td>Year</td>
<td>Food &amp; Hospitality Studies</td>
<td>100</td>
<td>Workbook/food</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Legal Studies</td>
<td></td>
<td>37</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Nutrition</td>
<td></td>
<td>51</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Outdoor Education</td>
<td>400</td>
<td>Course fee</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Physical Education</td>
<td>100</td>
<td>Workbook/Instructors</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Physics</td>
<td></td>
<td>52</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Psychology</td>
<td></td>
<td>50</td>
<td>Workbook</td>
</tr>
<tr>
<td>Year</td>
<td>Society &amp; Culture</td>
<td>37</td>
<td>Workbook</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Tourism</td>
<td></td>
<td>350</td>
<td>Two day camp</td>
</tr>
<tr>
<td>Year</td>
<td>Modern History</td>
<td></td>
<td>37</td>
<td>Workbook</td>
</tr>
</tbody>
</table>

VET SUBJECTS: The charge for these are outside the the Materials & Services Levy.

Charges are correct at time of printing but may be subject to variations.