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### DEFINITION OF TERMS

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<th>Definition</th>
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<tr>
<td><strong>SEMESTER UNIT</strong>&lt;br&gt;10 credit points</td>
<td>Equivalent to half a year: 60 – 70 hours of instruction time&lt;br&gt;Represents 1 semester length of study in New SACE</td>
</tr>
<tr>
<td>20 credit points</td>
<td>Represents 2 semesters of study in New SACE</td>
</tr>
<tr>
<td><strong>CURRICULUM AREA</strong></td>
<td>Grouping of subjects under the Key Areas of Learning as defined by the Education Department</td>
</tr>
<tr>
<td><strong>BACKGROUND KNOWLEDGE</strong></td>
<td>Describes what has been studied in the previous year. It is assumed that the student has been successful in this previous level of study</td>
</tr>
<tr>
<td><strong>COURSE</strong></td>
<td>A set of studies or group of subjects taken together</td>
</tr>
<tr>
<td><strong>CURRICULUM PATTERN</strong></td>
<td>A set of studies required to qualify for the SACE</td>
</tr>
<tr>
<td><strong>NEW SACE</strong></td>
<td>The South Australian Certificate of Education (SACE) is awarded on completion of senior school study (Stage 1 and Stage 2)</td>
</tr>
<tr>
<td><strong>SACE BOARD</strong></td>
<td>The accrediting authority for Senior School Courses.</td>
</tr>
<tr>
<td><strong>TAS SUBJECTS</strong></td>
<td>Tertiary accredited subjects that are used in calculating the ATAR. The ATAR score is required for entry into degree and diploma level courses at University.</td>
</tr>
<tr>
<td><strong>ATAR</strong></td>
<td>Australian Tertiary Admission Rank – a score that is recognised by universities as an entry qualification to tertiary level courses.</td>
</tr>
<tr>
<td><strong>RECOMMENDED</strong></td>
<td>A course of study/subject that provides valuable background but is not an essential criteria for eligibility in enrolment</td>
</tr>
<tr>
<td><strong>PRE-REQUISITE</strong></td>
<td>Satisfactory completion of a required subject before undertaking the next level of study. A requirement for enrolment into a course.</td>
</tr>
<tr>
<td><strong>INDUSTRY / TAFE ACCREDITATION</strong></td>
<td>A recognised Tertiary qualification that is assessed as:&lt;br&gt;- Competency achieved (CA)&lt;br&gt;- Recognised Prior Learning (RPL)&lt;br&gt;- Credit Transfer (CT)</td>
</tr>
<tr>
<td><strong>ASSUMED KNOWLEDGE</strong></td>
<td>Background knowledge is expected but not necessarily at a high level</td>
</tr>
<tr>
<td><strong>REQUIRED STUDY</strong></td>
<td>A course of study that <strong>must</strong> be undertaken</td>
</tr>
<tr>
<td><strong>VOCATIONAL EDUCATION AND TRAINING (VET)</strong></td>
<td>Vocational Education and Training is Industry based training, providing specific skills and knowledge for the workplace.</td>
</tr>
</tbody>
</table>
SACE: THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

What is the SACE?
Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has recently been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The new SACE focuses on personalised learning, builds upon the achievements of the individual and will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). At WHS students begin the SACE with their enrolment in the compulsory PLP at Year 10.

How do students get the SACE?
To gain the SACE, students complete two years of full-time study that can be spread over three years. There are two stages:

- Stage 1, which most students undertake in Year 11, except the Personal Learning Plan, which most students undertake in Year 10 at Willunga High School
- Stage 2, which most students undertake in Year 12.

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

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

The compulsory subjects are:
- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major study at Stage 2 (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student’s choice, which can include community learning programs such as Surf Life Saving.

What is the Personal Learning Plan?
The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations, by researching future careers, training and further study options to help them map out their future. Students identify goals and plan how to achieve them both during their senior years and after finishing the SACE.

The Personal Learning Plan helps students to:
- Identify and research career paths and options, including further education, training and work
- Choose appropriate New SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and ICT skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the New SACE. Because it is compulsory, students need to achieve a C grade or above.
What is the Research Project?
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). From 2011, students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better. Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment. Students will:
- Choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- Learn and apply research processes and the knowledge and skills specific to their research topic.
- Record their research and evaluate what they have learnt.
- The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:
- Work independently and with others to initiate an idea, and to plan and manage a research project
- Demonstrate the learning capability and one other chosen capability
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Communicate and evaluate their research outcome
- Evaluate the research processes used and their chosen capability.

Students follow the research framework below as a guide in completing the work.
- Initiating, planning, and managing the research
- Carrying out the research
- Communicating the research outcome
- Evaluating the research.

School-based assessment is 70%:
- Folio (preliminary ideas and research proposal, research development, and discussion) 50%
- Research outcome 20%

External assessment is 30%:
- Evaluation (including written summary)

What is VET and how can Students undertake this?
VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the type of learning offered by TAFE colleges and a range of other registered training organisations.

In the new SACE students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the New SACE certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

What is community learning?
Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at www.stepup.saceboard.sa.edu.au/comm-develop.php These details are updated as new course information becomes available.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community.

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

University and TAFE entry
TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. A MER Score is calculated from academic achievement, vocational study and work related experiences.
Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20 credit Stage 2 subjects and complete the Research Project (10 credits). The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2012 onwards will be included in the Tertiary Entrance Booklet, 2012, 2013, and 2014 to be published in July 2011 by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

Students with disabilities
The New SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the New SACE offers a range of modified subjects as options for students with significant disabilities.

The modified Personal Learning Plan is available and there will also be a modified subject in each of the learning areas. Please contact the Learning Support Teacher at WHS (ph.85562105) for more information and support in planning an appropriate course of study.

Further information
Visit the SACE Board website at www.saceboard.sa.edu.au for more information about the new SACE.

Course planner
You can download a course planner for the new SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it. www.saceboard.sa.edu.au/newsace/publications.htm

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**SACE COURSE PLANNER**

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</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 (Stage 1)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 or 12 (Stages 1 or 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses</td>
<td>60 min</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>
YEAR 9 CURRICULUM

The Department of Education, Training & Employment Policy Statements require that all students undertake studies in each of the 7 Curriculum areas during the years of compulsory schooling.

Required Study:
Students must select 15 units in total. Each unit is a semester in length.

10 Units are compulsory [listed below]

- 2 Semester units of English
- 2 Semester units of Mathematics
- 2 Semester units of Society & Environment
- 2 Semester units of Science
- 1 Semester unit of Health
- 1 Semester unit of Physical Education

The additional 5 semester units can be chosen from any of the Curriculum Areas.

NOTE: The availability of choice subjects depends on student demand and the availability of specialist resources.

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<thead>
<tr>
<th>Curriculum Area</th>
<th>Requirements</th>
<th>Subjects Offered</th>
</tr>
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<tbody>
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<td>Arts - Visual</td>
<td></td>
<td>Media Studies, Visual Art- Art Studies, Visual Arts Extension</td>
</tr>
<tr>
<td>Arts - Performing</td>
<td></td>
<td>Dance, Boys Dance, Drama – Page to Stage, Music and Music Specialist</td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
<td>Woodwork, Electronics, Photography, Metalwork, Technical Drawing, Girls in Technology / Photography, Fabric &amp; Clothing</td>
</tr>
<tr>
<td>English / LOTE</td>
<td>A full year of English is compulsory</td>
<td>English, Japanese A / Japanese B, Integrated Learning - Literacy (negotiated)</td>
</tr>
<tr>
<td>Health, Physical Education</td>
<td>1 Semester unit of both Health and PE is compulsory</td>
<td>Health, Physical Education, Outdoor Education, Volleyball Specialist</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>Food and Food Technology, Fabric &amp; Clothing</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>A full year of Society &amp; Environment is compulsory</td>
<td>Society and the Environment</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A full year of Mathematics is compulsory</td>
<td>Mathematics, Integrated Learning - Numeracy (negotiated)</td>
</tr>
<tr>
<td>Science</td>
<td>A full year of Science is compulsory</td>
<td>Science, Agriculture</td>
</tr>
</tbody>
</table>
YEAR 10 CURRICULUM

The Department of Education, Training & Employment Policy Statements, require that all students undertake studies in each of the 7 Curriculum areas during the years of compulsory schooling.

Required Study:
Students must select 12 units in total. Each unit is a semester in length. Students must also undertake their PLP (Personal Learning Plan), a compulsory 10 credit point subject of the SACE. This is studied in Semester 2 SOSE.

7 Units are compulsory. [Listed below]
1. 2 Semesters of English
2. 2 Semesters of Mathematics
3. 2 Semesters of Society & The Environment: (includes the SACE PLP in Semester 2)
4. 1 Semester of Science (2 Semesters are required for Science in Year 11)

The additional 5 units can be chosen from any of the Curriculum Areas.

Special Note: All students will be required to undertake Work Experience, which counts towards the PLP, a compulsory course of study for the New SACE. Students also have the opportunity to undertake SACE units of study if they demonstrate SACE Readiness. Year 10 students can enrol in VET Certificate courses by negotiation with the VET Coordinator and specialist VET teacher.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Requirements</th>
<th>Subjects Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts - Visual</td>
<td></td>
<td>Art Practice (1 or 2 semesters)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Craft and Design Practice (1 or 2 semesters)</td>
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<tr>
<td></td>
<td></td>
<td>Media Studies</td>
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<tr>
<td>Arts - Performing</td>
<td></td>
<td>Dance (1 or 2 semesters)</td>
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<tr>
<td></td>
<td></td>
<td>Boys Dance (Stage 1)</td>
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<td></td>
<td></td>
<td>Drama Performance: Comedy &amp; Issues</td>
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<tr>
<td></td>
<td></td>
<td>Music (2 semesters)</td>
</tr>
<tr>
<td>Design and Technology</td>
<td></td>
<td>Electronics (Stage 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Home and Property Maintenance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information Technology (Stage 1)</td>
</tr>
<tr>
<td>English / LOTE</td>
<td>A full year of English is compulsory. Japanese is optional</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy for Work and Community (negotiated)</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td></td>
<td>Japanese (2 semesters)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Stage 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education (Recreational / Exercise and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>physiology)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Volleyball Specialist</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>Food &amp; Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food Principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design and Fashion</td>
</tr>
<tr>
<td>Humanities &amp; Social</td>
<td>2 Semesters of Society and The Environment are compulsory.</td>
<td>Society and The Environment</td>
</tr>
<tr>
<td>Sciences</td>
<td></td>
<td>Society and The Environment - PLP (Term 2 &amp; 3)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>A full year of Maths is Compulsory</td>
<td>Mathematical Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematical Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy for Work &amp; Community (negotiated)</td>
</tr>
<tr>
<td>Science</td>
<td>2 semesters of are required to continue Science at the next year level.</td>
<td>Advanced Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Scientific Studies (Stage 1)</td>
</tr>
</tbody>
</table>
SACE STAGE 1 CURRICULUM

Required Study for Stage 1 Students – Stage 1 is the first phase of The SACE. At Willunga High School, Stage 1 students are required to study 10 semester length subjects, each subject being 10 credit points towards the required 200 credit points for the New SACE.

The compulsory PLP was undertaken in Year 10. If a C grade or better was not achieved it will need repeating. 20 credit points of English or English related study is compulsory – students can choose from English, English Pathways, Literacy for Work and Community Life

10 credit points of Mathematics or Mathematics related study is compulsory – students can choose from Math Studies, Maths Applications, Maths Pathways, Numeracy for Work and Community Life

Credit points can be gained from undertaking any of the following: VET Certificate Courses, a School Based New Apprenticeship or Community Learning (e.g. Surf Lifesaving, CFS, Duke of Edinburgh Award)

<table>
<thead>
<tr>
<th>Curriculum Area Subjects Offered at Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
</tr>
<tr>
<td>Visual Art - Art Studies</td>
</tr>
<tr>
<td>Visual Art – Design Studies</td>
</tr>
<tr>
<td>Visual Art – Super size Art or Design Program</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Boys Dance</td>
</tr>
<tr>
<td>Drama - Stagecraft</td>
</tr>
<tr>
<td>Drama – Group Production</td>
</tr>
<tr>
<td>Media Studies</td>
</tr>
<tr>
<td>Music</td>
</tr>
</tbody>
</table>

| Business, Enterprise and Technology        |
| Business and Enterprise                    |
| Electronics                                |
| Information Technology                     |
| Metalwork                                  |
| Photography                                |
| Woodwork                                   |
| Technical Graphics                         |

| Health and Physical Education             |
| Physical Education – Exercise & Physiology |
| Physical Education – Skill Learning       |
| Sports Studies- Coaching & Sports Admin   |
| Snow Trip (by negotiation)                |

| Home Economics                            |
| Child Studies 1 & 2                       |
| Foods                                     |

| Fashion Industry                          |
| Hospitality                               |
| Integrated Learning- Café Enterprise (Stage 2) |

| English/ Literacy Pathways                |
| English (2 semesters)                     |
| English Pathways (2 semesters)            |
| Literacy for Work & Community Life (2 semesters) |

| Languages                                 |
| Japanese Continuers                       |

| Mathematics                               |
| Mathematical Applications (2 semesters)    |
| Mathematical Studies A & B (2 semesters)   |
| Maths Pathways                            |
| Numeracy for Work and Community Life (1 or 2 semesters) |

| Sciences                                  |
| Biology (1 or 2 semesters)                |
| Chemistry (2 semesters)                   |
| Physics (2 semesters)                     |
| Scientific Studies (1 or 2 semesters)     |

| Humanities and Social Sciences            |
| Integrated Learning - Gender, Society and Law |
| History                                   |
| Tourism                                   |
| Workplace Practices A (Stage 2)           |

Vocational Training Courses Offered At Willunga High School:

Certificate I Doorways to Construction (D2C)
Certificate I Food Processing (Wine)
Certificate I Furnishing
Certificate I Hospitality (Kitchen Operations)
Certificate I Hospitality (Operations)
Certificate I Rural Operations
Certificate II Business Services
Certificate II Information Technology
Certificate II Outdoor Recreation (including Snow Trip by negotiation)
Certificate II Food Processing (viticulture / wine studies)

Southern Adelaide and Fleurieu Trade School: a range of vocational training courses are available. Refer to the brochure for details or access through website; [www.safts@sa.edu.au](http://www.safts@sa.edu.au)
**SACE STAGE 2 CURRICULUM**

**Required Study for Stage 2 Students**
All full time Stage 2 students are required to study a minimum of three Stage 2 subjects (20 credit points each) and the **compulsory Research Project** (10 credit points). A minimum of 70 Credits overall will be studied at Stage 2. For University entrance an additional 20 credit subject or a 10 credit point subject and the Research Project B must be studied.

**NB.** For SACE completion only, additional credit points may be selected from Stage 1 or Stage 2 units or can be gained from enrolment in VET Certificate Courses, School Based New Apprenticeships or Community Learning Programs such as Surf Lifesaving, CFS, Duke of Edinburgh Award.

### Curriculum Area Subjects Offered at Stage 2

<table>
<thead>
<tr>
<th>Arts</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Japanese Continuers</td>
</tr>
<tr>
<td>Music – Composing and Arranging (10 credits)</td>
<td></td>
</tr>
<tr>
<td>Music – Ensemble Performance (10 credits)</td>
<td></td>
</tr>
<tr>
<td>Music – Solo Performance (10 credits)</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Visual Arts - Art or Design Focus</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td></td>
</tr>
<tr>
<td><strong>Business, Enterprise and Technology</strong></td>
<td><strong>Mathematics</strong></td>
</tr>
<tr>
<td>Business and Enterprise (10 or 20 credits)</td>
<td>Mathematical Applications (10 or 20 credits)</td>
</tr>
<tr>
<td>Furniture Construction</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Information Technology - Communication Products A &amp; B</td>
<td>Mathematical Studies</td>
</tr>
<tr>
<td>Metal Construction</td>
<td>Maths Specialist</td>
</tr>
<tr>
<td>Photography</td>
<td></td>
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<tr>
<td>Technical Graphics</td>
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<tr>
<td><strong>Home Economics</strong></td>
<td><strong>Physical Education</strong></td>
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<tr>
<td>Early Childhood Studies</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Food and Hospitality Studies</td>
<td>Sports Studies (10 or 20 credits)</td>
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<tr>
<td>Integrated Learning – Café Enterprise (10 or 20 credits)</td>
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<tr>
<td><strong>English</strong></td>
<td><strong>Sciences</strong></td>
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<tr>
<td>English Communications</td>
<td>Biology</td>
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<tr>
<td>English Pathways</td>
<td>Chemistry</td>
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<tr>
<td>Integrated Learning - Literacy</td>
<td>Physics</td>
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<td></td>
<td>Scientific Studies (10 or 20 credits)</td>
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<tr>
<td><strong>Humanities and Social Sciences</strong></td>
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<td></td>
<td>Gender, Society and Law (10 or 20 credits)</td>
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<tr>
<td></td>
<td>Modern History (20 credits)</td>
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<td>Society and Culture (10 credits)</td>
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<td>Tourism (20 credits)</td>
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<td></td>
<td>Workplace Practices A (10 or 20 credits)</td>
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<tr>
<td><strong>Cross Disciplinary Studies</strong></td>
<td></td>
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<tr>
<td>Research Project (compulsory) 10 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Vocational Training Courses Offered At Willunga High School:</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate I Doorways to Construction (D2C)</td>
<td></td>
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<tr>
<td>Certificate I Food Processing (Wine)</td>
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<tr>
<td>Certificate I Furnishing</td>
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<tr>
<td>Certificate I Hospitality (Kitchen Operations)</td>
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<tr>
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<td>Certificate I Rural Operations</td>
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</tbody>
</table>

**Southern Adelaide and Fleurieu Trade School:** a range of vocational training courses are available. Refer to the brochure for details or access through website; [www.safts@sa.edu.au](http://www.safts@sa.edu.au)
Southern Adelaide & Fleurieu Trade School

The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions of the Department of Education and Children’s Services in the south of Adelaide. Consisting of the following schools:

- Aberfoyle Park High School
- Christies Beach High School
- Hallett Cove School
- Eastern Fleurieu School
- Kangaroo Island Community Education- Parndana, Kingscote, Penneshaw
- Mount Compass Area School
- Reynella East College
- Seaford 6-12 School
- Victor Harbor High School
- Willunga High School
- Wirreanda High School
- Yankalilla Area School

Students access a range of vocational courses across the region hosted by local schools working with the local community and industry. At the same time, young people will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that include the areas we have identified skill shortages in - Health and Education, Agribusiness and Environmental, Advanced Manufacturing and Automotive, Construction, Food, Wine and Tourism.

‘School to Work’ Apprenticeship Brokers help connect students with local industry and employers. The Apprenticeship Brokers also make sure that contracts of training for young people are fair and reasonable for everyone involved. Trade School students can do an apprenticeship or training while still at school, spending their week days involved in a combination of school, working at a business and skills training at a TAFE or other training provider.

The Southern Adelaide and Fleurieu Trade School partners with TAFE and other RTO’s to provide nationally accredited and industry recognised courses. Trade School programs are offered to non- SAFTS school students through partnership arrangements with Community Partnerships @ Work.

For more information about the Southern Adelaide and Fleurieu Trade School contact the VET coordinator in your school.

Industry Pathways Program (IPP)

You have the opportunity to enrol in a secondary school vocational program that:

- Provides credit towards some or all of the following components of the SACE: Stage 1 and Stage 2, English subjects, Maths subjects, Personal Learning Plan, and Research Project. Ask your subject counsellor for more information about opportunities in your school or region.
- Provides credit towards a recognised VET qualification. In some IPPs students have an opportunity to complete the whole qualification.
- Aims to provide pathways into the following: apprenticeships, traineeships, further education or training, and direct employment.
- Focuses on industry areas where there are skills shortages or emerging industries.
Provides practical vocational experiences, including in the workplace, an understanding of pathways in the industry, career development skills and vocational literacy and numeracy skills.

**Structured workplace learning (SWL)**

SWL is an opportunity for you to experience a real or simulated workplace opportunity relevant to your VET program. The benefits of SWL includes: learning new skills, working as part of a team, experiencing the workplace environment and becoming better informed for further career choices.

**What is VET?**

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages. VET qualifications are recognised across Australia.

Studying a VET program while still at school can:

- Provide you with a head start in your chosen career
- Make your senior school studies more relevant and interesting
- Enable you to work towards completing your SACE as well as gaining a training qualification
- Enable you to combine your school studies with part-time or casual employment
- Provide opportunities to learn “on the job” while undertaking work placement

For further information contact your VET Coordinator or School Counsellor.

Details of all courses for 2012 can be found on the Southern Adelaide and Fleurieu Trade School Website: [www.safts.sa.edu.au](http://www.safts.sa.edu.au)
Completion of the SACE Using VET

To complete the SACE, students must achieve at least 200 SACE credits, 180 of which can be gained through the recognition arrangements for VET in the SACE. Within these 180 VET-based credits, students must also fulfil the literacy and numeracy requirements of the SACE.

The Personal Learning Plan and the Research Project are awarded the remaining 20 SACE credits. Students can use a vocational context in complete.

Number of VET Qualifications

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification.

A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

Recognition at SACE Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE.

In most cases a VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at either Stage 1 or Stage 2.

However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 1, whereas other units of competency from the same qualifications will be recognised at Stage 2.

For details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, refer to the VET Recognition Register on the SACE Board website (www.sace.sa.edu.au) or contact the Project Officer, VET in SACE (telephone 8372 7461).

VET Recognition Register

The SACE Board will publish the VET Recognition Register.

The VET Recognition Register is derived from the VET qualifications listed on the NTIS website.

The register lists qualifications that:

- Are most commonly undertaken by students.
- Have been recommended for delivery by key stakeholders.

The VET Recognition Register shows, for each qualification, the:

- Maximum and minimum number of SACE credits that students can earn by completing the qualification.
- SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.
**What is an Australian School Based Apprenticeship (ASBA)**

ASBA’s allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification that contributes their final secondary qualification.

Features of ASBA’s are:
- Attendance at school and work (8 hours per week minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (e.g. SACE, VCE, [Qld] Senior Certificate etc.) and a vocational education and training qualification
- Access to a wide variety of vocations provided applicable awards have been varied to accommodate part-time hours

**Who is involved in an ASBA:**

**Student:**
- Must be committed to work and study in order to obtain qualification
- Must fulfil all obligations as defined on the Contract of Training
- Must meet with the regional Apprenticeship Broker and complete an Australian School Based Apprenticeship enrolment form with the school (Must be obtained from the VET Coordinator)

**Employer:**
- Needs to be flexible with working hours, provide adequate training and supervision, fulfil obligations as defined on the Contract and negotiate Training Plan with RTO upfront

**Registered Training Organisation (RTO):**
- Delivers competency-based training in accordance with the Negotiated Training Plan

**School Principals, Careers Advisors & Teachers:**
- Must endorse the *Australian School Based Apprenticeship* and make the student aware of all the implications of signing the contract of training.

**Parents/Guardians:**
- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years old

**If further information is required about Australian School Based Apprenticeships, please contact the VET/Work Experience Coordinator at your school or the Apprenticeship Broker.**
The following courses are offered by the Southern Adelaide and Fleurieu Trade School, for more information please see the 2012 course brochure, visit the Trade School website – [www.safts.sa.edu.au](http://www.safts.sa.edu.au) or your school VET co-ordinator.

Please note, courses are subject to change at any time - information is current at the time of printing.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Program Name</th>
<th>Delivery School</th>
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</thead>
<tbody>
<tr>
<td>AUTOMOTIVE</td>
<td>Certificate 1 Automotive</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Certificate 1 Automotive</td>
<td>Eastern Fleurieu School</td>
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<tr>
<td></td>
<td>Certificate 1 Automotive</td>
<td>Reynella East College</td>
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<tr>
<td></td>
<td>Certificate 2 &amp; Part Certificate 3 Automotive Vehicle Servicing</td>
<td>Seaford 6-12 School</td>
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<tr>
<td>BUSINESS SERVICES</td>
<td>Certificate 2 Business Services</td>
<td>Aberfoyle Park HS</td>
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<tr>
<td></td>
<td>Certificate 2 Business</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Certificate 2 Business (Small Business Management)</td>
<td>Christies Beach HS</td>
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<tr>
<td>COMMUNITY SERVICES</td>
<td>Certificate 2 Community Services – Children’s Services</td>
<td>Aberfoyle Park HS</td>
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<tr>
<td></td>
<td>Certificate 2 Community Services – Children’s Services</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Certificate 2 Community Services – Children’s Services</td>
<td>Victor Harbor HS</td>
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<td></td>
<td>Certificate 2 Community Services – Children’s Services</td>
<td>Reynella East College</td>
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<tr>
<td>DIGITAL MEDIA</td>
<td>Certificate 2 Creative Industries (Media)</td>
<td>Christies Beach HS</td>
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<td></td>
<td>Certificate 2 Creative Industries (Media)</td>
<td>Mount Compass AS</td>
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<tr>
<td>DOORWAYS 2 CONSTRUCTION,</td>
<td>Certificate 1 Resources &amp; Infrastructure Operations (Civil)</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td>FURNISHING &amp; PLUMBING</td>
<td>Certificate 1 General Construction</td>
<td>Aberfoyle Park HS</td>
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<td></td>
<td>Certificate 1 General Construction</td>
<td>Reynella East College</td>
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<td></td>
<td>Certificate 1 General Construction</td>
<td>Willunga HS</td>
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<td></td>
<td>Certificate 1 General Construction</td>
<td>Wirreanda HS</td>
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<tr>
<td></td>
<td>Doorways 2 Construction Civil PLUS</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Doorways 2 Construction PLUS</td>
<td>Wirreanda HS</td>
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<tr>
<td></td>
<td>Certificate 1 Furnishing</td>
<td>Victor Harbor HS</td>
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<tr>
<td></td>
<td>Certificate 1 Construction (Plumbing)</td>
<td>Willunga HS</td>
</tr>
<tr>
<td></td>
<td>Certificate 1 Construction (Plumbing)</td>
<td>Hallett Cove School</td>
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<tr>
<td>ELECTROTECHNOLOGY</td>
<td>Certificate 2 Electro technology</td>
<td>Aberfoyle Park HS</td>
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<td>Certificate 2 Electro technology</td>
<td>Hallett Cove School</td>
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<tr>
<td>ENGINEERING</td>
<td>Certificate 1 and Part Certificate 2 Engineering</td>
<td>Christies Beach HS</td>
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<td>Part Certificate 2 Engineering</td>
<td>Seaford 6-12 School</td>
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<tr>
<td></td>
<td>Certificate 2 Manufacturing Technology (Systems Engineering)</td>
<td>Reynella East College</td>
</tr>
<tr>
<td>Category</td>
<td>Certificate Description</td>
<td>Institution</td>
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</tr>
<tr>
<td>HAIR &amp; FASHION</td>
<td>Part Certificate 2 Hairdressing</td>
<td>Yankalilla Area School</td>
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<tr>
<td>HEALTH</td>
<td>Certificate 2 Health Support Services</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Certificate 3 Allied Health Assistant</td>
<td>Reynella East College</td>
</tr>
<tr>
<td></td>
<td>Certificate 2 Health Support Service / Certificate 3 Allied Health Assistant</td>
<td>Victor Harbor HS</td>
</tr>
<tr>
<td>INFORMATION AND</td>
<td>Certificate 2 Information Technology</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td>COMMUNICATIONS TECHNOLOGY</td>
<td>Part Certificate 2 Information Technology</td>
<td>Yankalilla Area School</td>
</tr>
<tr>
<td>PERFORMING ARTS</td>
<td>Certificate 3 Music</td>
<td>Wirreanda HS</td>
</tr>
<tr>
<td>PRIMARY INDUSTRIES</td>
<td>Certificate 1 Conservation &amp; Land Management</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td></td>
<td>Certificate 2 Conservation &amp; Land Management</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td></td>
<td>Certificate 2 Horticulture</td>
<td>Eastern Fleurieu School</td>
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<tr>
<td></td>
<td>Certificate 1 &amp; 2 Rural Operations</td>
<td>Mount Compass AS</td>
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<tr>
<td></td>
<td>Certificate 1 Food Processing (Wine)</td>
<td>Willunga HS</td>
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<tr>
<td>RETAIL</td>
<td>Certificate 1 Retail Services</td>
<td>Christies Beach HS</td>
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<td></td>
<td>Certificate 2 Retail Operations</td>
<td>Christies Beach HS</td>
</tr>
<tr>
<td>SPORT &amp; RECREATION</td>
<td>Certificate 2 Outdoor Recreation</td>
<td>Christies Beach HS</td>
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<tr>
<td></td>
<td>Certificate 2 Sport &amp; Recreation</td>
<td>Aberfoyle Park HS</td>
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<td>Certificate 2 Sport &amp; Recreation</td>
<td>Wirreanda HS</td>
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<tr>
<td>HOSPITALITY &amp; TOURISM</td>
<td>Part Certificate 1 Hospitality ‘Kitchen Operations’</td>
<td>Christies Beach HS</td>
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<td></td>
<td>Part Certificate 1 Hospitality ‘Operations’</td>
<td>Hallett Cove School</td>
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<td>Certificate 1 Hospitality ‘Kitchen Operations’</td>
<td>Willunga HS</td>
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<td>Certificate 1 Hospitality ‘Operations’</td>
<td>Willunga HS</td>
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<tr>
<td></td>
<td>Certificate 1 Hospitality ‘Kitchen Operation’</td>
<td>Wirreanda HS</td>
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<td></td>
<td>Certificate 2 Tourism Operations</td>
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<td></td>
<td>Certificate 2 Tourism</td>
<td>Eastern Fleurieu School</td>
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<tr>
<td>SHORT COURSES</td>
<td>Introduction to Aquaculture</td>
<td>Kangaroo Island Community Education</td>
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<td></td>
<td>Beginner Shearer &amp; Wool Handling</td>
<td>Kangaroo Island Community Education</td>
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<td></td>
<td>Take Emergency Action On Board a Vessel</td>
<td>Kangaroo Island Community Education</td>
</tr>
</tbody>
</table>
### Summary of Vocational Education and Training (VET) Options 2012

#### Willunga High VET Courses
- VET courses that are delivered at Willunga High School

#### Southern Adelaide and Fleurieu Trade School Courses
- School based VET courses offered to all students in the Southern and Fleurieu Region
  - [www.safts.sa.edu.au](http://www.safts.sa.edu.au)
- Offered to students throughout region

#### Community Partnerships @ Work Short Courses
- Courses offered to students.
- Training takes place through TAFE SA and Private Registered Training Organisations
  - [www.bluechilli.org.au](http://www.bluechilli.org.au)
- Offered to students throughout region

#### Australian School Based Apprenticeships (ASBA’s)
- Students undertake industry based training to achieve nationally recognised qualifications that contribute to the SACE
  - Information can be obtained by contacting Mr Chris Duncan (VET/Structured Work placement Learning Coordinator) at Willunga High School.
  - An appointment will then be made with Mr Graham Gatlitey, Industry Pathways Apprenticeship Broker.

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<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Vet courses</strong></td>
<td>Offered to students throughout region</td>
</tr>
<tr>
<td><strong>Hospitality</strong></td>
<td>Certificate I Kitchen Operations Certificate I Operations</td>
</tr>
<tr>
<td><strong>Furnishing</strong></td>
<td>Certificate I Furnishing</td>
</tr>
<tr>
<td><strong>Viticulture/Wine Studies</strong></td>
<td>Cert I Food Processing (Wine) Cert II Food Processing (Viticulture/Wine Studies)</td>
</tr>
<tr>
<td><strong>Outdoor Recreation</strong></td>
<td>(Cert II - Two years required to complete full certificate)</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>(Certificate II - Two years required to complete full certificate)</td>
</tr>
<tr>
<td><strong>Certificate 2 Business Services</strong></td>
<td>Accredited Courses (Certificate II in Education and Work Skills Development)</td>
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<tr>
<th><strong>Automotive</strong></th>
<th>Development</th>
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<tr>
<td><strong>Broadcasting</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Building and Construction</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>General Construction (Plumbing)</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Business</strong></td>
<td>Project Management</td>
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<td><strong>Small Business Management</strong></td>
<td>Project Management</td>
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<td><strong>Clothing Production</strong></td>
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<tr>
<td><strong>Community Recreation</strong></td>
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<td><strong>Community Services - Children’s Services</strong></td>
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<td><strong>Community Services - Health Support Services</strong></td>
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<tr>
<td><strong>Community Services - Aged Care</strong></td>
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<tr>
<td><strong>Engineering</strong></td>
<td>Project Management</td>
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<td><strong>Furnishing</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Hairdressing</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Hospitality</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Live Production, Theatre &amp; Events</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Manufacturing Technology</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Multimedia</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Music</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Outdoor Recreation</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Sport and Recreation</strong></td>
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<tr>
<td><strong>Polymer Processing</strong></td>
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<tr>
<td><strong>Retail Operations</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Rural Operations</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Spatial Information Systems</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Spatial Information Services</strong></td>
<td>Project Management</td>
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<tr>
<td><strong>Tourism Operations</strong></td>
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</tr>
<tr>
<td><strong>Viticulture and Wine Studies</strong></td>
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<tr>
<td><strong>Introduction to Aquaculture</strong></td>
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</tr>
<tr>
<td><strong>Beginner Shearing and Wool Handling</strong></td>
<td>Project Management</td>
</tr>
<tr>
<td><strong>Take Emergency action on board a vessel</strong></td>
<td>Project Management</td>
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<table>
<thead>
<tr>
<th><strong>Animal Care</strong></th>
<th>Healthcare</th>
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<tbody>
<tr>
<td><strong>Horse Management</strong></td>
<td>Healthcare</td>
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<tr>
<td><strong>Aquaculture</strong></td>
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<td><strong>Automotive</strong></td>
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<td><strong>Aviation</strong></td>
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<td><strong>Graphic Design</strong></td>
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<td><strong>Interior Decorating</strong></td>
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<td><strong>Media &amp; Multimedia</strong></td>
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<td><strong>Electro technology</strong></td>
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<td><strong>Engineering</strong></td>
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<tr>
<td><strong>Bob Cat &amp; Forklift Licence</strong></td>
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<tr>
<td><strong>Acting</strong></td>
<td>Entertainment</td>
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<tr>
<td><strong>Mobile DJ</strong></td>
<td>Entertainment</td>
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<tr>
<td><strong>Audio/Lighting/Vision</strong></td>
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<td><strong>Retail</strong></td>
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<td><strong>Surveying</strong></td>
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<td><strong>Tourism</strong></td>
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<td><strong>Drivers ED</strong></td>
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<td><strong>First Aid</strong></td>
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<tr>
<td><strong>Fitness</strong></td>
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<td><strong>Massage</strong></td>
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<tr>
<td><strong>Nursing Pathways</strong></td>
<td>Entrepreneurship</td>
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<tr>
<td><strong>Landscaping</strong></td>
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<td><strong>Hospitality</strong></td>
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<tr>
<td><strong>Mining Pathways</strong></td>
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<tr>
<td><strong>Fashion Design</strong></td>
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<tr>
<td><strong>Hair and Beauty</strong></td>
<td>Entrepreneurship</td>
</tr>
</tbody>
</table>
## Vocational Pathways, Industry Pathways Programs & University Pathways

### SACE Stage 1

<table>
<thead>
<tr>
<th>Compulsory Requirements</th>
<th>English/Literacy</th>
<th>Maths/Numeracy</th>
<th>Research Project A or B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English/Literacy</td>
<td>PLP</td>
<td></td>
</tr>
</tbody>
</table>

### SACE Stage 2

- **3 x 20 credit point subjects (min)**
- **Research Project B**

## Vocational Pathways and Industry Pathways Programs (IPP’s)

<table>
<thead>
<tr>
<th>Vocational Pathway / IPP</th>
<th>Recommended Stage 1</th>
<th>Related SACE Stage 1 subjects</th>
<th>Compulsory Stage 2</th>
<th>Related SACE Stage 2 subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business</strong></td>
<td>Maths/ Numeracy, English/Literacy, PLP (Year 10)</td>
<td>Information Technology, Business and Enterprise, Media Studies, Photography, Gender, Law &amp; Society</td>
<td>Research Project A or B</td>
<td>Info Technology, Business and Enterprise, English Pathways, Photography, Workplace Practices, Media Studies</td>
</tr>
<tr>
<td><strong>Community Services - Children’s Services</strong></td>
<td>Maths/ Numeracy, English/Literacy, Scientific Studies, PLP (Year 10)</td>
<td>Food and Hospitality, Child Studies, Scientific Studies, Biology, Health</td>
<td>Research Project A or B</td>
<td>PE, Sports Studies, Child Studies, Women’s Studies, English, Food &amp; Hospitality, Workplace Practices</td>
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</tr>
<tr>
<td>Information Technology (Potential 50 credits)</td>
<td>Maths/ Numeracy, English/Literacy, PLP (Year 10)</td>
<td>Information Technology, Business and Enterprise, Media Studies, Photography, Workplace Practices</td>
<td>Research Project A or B</td>
<td>Info Technology, Business and Enterprise, English Pathways, Photography, Workplace Practices,</td>
</tr>
<tr>
<td>Retail Cert 1 = 20 credits Cert 2 = 55 credits</td>
<td>Maths/ Numeracy, English/Literacy, PLP (Year 10)</td>
<td>Information Technology, Business and Enterprise, Workplace Practices, Gender, Law &amp; Society, Photography</td>
<td>Research Project A or B</td>
<td>Info Technology, Business and Enterprise, English Pathways, Photography, Workplace Practices</td>
</tr>
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<tr>
<td>Viticulture / Wine Studies</td>
<td>Maths/ Numeracy, English / Literacy, Scientific Studies, PLP (Year 10)</td>
<td>Scientific Studies, Biology, Chemistry</td>
<td>Research Project A or B</td>
<td>Biology, Chemistry, Scientific Studies, Workplace Practices, Maths Studies, Maths Applications</td>
</tr>
<tr>
<td>University Pathways</td>
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</tr>
<tr>
<td><strong>Creative Arts</strong></td>
<td>Maths/ Numeracy, English / Literacy, PLP (Year 10)</td>
<td>Visual Arts, Music, Media Studies, Photography, Dance, Drama, Fashion Industry</td>
<td>Research Project B</td>
<td>Photography, Visual Arts, Music Ensemble, Music Solo, Music Composing &amp; Arranging, Drama, Dance, English Communications, Media Studies, Technical Graphics</td>
</tr>
</tbody>
</table>
**ARTS - Performing**
**DANCE, DRAMA, MUSIC**

**Year 8**
- Dance 1 Semester

**Year 9**
- Dance 1 or 2 Semesters

**Year 10**
- Dance 10 or 20 credits

**Stage 1**
- Boys Dance
  (note: 10 credits at Stage 1 available for Years 10-12 students)

**Stage 2**
- Dance 20 credits

**Drama**

**Year 8**
- Drama 1 Term

**Year 9**
- Drama- Page to Stage 1 Semester

**Year 10**
- Drama Performance Comedy & Issues 1 Semester
  - Stage 1 Drama 10 credits
  - Drama— Stage Craft 10 credits

**Stage 1**
- Drama— Group Production 10 credits

**Stage 2**
- Drama 20 credits

**Music**

**Year 8**
- Music 1 Term

**Year 9**
- Music 1 Semester
  - Specialist Music 1 Semester

**Year 10**
- Music 1 & 2 Semesters
  - (2 semesters required for Stage 1 Music)

**Stage 1**
- Music 10 or 20 credits
  - (20 credits required for Stage 2 Music)

**Stage 2**
- Music— Ensemble Performance 10 credits
  - Music - Composing & Arranging
  - Music - Solo Performance 10 credits

**ARTS - Visual**
**ART, DESIGN, CRAFT, MEDIA STUDIES**

**Year 8**
- Visual Arts 1 Semester

**Year 9**
- Visual Arts Extension Semester 2 only

**Year 10**
- Art Practice 1 or 2 Semesters

**Stage 1**
- Craft and Design Practice 1 or 2 Semesters

**Stage 2**
- Visual Art - Art Studies 10 or 20 credits

**Visual Arts**

**Year 8**
- Media Studies 1 Semester

**Year 9**
- Media Studies Stage 1 10 or 20 credits

**Year 10**
- Media Studies Stage 1 10 or 20 credits

**Stage 1**
- Media Studies Stage 1 10 or 20 credits

**Stage 2**
- Media Studies Stage 2 20 Credits
ARTS - PERFORMING

YEAR 9 DANCE
Semester: 1 or 2 | Units: 1
Pre-Requisites: | N/A
Pathways: | Year 10 Dance

Special Conditions:
Appropriate dance wear is mandatory. Students will be charged a $10.00 costume deposit, refundable at the end of the course of study.

Description:
The topics studied:
- Jazz / Funk Dance Technique
- Improvisation

Assessment:
- Practical exam in technique each term.
- Composing short dance studies on set tasks.
- Performance of class dance for a variety of audiences.

Learning Requirements:
Successful students will be able to:
- Draw from a repertoire of skills and techniques to demonstrate innovative solutions to dance tasks,
- Work as individuals, or as team members with specific roles, to create dance works that communicate ideas and intentions to a particular audience.

YEAR 10 DANCE
Semester: 1 or 2 | Units: 1 or 2
Pre-Requisites: Year 9 Dance is desirable, but not essential
Pathways: Stage 1 Dance. Students are encouraged to study Dance for a full year in Year 10, if planning to study Dance at Stage 1.

Special Conditions:
Appropriate dance wear is mandatory. A $10.00 costume deposit is required, refundable at the end of the course of study.

Description:
Dance Making, Analysis & Performance
The topics studied:
- Jazz / Funk Dance Technique
- Dance Analysis
- Anatomy for dance

Assessment:
- Practical exam in technique each term
- Group Choreography
- Theory Assignment on a set topic
- Performance of class dance
- Dance Appreciation and Analysis
**Learning Requirements:**
Successful students will be able to:
- Use imaginative thought and movement analysis to create dance works that explore social, cultural and/or environmental issues.
- Draw from a repertoire of skills and techniques to demonstrate innovative interpretations and solutions to dance tasks.

**Work as individuals or as team members with a definite role, to share in the creation of dance works that purposefully convey intention to particular audiences.**

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### STAGE 1 DANCE

<table>
<thead>
<tr>
<th>Semester: 1 and/or 2</th>
<th>Credits: 10 or 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Year 10 Dance - 2 Semesters</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 2 Dance</td>
</tr>
<tr>
<td></td>
<td>Students wishing to study Year 12 Dance are expected to have completed 2 Semesters of Dance at Stage 1 or the equivalent ie. undertaking dance training outside of school.</td>
</tr>
</tbody>
</table>

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**Special Conditions:**
Appropriate dance wear is mandatory. Participation in all aspects of the course is mandatory. Additional time to normal lesson times for performances, rehearsals and preparation will be expected. A costume deposit of $10.00 refundable at the end of the course of study. Community Studies courses in dance are available at Stage 1.

**Description:**
This course encompasses: Dance technique in a variety of genres. Composition of dance works collaboratively and independently. Performance of dance works in informal and formal settings. Analytical responses to dance works.

The topics studied:
- Contemporary Dance Technique
- Improvisation and Composition
- Performance; as a performer, choreographer or member of offstage crew
- Written Response

**Assessment:**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment types:
- 90 minute structured technique examination class.
- Composition tasks: 1 minute compositional study.
- Performance of 2-5 minutes of dance work.
- One written response analysing either an historical or contemporary issue in dance.

**Learning Requirements:**
Students will be assessed against performance standards specific to Dance. Further information is available at [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
**YEAR 9 BOYS DANCE**

<table>
<thead>
<tr>
<th>Semester: 2</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathways:</td>
<td>Stage 1 Dance</td>
</tr>
</tbody>
</table>

Students wishing to study Year 12 Dance are expected to have completed 2 Semesters of Dance at Stage 1 or the equivalent ie. undertaking dance training outside of school.

**Special Conditions:**
Appropriate dance wear is mandatory. Students will be charged $15 to help cover the cost of a Breakdance instructor.

**Description:**
The topics studied:
- Composition
- Dance appreciation and analysis
- Breakdance/Hip hop technique
- Skills for performance

**Assessment:**
- Practical assessment of technique
- Theory assignment on a set topic
- Group choreography
- Performance of group/class dance

**Learning Requirements:**
Successful students will be able to:
- Go onto Stage 1 and Stage 2 Dance, studying the Breakdance technique
- Draw from a repertoire of skills and techniques to demonstrate innovative solutions to dance tasks
- Work as individuals, or as team members with a specific role, to share in the creation of dance works that purposely convey intention to particular audiences

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**STAGE 1 BOYS DANCE**

<table>
<thead>
<tr>
<th>Semester: 2</th>
<th>Credits: 10 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Year 9 Dance is desirable but not essential</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Students wishing to study Year 12 Dance are expected to have completed 2 Semesters of Dance at Stage 1 or the equivalent ie. undertaking dance training outside of school.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Appropriate dance wear is mandatory. Students will be charged $15 to help cover the cost of a Breakdance instructor.

**Description:**
The topics studied:
- Composition
- Dance appreciation and analysis
- Breakdance/Hip hop technique
- Skills for performance

**Assessment:**
- Practical assessment of technique
- Theory assignment on a set topic
- Group choreography
- Performance of group/class dance

**Learning Requirements:**
Successful students will be able to:

- Enrol in Stage 1 and Stage 2 Dance, studying the Breakdance technique
- Draw from a repertoire of skills and techniques to demonstrate innovative solutions to dance tasks
- Work as individuals, or as team members with a specific role, to share in the creation of dance works that purposely convey intention to particular audiences

### STAGE 2 DANCE

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of 2 semesters of Stage 1 Dance (C Grade or better) or equivalent external dance study.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Dame Roma Mitchell Centre for Performing Arts. Various dance institutions interstate and overseas.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Appropriate dance wear is mandatory. Out of normal school hours rehearsal and preparation time is required.

**Description:**
The topics studied:
- Jazz / Funk Dance Technique
- Composition/Choreography
- Response: Theory based on both contemporary and historical dance perspectives
- Technique / Choreographic Folio.

**Assessment:**
Assessment is subject to external moderation. School based Assessment (70%)
- Assessment Type 1: Practical Skills: choreography, technique, folio
- Assessment Type 2: Written response
- External Assessment (30%)
- Assessment Type 3: Performance

**Learning Outcomes:**
Successful students will be able to:
- Demonstrate knowledge and application of dance techniques in the context of safe dance practice.
- Provide evidence of evaluation, through exploration, improvisation, selection and refinement in the creation of a dance work in response to creative problem solving tasks
- Demonstrate the ability to choreograph dance work, communicating intent to the audience
- Understand the use of various forms of technology relevant to the study of dance as an art form
- Research, analyze, interpret and give informed opinions about historical and contemporary dance works, practice and issues
- Demonstrate performance or production skills both collaboratively and independently
- Research, analyze and understand dance from artistic, aesthetic and cultural perspectives, communicating in different forms and using appropriate dance terminology.

### YEAR 9 DRAMA: PAGE TO STAGE

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
<td>Year 10 Drama</td>
</tr>
</tbody>
</table>

**Description:**
Students develop group-work skills, learning more about theatre, on-stage and off-stage, through rehearsal and performance processes. The topics studied:
- Workshops: in improvisation and characterisation, and mime and acting
- Stagecraft: using the stage, lights, sound and theatre roles in planning for a performance
- Scriptwriting: students use the conventions of scriptwriting to write and produce scripts.
Criticism: journal and review writing, students write weekly journals, using the language of drama and theatre to comment on live theatre.
Performance: using devised and written scripts, students act, direct, and manage their own group performances.

Assessment:
- Practical Involvement in rehearsals and workshops
- Group presentations and performances
- Investigations
- Journals outlining processes and learning in all class activities
- Scriptwork: understanding the way a script is written and writing a script for performance

Learning Requirements:
Successful students will be able to:
- Use knowledge to create scripts and performances that explore issues
- Develop skills, techniques and technologies to create performances
- Work as a team member to convey ideas to audiences
- Review and report critically using the terminology and language of Drama

YEAR 10 DRAMA PERFORMANCE: COMEDY AND ISSUES

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 or 2</th>
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</thead>
<tbody>
<tr>
<td>Units:</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 1 Drama</td>
</tr>
</tbody>
</table>

Special Conditions:
Willingness to participate in public performance which can involve rehearsal in own time, extra to normal lesson time.

Description:
Students develop a published script (using dramatic theories) towards public performances. Comic themes or social issues form the basis for performance work. The topics studied:
- Performance skills: Participation in workshops, rehearsals and performance
- Character Development: Learning styles of performance through sub-text, improvisation and groupwork
- Published Script
- Mimed and improvised performances
- Viewing Performances and Film: using terminology, conventions and criticism skills to record observations
- Stagecraft: Investigating off-stage roles, integrating ideas to create a performance

Assessment:
- Practical Skills as demonstrated through involvement in rehearsals and workshops
- Group presentations and performances demonstrating the use of theatre conventions and processes
- Investigations
- Journals outlining processes and learning in all class activities
- Scriptwork: Understanding and using a text in readiness for performance

Learning Requirements:
Successful students will be able to:
- Use knowledge to understand scripts and performances
- Develop skills, techniques and technologies to create performances
- Work individually and as a team member to convey ideas to audiences
- Review and report critically using critical skills, terminology and the language of drama
- Understand the social, political, technological and economic influences on contemporary drama
- Through independent research, understand the differences and uniqueness of drama from different cultures
STAGE 1 DRAMA: GROUP PRODUCTION

<table>
<thead>
<tr>
<th>Semester: 2</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
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</tr>
<tr>
<td>Pathways:</td>
<td>Stage 2 Drama</td>
</tr>
</tbody>
</table>

Special Conditions:
Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances. Time and cost to attend professional theatre or film for reviewing. Approximately $17.50, student concession to view live theatre.

Description:
This course may be taught as a hybrid course in collaboration with the Year 10 Drama Performance. The topics studied:
- Presentation of Dramatic works. Students learn and develop skills through participating in the planning, rehearsal and performance in dramatic works in mainly on-stage roles. Through participating in performances students demonstrate collaboration, theatre and entrepreneurial skills while communicating dramatic ideas to an audience. Students review and evaluate the processes and outcomes of the group dramatic presentation.
- Dramatic Theory and Practice. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics studied. Students study texts, practitioner’s roles, dramatic theory, and the drama of a period in history.
- Individual Investigation and Presentation. Students choose and investigate an area of study in the dramatic arts that is of interest to them. Students create a product (e.g. a performance, a design brief etc.) exploring ways in which theatre styles enhance the relationship of the text-actor-audience.

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:
- Performance: Students participate in a group dramatic performance. Students develop confidence, cooperation, and an ability to work with and understand the views of other people. Each student is assessed on a focused performance or a presentation of an off-stage role.
- Folio: Students prepare and present a folio of a selection of work that demonstrates their knowledge, understanding and analysis. This will include: character studies, reports, reviews, research and essays.
- Investigation and Presentation: Students conduct an investigation of an area of interest within the dramatic arts. Students apply their research in one of the following: acting, design, scriptwriting, or directing.

Learning Requirements:
Students will be assessed against performance standards specific to Drama, Stage 1. Further information regarding these performance standards is available at the SACE Board website (www.saceboard.sa.edu.au)

STAGE 1 DRAMA: STAGE CRAFT

<table>
<thead>
<tr>
<th>Semester: 1</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
<td>Stage 2 Drama</td>
</tr>
</tbody>
</table>

Special Conditions:
Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances. Time and cost to attend professional theatre or film for reviewing. Approximately $17.50, student concession to view live theatre.

Description:
This course may be taught as a hybrid course in collaboration with the Stage 2 Drama course.

The topics studied:
Presentation of Dramatic works. Students learn and develop skills through participating in the planning, rehearsal and performance in dramatic works in both on-stage and off-stage roles. Through participating in performances students demonstrate collaboration, theatre and entrepreneurial skills while communicating dramatic ideas to an audience. Students review and evaluate the processes and outcomes of the group dramatic presentation.

Dramatic theory and Practice. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics studied. Students study texts, practitioner’s roles, dramatic theory, and the drama of a period in history.

Individual investigation and presentation. Students choose and investigate an area of study in the dramatic arts that is of interest to them. Students create a product (e.g. a performance, a design brief etc.) exploring ways in which theatre styles enhance the relationship of the text-actor-audience.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:
Performance: Students participate in a group dramatic performance. Students develop confidence, cooperation, and an ability to work with and understand the views of other people. Each student is assessed on a focused performance or a presentation of an off-stage role.

Folio: Students prepare and present a folio of a selection of work that demonstrates their knowledge, understanding and analysis. This will include: character studies, reports, reviews, research and essays.

Investigation and Presentation: Students conduct an investigation of an area of interest within the dramatic arts. Students apply their research in one of the following: acting, design, scriptwriting, or directing.

Learning Requirements:
Students will be assessed against performance standards specific to Drama, Stage 1. Further information regarding these performance standards is available at the SACE Board website (www.saceboard.sa.edu.au)

<table>
<thead>
<tr>
<th>STAGE 2 DRAMA</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester:</strong> 1 &amp; 2</td>
<td>Credits: 20</td>
</tr>
<tr>
<td><strong>Pre-Requisites:</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances.

Time and cost to attend 2 professional live theatre visits or film for reviewing. Approximately $15.00, student concession to view live theatre each time.

**Description:**
This course may be taught as a hybrid course in collaboration with the Stage 1 Drama course. Students learn and develop skills in both on-stage and off-stage roles in performances. Students also develop critical skills through viewing live theatre and analysing how dramatic ideas are communicated to an audience through studying texts.

The topics studied:
Group Production
- Investigating on-stage roles, and independently creating ideas to contribute to a performance
- Participation in workshops, rehearsals and performances
- Learning styles of performance through investigating sub-text, improvisation and groupwork
- Viewing Performances and or Film
- Using terminology, conventions and criticism skills to record observations
- Analysis and Investigation
- Studying texts and dramatic ideas and how they translate to the stage

**Assessment:**
- Practical Skills
- Group Production 30% (Moderated externally)
- Students participate in a Group Production Report 20% (Centrally moderated)
Students demonstrate their learning and processes in group production, 2000 words
Review 20%: Students review a min. of 2 forms of live theatre, 750-1000 words each (Centrally moderated)
Examination 30%: a 2 hour external exam in which students demonstrate their learning ad application of dramatic theory.

Learning Requirements:
Successful students will be able to:
Conceive, develop, create, present, and interpret polished dramatic work;
Demonstrate knowledge and innovative application of the theories, skills, techniques, and technologies of drama;
Respond to performed drama and dramatic texts in an analytical, reflective, and critical manner, using arts-specific terminology;
Work independently and/or collaboratively to achieve polished dramatic outcomes; demonstrate knowledge, understanding, and application of the interdependent nature of drama and dramatic elements;
Select, analyse, collate, and synthesise information effectively for dramatic purposes;
Communicate and articulate ideas to an audience, dramatically, orally, and in writing.

YEAR 9 MUSIC
Semester: 1 & 2  Units: 2
Pre-Requisites: Satisfactory completion of Year 8 Music
Pathways: Year 10 Music

Special Conditions:
Instrumental hire (where applicable $60 per semester).
Instrumental lessons (where applicable $20 per semester).

Description:
The first half of the course gives students the opportunity to express their creative and imaginative thinking.
Students learn to work both as a group and individually through a variety of practical and written tasks. The second half of the course looks at more advanced and detailed aspects of music as a build up to year 10 music.
The topics studied:
Theory: develop conventional music notation skills that relate to their practical work.
Listening skills (aural): Identifying intervals and rhythmic dictation.
History: students will study rock music from the 1950’s and 1960’s.
Negotiated project: students will do research on a negotiated project and use correct musical terminology.
Practical: students will develop skills on one particular instrument (a Woodwind or Brass instrument is strongly recommended as this contributes to a good set-up for a class band).
Perform on their chosen instrument for an audience at the end of each term.

Assessment:
Involvement in rehearsals and practise sessions
Attendance at instrumental lessons (compulsory either at school or private)
Performances (one a term)
Bookwork on "Master Your Theory"
Tests on aural and theoretical work
Written reviews

Learning Requirements:
Successful students will be able to:
Develop and refine skills and techniques to create performances.
Develop appropriate conventions to write music.
Research and report critically using the terminology and language of music.
Develop critical listening skills.
**YEAR 9 SPECIALIST MUSIC**

<table>
<thead>
<tr>
<th>Semester: 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Year 9 Music Semester 1</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Year 10 Music</td>
</tr>
</tbody>
</table>

**Special Conditions:**
- Instrumental hire (where applicable $60 per semester).
- Instrumental lessons (where applicable $20 per semester).

**Description:**
The first half of the course gives students the opportunity to express their creative and imaginative thinking. Students learn to work both as a group and individually through a variety of practical and written tasks. The second half of the course looks at more advanced and detailed aspects of music as a build up to year 10 music.

The topics studied:
- Theory: develop conventional music notation skills that relate to their practical work.
- Listening skills (aural): Identifying intervals and rhythmic dictation.
- History: students will study rock music from the 1950’s and 1960’s.
- Negotiated project: students will do research on a negotiated project and use correct musical terminology.
- Practical: students will develop skills on one particular instrument (a Woodwind or Brass instrument is strongly recommended as this contributes to a good set-up for a class band).
- Perform on their chosen instrument for an audience at the end of each term.

**Assessment:**
- Involvement in rehearsals and practise sessions
- Attendance at instrumental lessons (compulsory either at school or private)
- Performances (one a term)
- Bookwork on “Master Your Theory”
- Tests on aural and theoretical work
- Written reviews

**Learning Requirements:**
Successful students will be able to:
- Develop and refine skills and techniques to create performances
- Develop appropriate conventions to write music
- Research and report critically using the terminology and language of music
- Develop critical listening skills

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**YEAR 10 MUSIC**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>A strong commitment to music is essential and involvement in either the school Instrumental Music Program or studying with a private teacher is compulsory. Year 9 Music - 2 Semesters.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 1 Music</td>
</tr>
</tbody>
</table>

**Special Conditions:**
- Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester).

**Description:**
This is a course designed for students who already have some training in music and have completed Year 9 music. Students are able to continue their development as musicians by studying some theory, as well as practical music skills. The topics studied:
- Theory: develop a knowledge of chord construction, relative minor scales, Italian musical terms, chord progressions and some arranging techniques.
- Listening skills (aural): Melodic and rhythmic dictation.
- History: students will research musical styles and composers from the 1500’s to 1900’s.
- Music Industry: students will do research on the music industry and find out what kind of jobs exist within this industry ranging from sound engineer to music therapy.
- Practical: students will continue to develop skills on their chosen instrument and perform both as a soloist and as
part of a small ensemble.
Performance skills: students learn about appropriate performance techniques.

Assessment:
Involvement in rehearsals and practise sessions.
Attendance at instrumental lessons (compulsory either at school or private).
Performances (one a term).
Bookwork on theory.
Tests on aural and theoretical work.
Written reviews

Learning Requirements:
Successful students will be able to:
Develop and refine skills and techniques to create performances.
Develop appropriate arranging techniques.
Research and report critically using the terminology and language of music
Understanding the occupation health and safety aspects within the music industry.
Develop a greater appreciation for music.
Develop critical listening skills.

STAGE 1 MUSIC

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Credits: 10 or 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Satisfactory completion of Year 10 Music (Full year)</td>
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</table>

<table>
<thead>
<tr>
<th>Pre-Requisites:</th>
<th>Pathways:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage 2 Music – Composing and Arranging with either Solo Performance or Ensemble Performance, depending on student/instrument combination.</td>
</tr>
</tbody>
</table>

Special Conditions:
A strong commitment to music is essential and involvement in either the school Instrumental Music Program or studying with a private teacher is compulsory. Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester).

Description:
This is a music experience programme offered to students who have played an instrument for at least two years and also have a background in theoretical skills. The key focus is on performance in an ensemble. The music is mainly contemporary pop/rock. Opportunity is provided for students to be knowledgeable about their instrument by doing research and attending instrumental lessons. Theory component facilitates students’ ability to read and play music. The topics studied:

- Ensemble: Lunch hour concert performance and performance at school assembly. Also performance at TAFE theatre in school musical (when applicable).
- Concert review: Students to attend a concert or watch one on video and write a review.
- Composing and arranging - Students write a song/melody, including Bass line and chords using music software. Present a scripted oral presentation on composing techniques and ideas they employed. Students write an arrangement for melody, counter melody, and rhythm section.
- Theory: Students undertake a course that facilitates the ability to read and play music. Emphasis is placed on scales, chords, rhythms, transposition and other arranging techniques.
- Music influenced by other cultures research assignment: Students choose from a selection of topics to research the history of people who have influenced music culture.
- Music in Industry

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 Music is school based.

- Skills Presentation: Students undertake one or more skills presentation tasks.
- Skills Development: Students undertake one or more skills development test.
- Folio: Students keep a folio of work undertaken during their study

Assessment Types:
A theory test
An aural test
Aural and/or written analysis
Cultural influences on music
Performance as a soloist or as a member of an ensemble

**Learning Requirements:**
Stage 1 Music has 3 performance standards. They are Practical Application, Knowledge and Understanding, Analysis and Reflection. At the end of the program in Stage 1 Music, students should be able to:

- Demonstrate technical skill, accuracy, and musicianship as an instrumentalist/vocalist/technician/composer/researcher
- Demonstrate the effective use of composing/arranging/transcribing/improvising techniques
- Apply knowledge of musical notations and vocabulary
- Aurally identify musical elements, stylistic features, and the structure of musical works
- Listen to, analyse, and communicate ideas about music
- Experience and reflect on music in its social and cultural contexts

### STAGE 2 MUSIC - COMPOSING AND ARRANGING

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Stage 1 Music. (full year)</td>
</tr>
<tr>
<td>Pathways:</td>
<td>TAFE and other tertiary institutes provide studies in Music and most are by audition. It can lead to positions in teaching, arts administration, music production, television, composing and arranging.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
It is assumed that students who undertake this unit are able to read and write conventional music notation. In addition, students must have a high degree of imaginative, creative, and individual thought required to produce a good composition or arrangement. This unit must be undertaken in conjunction with either Ensemble Performance or Solo Performance. Depending on the the class cohort, Solo Performance may be the only option. This unit is studied across the 2 semesters. Student work will be submitted for moderation at the end of the year.

**Description:**
Students are introduced to a variety of composing and arranging techniques by listening to music and taking part in activities that explore the different devices, techniques, and styles of composing and/or arranging. Students develop their skills in analysis and observation as they deepen their knowledge and understanding of composing and/or arranging techniques. Students experiment with the manipulation of rhythm, melody, harmony, form and structure, texture, and choice of medium, to create imaginative and individual compositions and/or arrangements.

The topics studied:
- Folio of 3 arrangements
- Analysis of arrangements

**Assessment:**
Assessment is subject to external moderation.

- School Assessment (70%)
  - Folio: Two Minor Works and analysis of two works
- External Assessment (30%)
  - Major Work: one major work and analysis

**Learning Requirements:**
Successful students will be able to:

- Present scores using traditional, non-traditional, or contemporary notation as appropriate;
- Analyse the use of composing and/or arranging techniques in their work;
- Communicate ideas about music.

- Compose and/or arrange music in a variety of Styles;
- Complete and record a range of compositions and/or arrangements;
- Demonstrate effective and imaginative use of composing and/or arranging techniques;
**STAGE 2 MUSIC - ENSEMBLE PERFORMANCE**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Stage 1 Music.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>TAFE and other tertiary institutions provide studies in Music and most are by audition. It can lead to positions in teaching, arts administration, music production, television.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
This unit must be undertaken in conjunction with Music - Composing and Arranging. This unit will be studied across the 2 semesters and students will be moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least 3 years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance at Stage 2 standard. Students must be prepared to work cooperatively in a group and to make themselves available for performances that may be outside school hours.

- Instrumental tuition once a week is compulsory.
- Instrumental lessons (where applicable - $20 / semester)
- Instrumental hire (where applicable - $60 / semester)

**Description:**
Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in an ensemble performance setting. Ensemble Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively and work cooperatively. The topics studied:

- Accuracy within an ensemble
- Ensemble technique
- Musicianship

**Assessment:**
Assessment is subject to external moderation.
School Assessment (70%)

- Assessment Type 1: First Performance
- Assessment Type 2: Second Performance

External Assessment (30%)

- Assessment Type 3: Final Performance

**Learning Requirements:**
Successful students will be able to:

- Demonstrate confidence as an ensemble performer;
- Present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice;
- Demonstrate accuracy, musical skills, and technique as an ensemble performer;
- Demonstrate musicianship in interpretation by performing musically a range of works that engage a public audience;
- Contribute to the cohesiveness of, and demonstrate musical rapport within, the ensemble.

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**STAGE 2 MUSIC – SOLO PERFORMANCE**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Stage 1 Music (full year).</td>
</tr>
<tr>
<td>Pathways:</td>
<td>TAFE and other tertiary institutions provide studies in Music and most are by audition. It can lead to positions in teaching, arts administration, music production, television.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
This unit must be undertaken in conjunction with Music - Composing and Arranging. This unit will be studied across the 2 semesters and students will be moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least 3 years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance.
at Stage 2 standard. Students must be prepared to work cooperatively in a group and to make themselves available for performances that may be outside school hours.

Instrumental tuition once a week is compulsory.
Instrumental lessons (where applicable - $20 / semester)
Instrumental hire (where applicable - $60 / semester)

Description:
Solo Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in a solo performance setting. Solo Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively. The topics studied:

- Accuracy as a soloist
- Solo technique
- Musicianship

Assessment:
Assessment is subject to external moderation.
School Assessment (70%)
  - Assessment Type 1: First Performance
  - Assessment Type 2: Second Performance
External Assessment (30%)
  - Assessment Type 3: Final Performance

Learning Requirements:
Successful students will be able to:

- demonstrate confidence as a solo performer;
- present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice; a minimum of repertoire is required.
- demonstrate accuracy, musical skills, and technique as a solo performer;
- demonstrate musicianship in interpretation by performing musically a range of works that engage a public audience;
- contribute to the cohesiveness of, and demonstrate musical rapport within, the ensemble.

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**ARTS - VISUAL**

<table>
<thead>
<tr>
<th>YEAR 9 VISUAL ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester:</strong> 1</td>
</tr>
<tr>
<td><strong>Units:</strong> 1</td>
</tr>
<tr>
<td><strong>Pre-Requisites:</strong> N/A</td>
</tr>
<tr>
<td><strong>Pathways:</strong> Year 9 Visual Arts Extension Year 10 Art Practice, Craft and Design Practice.</td>
</tr>
</tbody>
</table>

**Description:**
Through the study of Year 9 Visual Arts students will develop and broaden their range of art skills, knowledge and concepts and learn specific skills and techniques associated with painting and drawing, craft, design, printmaking, sculpture, clay, art appreciation and art technology. Visual Arts covers three main areas of learning:

- Art Practice: creating and making works of art from an initial idea to a final concept.
- Art in Contexts: understanding art works from the past, the present and into the future and from diverse cultures.
- Art Analysis and response: understanding, talking and writing about works of art.

The topics studied:
- Painting and drawing: colour theory, drawing and painting techniques, applications and media, still life, composition skills, the study of perspective.
- Printmaking: lino cuts.
- Design: the exploration of the design brief, from research, idea generation and testing through to the final solution. Aspects of graphic design, product design and environmental design may be covered.
- Sculpture: the use of clay as a sculptural material, papier-maché, relief sculpture, assemblages.
Craft: pottery and the craft of art and design.
Art technology: the use of the Internet for art research and computer generated art and design through software applications.
Art appreciation: the study, analysis and research of traditional and contemporary art and artists of different cultures and times.

**Assessment:**
- Participation in class discussion and activities
- Formative assessment
- Summative assessment

**Learning Requirements:**
Successful students will be able to:
- Create art works that explore social and cultural issues.
- Create art works which shows a developing knowledge of the range of art techniques and technologies.
- Work as individuals or in groups to develop and present art works.
- Appreciate, analyse and evaluate art, craft and design works.
- Develop knowledge of the relationship between contemporary arts works and the society in which they have been produced.
- Develop knowledge of a range of different art works from different cultural settings and different times.

**YEAR 9 VISUAL ARTS EXTENSION**

<table>
<thead>
<tr>
<th>Semester: 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Year 9 Visual Arts Semester 1</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Year 10 Art Practice, Craft and Design Practice. Stage 1 and Stage 2 Art Studies</td>
</tr>
</tbody>
</table>

**Description:**
Through the study of Year 9 Visual Arts Extension, students will build upon, develop and broaden their range of art skills, knowledge and concepts learnt in Visual Arts. This unit is designed for students who wish to pursue pathways in the Visual Arts.

The topics studied:
- Painting and drawing: drawing and painting techniques, the use of different media and applications, drawing from nature and the human form.
- Printmaking: stencil prints, collage prints.
- Design: the exploration of the design brief, from research, idea generation and testing through to the final solution. Students will complete major assignments in graphic design, product design and/or environmental design.
- Sculpture: the use of clay as a sculptural material, mixed media.
- Craft: pottery, the craft of art and design and folk art may be explored.
- Art technology: the use of the Internet for art research and computer generated art and design through software applications.
- Art appreciation: the study, analysis and research of traditional and contemporary art and artists of different cultures and times.

**Assessment:**
- Participation in class discussion and activities
- Formative assessment
- Summative assessment

**Learning Requirements:**
Successful students will be able to:
- Create art works that explore social and cultural issues.
- Create art works which shows a developing knowledge of the range of art techniques and technologies.
- Appreciate, analyse and evaluate art, craft and design works.
- Develop knowledge of the relationship between contemporary art works and the society in which they have been produced.
- Develop knowledge of a range of different art works from different cultural settings and different times.
YEAR 10 ART PRACTICE

Semester: 1 & 2
Units: 1 or 2
Pre-Requisites: Year 9 Visual Arts, Year 9 Visual Arts Extension or by interview with the Art Faculty.
Pathways: Satisfactory completion leads to further studies in Art/Design/Craft at SACE Stage 1 and Stage 2.

Special Conditions:
A materials fee of $10.00 applies to this course. Note: This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.

Description:
Students may choose to study Art Practice for one semester (one unit) or the whole year (two units). Both units of work are separate, self contained units which will give students the necessary skills to pursue more advanced studies. The course enables students to explore, develop and present art works which reflect the discipline of art and the ability to plan and develop ideas from concept to a final creation.

Art Practice covers three main areas of learning:
- Art Practice: Creating and making works of art from an initial idea to a final concept. Students will be able to negotiate aspects of their art practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.
- Art in Contexts: Understanding art works from the past, the present and into the future and from diverse cultures.
- Art Analysis and Response: Understanding, talking and writing about works of art.

The topics studied:
- Painting and drawing: observation skills, exploration of methods and materials, still life and representational art.
- Techniques in realism, abstract and figurative art.
- Printmaking: reduction lino prints, silk screen printing, etching.
- Art and technology: art research and the use of art soft-ware packages to create and/or enhance art work.
- Researching, understanding and writing about visual art, and the role of art and artists from a diversity of cultures and times.

Assessment:
- Formative assessment.
- Participation in class discussion and activities
- Summative assessment

Learning Requirements:
Successful students will be able to:
- Appreciate, analyse and evaluate art, craft and design works.
- Understand the influence that political, social, technological and economic factors have on contemporary art works.
- Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times.
- Use imaginative thought and an analysis of art practice to create arts works that explore social and cultural issues.
- Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.
- Work as individuals or in a team to create and present art works.

Mixed media: the use of diverse materials to create works of art.
- A combination of traditional and contemporary approaches, techniques and materials in creating works of art.
- 3-dimensional art forms such as sculpture, carving, modelling and mixed media.
YEAR 10 CRAFT and DESIGN PRACTICE

Semester: 1 or 2  Units: 1 or 2
Pre-Requisites: Year 9 Visual Arts or by interview with the art staff
Pathways: Satisfactory completion leads to further studies in Art/Design at SACE Stage 1 and Stage 2.

Special Conditions:
A materials fee of $10.00 applies to this course.
Note: This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.

Description:
Students choosing Craft and Design Practice will have the opportunity to study both these disciplines within one semester. Within this context students will study one term of Craft Practice and one term of Design Practice. Students can choose to study Craft and Design Practice for two semesters. Students will be able to negotiate aspects of their craft and design practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.

This course enables students to explore, develop and present finished craft objects, which reflect the discipline of craft and the ability to plan and develop ideas from concept to final product.

The topics studied:
Craft and Design Practice: creating and making works of craft and design from an initial idea to a final concept.
Craft and Design in Contexts: understanding craft and design works from the past, the present and into the future and from diverse cultures.
Craft and Design Analysis and Response: understanding, talking and writing about works of craft and design.

Craft Practice: studies in a range of traditional and contemporary craft processes such as:
The development of drawing and observation skills. Clay and ceramics
Painting. Functional and non-functional craft works
Printmaking. Mixed media craft works
Textile crafts.

Design Practice: to further their design skills and understandings in:
The negotiation of design briefs in:
poster design, illustration, advertising design. Environmental design, architectural design, landscape design.
Product design, fashion design, package design, The role of design and designers from a diversity of cultures and times
furniture design etc.
Computer generated design.
Model making

Assessment:
Self-assessment. Oral presentations
Peer group participation. Formative assessment.
Participation in class discussion and activities Summative assessment.

Learning Requirements:
Successful students will be able to:
Use imaginative thought and an analysis of art practice to create art works that explore social and cultural issues.
Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.
Work as individuals or in a team to create work.
Appreciate, analyse and evaluate art, craft and design works.
Understand the influence that political, social, technological and economic factors have on contemporary arts works.
Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times.
STAGE 1 VISUAL ART – ART STUDIES

Semester: 1 & or 2
Credits: 10 or 20
Pre-Requisites: Satisfactory completion of Year 10 Art, Craft or Design or by interview with the art staff.
Pathways: Stage 2 Visual Arts, TAFE, Central School of Art, University.

Special Conditions:
A materials fee of $30.00 applies to this course. A 10 credit subject may be negotiated under certain circumstances.

Description:
Students produce two or three resolved visual artworks. One or more may be a minor work in preparation for a major visual artwork. Artworks may take any of the following forms: film, animation, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture and / or ceramics. Students prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

The topics studied:
Area of Study 1: Visual Thinking (Developmental Work)
The concept of visual thinking includes the ability to view works of art and the ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable and can change in direction before the artist is satisfied with the resolved outcome.

Area of Study 2: Practical Resolution (Final Design Works)
Visual artworks can be produced under the following areas: painting, drawing, mixed media, printmaking, sculpture, ceramics, photography, digital imaging and computer aided.

Area of Study 3: Visual Arts in Context
Students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally. This can be achieved by:
- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement
- Deconstructing works or art or analysing design solutions.

Assessment:
Students should provide evidence of learning through four to six assessments. Each assessment type should have a weighting of at least 20%
- Folio: students produce one folio that documents their visual learning, in support of their two or three resolved visual artworks.
- Practical: each practical assessment consists of two parts:
  - The resolved art or design practical work
  - The practitioner’s statement
- Visual Study: Student’s produce one large or two smaller visual studies. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

Learning Requirements:
Students will be assessed by using performance standards from the curriculum outline.
Successful students will be able to:
- Conceive, develop, and create artworks;
- Demonstrate individuality, creativity, and presentation skills in their artworks;
- Show evidence of the development of ideas in a visual form;
- Demonstrate knowledge of, and facility in, the skills, techniques, and technologies associated with making artworks
- Demonstrate knowledge of artists and their works through investigation, writing, discussion, and visual representations;
- Describe, analyse, and respond to artworks in their cultural context.
STAGE 1 VISUAL ARTS - DESIGN STUDIES

Semester: 1 & 2
Credits: 20

Pre-Requisites:
Satisfactory completion of Year 10 Art or Craft and Design or by interview with the art staff.

Pathways:
Stage 2 Visual Arts, TAFE, Central School of Art, University.

Special Conditions:
A materials fee of $30.00 applies to this course. A 10 Credit subject may be negotiated with the teacher under certain circumstances.

Description:
Students produce two or three resolved visual artworks. One or more may be a minor work in preparation for a major visual artwork. Design works may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication. Students prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

The topics studied:
Area of Study 1: Visual Thinking (Developmental Work)
The ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for designers is usually based around the development and formulation of a design brief. The design process involves research, analysis, ideation, the exploration of possibilities, the testing of ideas, the refining of ideas or concepts, the practising of skills and evaluation, before the design outcome is resolved.

Area of Study 2: Practical Resolution (Final Design Works)
Visual design works can be produced under the following areas:
- product design: e.g. toy, fashion, stage, furniture and engineering design.
- environmental design: e.g. architectural design and interior design
- graphic and visual communication design: e.g. branding, illustration and advertising.

Area of Study 3: Visual Arts in Context
Students have opportunities to contextualise art or design; this is, to place visual artworks historically and culturally. This can be achieved by:
- experiencing, or closely viewing, visual artworks
- studying the work of a practitioner and/or artistic/design movement
- deconstructing works of art or analysing design solutions.

Assessment:
Students should provide evidence of learning through four to six assessments. Each assessment type should have a weighting of a least 20%.

Folio: Students produce one folio that documents their visual learning, in support of their two or three resolved visual design works.
Practical: Each practical assessment consists of two parts:
- The resolved art or design practical work
- The practitioner’s statement
Visual study: Students produce one large or two smaller visual studies. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

Learning Requirements:
Successful students will be able to:
- Conceive, develop, and create design works
- State and refine a design brief
- Generate creative and diverse ideas, and evaluate
- Demonstrate knowledge of designers and their works through investigation, writing, discussion, and visual representations
these in relation to a design brief or process

Describe, analyse, and respond to design works in their cultural context

STAGE 1 VISUAL ARTS - SUPERSIZE ART / DESIGN

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of one unit Year 9, 10 Art or Craft and Design or by interview with the Visual Arts Teachers. This is an extension program and is designed for students who excel in Visual Arts.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 2 Visual Arts, TAFE, Central School of Art, University</td>
</tr>
</tbody>
</table>

Special Conditions:
A materials fee of $15.00 applies to this course.

Description:
Students will work independently and/or as a part of a team on a locally developed art program. Students will have the opportunity to research and design a composition or to work as a team member following another person's design. Student will paint large scale paintings or sculptural work such as murals, volleyball banner, flats for school plays, school banners and/or large sculptural pieces. Students will learn painting and/or sculptural techniques and have the pleasure of having their work on public display.

The topics studied:
Area of Study 1: Visual Thinking (Developmental Work)
The ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictatable and can change in direction before the artist is satisfied with the resolved outcome. Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The design process includes research, analysis, ideation, the exploration of possibility, the testing of ideas, the refining of ideas or concepts, the practising of skills, and evaluation, before the design outcome is resolved.

Area of Study 2: Practical Resolution (Final Design Works)
Create a large scale painting(s) or sculptural work such as: murals, volleyball banner, flats (backdrops) for school plays, school banners and/or large sculptural pieces.

Area of Study 3: Visual Arts in Context
Students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally. This can be achieved by:
- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement
- Deconstructing works of art or analysing design solutions

Students produce one major resolved visual artwork and also prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

Assessment:
Students should provide evidence of learning through three assessments. Each assessment type should have a weighting of at least 20%.

Folio: Students produce one folio that documents their visual learning, in support of their one major resolved visual art or design work.

Practical: Each practical assessment consists of two parts:
- The resolved art or design practical work
- The practitioner’s statement

Visual Study: Students produce one visual study. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.
Learning Requirements:
Students will be assessed using performance standards from the curriculum outline.
Successful students will be able to:
- Conceive, develop, and create large scale 2D and/or 3D artworks
- Demonstrate individuality, creativity, and presentation skills in their artworks
- How evidence of the development of ideas in a visual form

Demonstrate knowledge of, and facility in, the skill, techniques and artwork
Demonstrate knowledge of community displayed artwork through investigation, written discussion, and visual representations
Describe, analyse, and respond to artworks in their cultural context.

STAGE 2 VISUAL ARTS – ART OR DESIGN FOCUS

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Credits: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>In order to undertake this course a satisfactory completion of Stage 1 Art or Design and Craft will be necessary. Alternatively an interview with art staff and a presentation of a portfolio of work will be required.</td>
</tr>
</tbody>
</table>

Pathways:
University, TAFE, Central School of Art, Architecture.

Special Conditions:
A materials fee of $20.00 applies to this course.
A 10 credit subject may be negotiated under special circumstances.

Description:
Students gain an understanding of the process of creating visual artworks and an insight into the work of amateur and professional artists and designers.

The topics studied:
Area of Study 1: Visual Thinking (Developmental Work)
For both Art and Design, visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, accompanied by written or recorded annotations to document the thinking.

Area of Study 2: Practical resolution (Final Art/Design works)
Visual artworks can be resolved using the various practical genres of Art and Design, which may include, for example:
- Art: Digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, textiles and video.
- Design:
  - product design: e.g. toy, fashion, stage, furniture, and engineering design.
  - environmental design: e.g. architectural design, interior design.
  - graphic and visual communication design: e.g. branding, illustration, and advertising.

Area of Study 3: Visual Arts in context
Students are provided with opportunities to contextualise art or design, that is, to place visual artworks historically and culturally. This can be achieved by:
- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement.
- Deconstructing works of art or analysing design solutions.

Students produce two to three visual artworks, then prepare a written practitioner’s statement of a maximum of 300 words for each resolved visual artwork.

Assessment:
Students provide evidence of learning through:
School-based Assessment (70%)
- Assessment Type 1: Folio
- Assessment Type 2: Practical
External Assessment (30%)
Assessment Type 3: Visual Study

Learning Requirements:
Successful students will be able to:
- Conceptualise, plan, develop, solve problems, and create art works;
- Demonstrate a practical knowledge of media;
- Demonstrate sensitive and skilful handling of selected media;
- Analyse and express opinions about art works;
- Write about art, using appropriate terminology;
- Use a range of community resources for art research.

YEAR 9 MEDIA STUDIES
<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Interest in the Media (Film/TV/Music/Animations etc)</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 1 Media studies, Stage 2 Media Studies</td>
</tr>
</tbody>
</table>

Description:
Introduces the student to the constantly changing world of the Media. Students will develop an understanding of the way in which the Media Industry works, both in theory and practice. A $10 equipment levy will apply.
The topics studied:
- Camera skills
- Storyboards and editing
- Advertising
- Soaps
- Stereotypes
- Music Videos
- Documentaries

Assessment:
Assessment Types:
- Tasks will be approximately 50% theory and 50% practical.
- Orals
- Video Productions
- Surveys

Learning Requirements:
Successful students will be able to:
- Select from, adapt, combine and refine appropriate conventions and technologies to create/re-create media works that purposefully convey meaning and address intended function.
- Work as an individual and in groups to refine and shape presentation/performances for a specific purpose and for different groups of audience/viewers.

STAGE 1 MEDIA STUDIES
<table>
<thead>
<tr>
<th>Semester: 1 &amp;/or 2</th>
<th>Units: 10 or 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Description:
Media studies can be taken as either a semester or a full year course. Students will examine issues and topics related to the Media

Possible topics studied:
- Violence in the Media
- Genre Studies
- Advertising
- Reality TV
- Music and the Media
Assessment:
Assessment Tasks:
Tasks will include a Folio, Interaction Study and Product, and a 6-minute oral presentation.
Practical tasks will involve working in groups to produce a filmed and edited movie using video editing software.

Learning Requirements:
Knowledge and Understanding of media concepts and issues, media audience, interaction with media and the conventions of selected media texts
Research and Analysis of different points of view, bias, values or intent across a range of media texts and ways in which groups and individuals are represented in media

STAGE 2 MEDIA STUDIES
Semester: 1 & 2 | Credits: 20
Pre-Requisites: | N/A
Pathways: | TAFE and University degrees, including Graphic Design, Visual Communication, and Film Studies.

Special Conditions:
Students must have completed Year 10 and Stage 1 Media Studies or Photography and have the skills and knowledge to effectively use Photoshop, Macromedia Flash, Garage Band, i-Movie or Final Cut Pro, PowerPoint and any form of Web page design software (preferably Dreamweaver).

Description:
Stage 2 Media Studies is a full year course. It is taught on a Macintosh platform and includes working with Photoshop, i-Movie or Final Cut Pro, Garageband, and the Macromedia Suite. The flexibility and learning structure of the course allows students to select from three of fourteen topics to pursue and produce work in ways that favour students individual strengths and knowledge.

Students work with the key media concepts of Media Representations, Media Conventions, Media Organisations and Media Audiences. These concepts underpin the study of aspects of media and are essential to students’ critical reading of media texts and products. They provide and investigative framework to support students’ critical analysis and production tasks. These key media concepts will introduce students to, and support their understanding of, contemporary media construction and dissemination, and the social impact of media texts and products.

Students must attempt and complete three Assessment Components to met the minimum requirements of the course.
Media Explorations: involves students investigating questions related to the topics chosen within the media industry.
Media Interactions: combines researching and student interactions with a particular component of media. Students use these findings to critically reflect and form a conclusion to a target question provided.
Media Production: provides students with the ability to create and construct a visual or oral production piece based on one of the three topics. They have the freedom to produce a video, radio, web page, graphic design or animated production using any of media software provided.
Media Investigation: students undertake an independent investigation of a current media issue and present their findings in a written report. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society.
**Assessment:**

Assessment Types:
- Media Explorations 20%
- Media Interaction 10%
- Media Production and Producer’s Statement 40%
- Media Investigation 30%

**Learning Requirements:**

Successful students will be able to:

- Communicate informed responses to local, national, and global media issues
- Examine media texts and contexts in a critical, analytical, and reflective manner
- Demonstrate their critical understanding of the ways in which society is represented by media
- Critically reflect on their interaction with media
- Apply knowledge of forms, contents, contexts, and audiences to design and produce a range of practical tasks
- Demonstrate their skills in using media hardware and software in practical tasks.
## YEAR 9 ELECTRONICS / METALWORK

**Semester:** 1 or 2  
**Units:** 1  
**Pre-Requisites:** N/A  
**Pathways:** Year 10 Electronics  
Year 10 Metalwork  

**Special Conditions:**  
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

**Description:**  
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce metal and wood products. The course introduces students to all areas of Technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
- Experimental kits - identification of electrical components
- Designing and constructing circuits
- Oxy-acetylene welding
- Metal machining

**Assessment:**  
**Assessment Types:**
- Circuit board production
- Component assembly
- Soldering
- Metal design project
- Welding and machining skills

**Learning Requirements:**  
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.

## YEAR 9 GIRLS IN TECHNOLOGY / PHOTOGRAPHY

**Semester:** 1 or 2  
**Units:** 1  
**Pre-Requisites:** Satisfactory completion of Year 8 Technology.  
**Pathways:** Year 10 Technology Studies  

**Special Conditions:**  
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

**Description:**  
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce Metal and Wood products. The course introduces students to all areas of Technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
In this course students can undertake work from the following areas in Technology depending on resource availability and negotiated class interests. This is the same content as the Woodwork units. Students would select one of these options:
- Woodwork
- Metalwork
- Drawing
- Plastics
- Electronics
- Photography
Assessment:
Assessment Types:
  Practical projects
  Design / Drawings
  Research Assignments

Learning Requirements:
Successful students will be able to:
  Demonstrate safe workshop practice
  Use appropriate equipment for completing projects
  Design and appraise practical projects
  Use time effectively and set goals in planning for practical projects.

YEAR 9 METALWORK / PHOTOGRAPHY

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pre-Requisites:</th>
<th>N/A</th>
</tr>
</thead>
</table>
| Pathways:       | Year 10 Metalwork
                 | Year 10 Photography |

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce metal and wood products. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
  Design using a design brief
  Oxy acetylene welding skills
  Machining techniques
  Hand tool skills
  Safe workshop practices
  Camera parts and use
  Black and white developing and printing

Assessment:
Assessment Types:
  Design Project
  Practical Skills
  Knowledge and Understanding
  Ability to produce quality photographs
  Understanding of darkroom techniques

Learning Requirements:
Successful students will be able to:
  Demonstrate safe workshop practice
  Use appropriate equipment for completing projects
  Design and appraise practical projects
  Use time effectively and set goals in planning for practical projects.
YEAR 9 PHOTOGRAPHY / TECHNICAL DRAWING

Semester: 1 or 2  Units: 1
Pre-Requisites: N/A
Pathways: Year 10 photography  Year 10 Technical Drawing

Description:
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
- Digital imaging
- Black and white developing and printing
- Good composition of the image
- Use of software to enhance image

Portraiture
3 Dimensional Drawing
Line-work, lettering, dimensioning

Assessment:
- Ability to produce photographs
- Understanding of the camera and the techniques
- Producing high quality isometric and orthogonal drawings

Learning Requirements:
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.

YEAR 9 WOODWORK / ELECTRONICS

Semester: 1 or 2  Units: 1
Pre-Requisites: N/A
Pathways: Year 10 Woodwork  Year 10 Electronics

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

Description:
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce metal and wood products. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
- Safe hand tool and machine use
- Practical skills in constructing a variety of projects
- Wood turning
- Research timber materials and processes
- Design and constructing electronic circuits
- Identification of electronic components

Assessment:
Assessment Types:
- Completion of practical projects
- Design and drawings
- Wood turning
Research Assignments  
Circuit board production  
Component Assembly and Soldering

**Learning Requirements:**
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects

### YEAR 9 WOODWORK / PHOTOGRAPHY

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 10 Woodwork</td>
</tr>
<tr>
<td></td>
<td>Year 10 Photography</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

**Description:**
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
- Safe hand tool and machine use
- Construction of wood products
- Wood turning
- Research timber materials and processes
- Camera parts and use
- Digital imaging and software use
- Composition of photographs

**Assessment:**
Assessment Types:
- Completion of practical projects
- Design briefs
- Research Assignments
- Understanding of developing process and techniques

**Learning Requirements:**
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.

### YEAR 10 ELECTRONICS

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.
Description:
This semester length course includes a broad range of tasks related to using and working with Electronics equipment. Opportunities are given for students to complete a range of practical projects that will allow them to improve their understanding of the topics covered.

The topics studied:
- Circuit board construction
- Safety
- Component Identification
- Soldering

Assessment:
Assessment Types:
- Knowledge and understanding of theory topics
- Practical Skills

Learning Requirements:
Successful students will be able to:
- Examine critically the competing values embodied in design products, processes and systems.
- Present analysis of possible technological futures.
- Independently generate design strategies to create ethically defensible products.
- Demonstrate high level skills ineffectively recording and communicating design thinking.
- Demonstrate specialised skills to create products.
- Defend and apply choices made in using particular materials and equipment.
- Integrate the principles of good resource management and duty of care.

STAGE 1 ELECTRONICS

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Year 10 Electronics. – C Grade or better</td>
</tr>
<tr>
<td>Pathways:</td>
<td>TAFE, Employment</td>
</tr>
</tbody>
</table>

Special Conditions:
Mandatory requirement of closed footwear required at all times. Depending on the size of their major projects students may need to contribute financially to its cost.

Description:
A one-semester course that develops skills in printed circuit board manufacture and soldering. Students are encouraged to design their own circuits and ensure that the completed product is presented in a professional package. Emphasis is placed on working safely with the equipment being used.

The topics studied:
- Circuit board design and construction
- Soldering
- Component Identification
- Safety

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally and externally moderated.

Assessment Types:
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product
- Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in assessment task three with evidence of ongoing evaluation within these two stages.
- Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.
Learning Requirements:
Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject.

YEAR 10 HOME & PROPERTY MAINTENANCE
Semester: 1 or 2
Units: 1
Pre-Requisites: A successful completion of a semester course in Year 9 Technology is recommended.
Pathways: Doorways to Construction
VET Furnishing

Special Conditions:
Wearing of appropriate safety clothing and strong protective footwear is mandatory when working in the workshop.

Description:
This course is in preparation for Doorways to Construction Certificate 1. It is school based and will involve students in basic home and property maintenance. This may include:
- Bricks and pavers
- Levels and measurement
- Basic construction in wood, cement and concreting
- Safe practice and tool maintenance
- Taps and seals, power tools, doors, hinges and handles.

Assessment:
Completion of the following competencies:
- Follow Occupational Health & Safety Policies and Procedures (BCGM1001B)
- Undertake a Basic Construction Project (BCGUE)
- Participation in school based projects and demonstration of basic work skills required in the construction industry

Learning Requirements:
Successful students will:
- Demonstrate safe work practices
- Use appropriate equipment and tools for completing projects
- Work successfully in a team and also independently
- Develop an understanding of roles in the Construction Industry

STAGE 1 INFORMATION TECHNOLOGY – COMMUNICATION PRODUCTS A
Semester: 1
Units: 10 credit points
Pre-Requisites: N/A
Pathways: This course leads to Stage 1 Communication Products B and Stage 2 Information Technology – Communication Products

Description:
The focus of this course will be the use of Adobe Creative Suite CS5 to produce applications. Students will also be exposed to using Photoshop and Flash. The students will be involved in the design process to investigate, design/plan, produce and evaluate a product which they create. Students will learn both practical skills in using Flash and aspects of programming using both Action Script 2 and Action Script 3.

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.
Assessment Types:
- Skills and application tasks
- Folio documenting the planning and investigating of a product (e.g. an animated webpage or introduction page using FLASH)
The completion of a product

**Learning Requirements:**
In this subject, students are expected to:
- Use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems
- Apply skills and concepts to manipulate and process data to generate an outcome
- Apply information technology knowledge, skills, and recommended practices and techniques to new and existing systems
- Use analysis and problem-solving methods to design, develop and validate reliable and accurate systems
- Discuss and analyse the ethical use and social impact on individuals and society, of current and potential computer-based systems.

### STAGE 1 INFORMATION TECHNOLOGY – COMMUNICATION PRODUCTS B

**Semester:** 2  
**Units:** 10 credit points

**Pre-Requisites:** N/A

**Pathways:** This course leads to Stage 2 Information Technology – Communication Products

**Description:**
The focus of this course will be the use of Adobe Creative Suite CS5 to produce elements for a website. Students will also be exposed to using Photoshop and DreamWeaver. The students will be involved in the design process to investigate, design/plan, produce and evaluate a product in which they create. Students will learn both practical skills in using flash and aspects of programming using both Action Script 2 and Action Script 3.

**Assessment:**
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**
- Skills and application tasks
- Folio documenting the planning and investigating of a product (e.g. an introduction page to a website)
- The completion of a product

**Learning Requirements:**
In this subject, students are expected to:
- Use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems
- Apply skills and concepts to manipulate and process data to generate an outcome
- Apply information technology knowledge, skills, and recommended practices and techniques to new and existing systems
- Use analysis and problem-solving methods to design, develop and validate reliable and accurate systems
- Discuss and analyse the ethical use and social impact on individuals and society, of current and potential computer-based systems.

### STAGE 2 INFORMATION TECHNOLOGY - COMMUNICATION PRODUCTS

**Semester:** 1 &/or 2  
**Credits:** 10 &/or 20

**Pre-Requisites:** Stage 1 Information Technology- Communication Products strongly recommended

**Pathways:** Employment or tertiary studies at TAFE or University.

**Description:**
The focus of this course will be the use of Flash CS4 to produce Applications and/or elements of a webpage. Students will also be exposed to using Adobe Creative Suite CS5. The students will be involved in the design process to investigate, design/plan, produce and evaluate a product in which they create. Students will learn both practical skills in using Flash and aspects of programming using both Action Script 2 and Action Script 3 and developing webpages.
Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

School Assessed (70%)
- Assessment Type 1: Three Skills and Applications Task
- Assessment Type 2: Two Products

Externally Assessed (30%)
- Assessment Type 3: Two Folios

Learning Requirements:
Successful students will be able to:
- Show an understanding of the way the computer works as a system.
- Communicate an understanding of IT terminology, concepts and processes.
- Design, develop, and evaluate solutions to IT problems, using the problem-solving technique of a systems development life cycle.
- Apply information technology knowledge and skills to create a product or system.
- Use information technology to create an outcome that meets the needs of a given client.
- Make informed judgments about the current and potential impacts of IT systems on a given client or users of IT by discussing issues related to the use of these systems.

CERTIFICATE II INFORMATION TECHNOLOGY

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Employment, traineeships or studies at TAFE.</td>
</tr>
</tbody>
</table>

Description:
Students study 16 units structured in 6 subject areas:

- **IT Fundamentals of Hardware**
  - Operate computer hardware
  - Connect computer peripherals

- **Applications**
  - Word
  - Access
  - Excel
  - Access the Internet

- **Integrated Packages**
  - Word, Access & Excel

- **System Maintenance**
  - Install software
  - Maintain equipment
  - Maintain system integrity

- **Enterprise Skills & Vocational Placement**
  - Occupational health & safety
  - Work effectively in an IT environment
  - Participate in a team and individually
  - Apply problem solving techniques
  - Oral & written communication

- **Introduction to Digital Imaging**
  - Capture a Digital Image

Assessment:
Students are assessed with a variety of practical, written and oral tasks. Assessment is competency based according to the national training package relevant to the IT Industry.

Learning Requirements:
Students develop competencies which are measured against the learning criteria described in the 16 units.
YEAR 10 METAL A

Semester: 1 or 2
Pre-Requisites: A successful completion of a Semester course in Year 9 Technology is recommended
Pathways: Stage 1 Metal

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
Students will use welding processes to fabricate framing projects in their assessment tasks. Advanced sheet metal constructions are included in this course. The topics studied:
- Safe machinery operation and use of tools
- Gas Welding
- Sheetmetal folding and box construction
- Research on materials, fixtures and methods of production

Assessment:
Assessment Types:
- Practical Skills 70%
- Designing 20%
- Research 10%

Learning Requirements:
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.

YEAR 10 METAL B

Semester: 2
Pre-Requisites: Successful completion of a semester course in Year 9 Technology is recommended.
Pathways: Stage 1 Metal

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
Students will focus on the machining of metal on the metal lathe. They will fabricate projects using welding techniques and other fixtures. The topics studied:
- Safe use of machinery and tools
- Use of the automatic metal lathe
- Gas welding
- Fabrication
- Screws, threads, and metal fasteners
- Materials and process research

Assessment:
Assessment Types:
- Practical skills 70%
- Designing 20%
- Research 10%

Learning Requirements:
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical project
STAGE 1 METAL
Semester: 1 &/or 2
Pre-Requisites: Year 10 Metal – C Grade or better.
Pathways: Stage 2 Metalwork, Doorways 2 Construction
Special Conditions: Mandatory requirement of closed footwear required at all times. Depending on the size of their major projects students may need to contribute financially to its cost.

Description:
Students will manufacture projects and use selected exercises to develop and further enhance their skills and knowledge of working with metal.
The topics studied:
- Metal lathe operations
- Advanced welding with ARC and MIG
- Metal materials and structures
- Designing
- Critiquing projects and products
- Written and practical exam

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally and externally moderated.

Assessment Types:
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
- Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
- Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.

Learning Requirements:
Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area.

STAGE 2 METAL CONSTRUCTION
Semester: 1 & 2
Pre-Requisites: Students must have satisfactorily completed 1 semester of Stage 1 Metal or via teacher recommendation.
Pathways: TAFE, Apprenticeships / Employment
Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
The metal construction course uses the design process to realise the production of a product. The skills required to complete the course are in metal machining and welding / fabrication. Students will use the design process as well as critiquing products and researching related technical issues. The topics studied:
- Advanced metal machining
- Welding with gas, MIG and ARC equipment
- Designing
- Researching ergonomics and the role it plays in product development
Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

School Assessed (70%)
- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Product

Externally Assessed (30%)
- Assessment Type 3: Folio

Learning Requirements:
Successful students will be able to:
- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Use appropriate design strategies to design, make, and evaluate specified products, processes, or systems
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions
- Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system
- Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems
- Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology

YEAR 10 PHOTOGRAPHY

Semester: 1 or 2
Units: 10 credit points

Pre-Requisites:
Satisfactory completion of Year 9 Technology is recommended

Pathways:
Stage 1 Photography, Amateur Photography.

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
A semester length course introducing digital imaging. Students will learn Photoshop techniques and composition.

The topics studied:
- The SLR camera
- Camera technique using aperture and shutter speeds
- Digital techniques and software applications
- Practical skills such as portraiture, photographing movement, close up photography

Assessment:
Assessment is subject to SACE Board moderation.

Assessment Types:
- Creative use of the camera
- The SLR camera and terminology
- Camera technique and care
- Digital imaging and software applications

Learning Requirements:
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.
# STAGE 1 PHOTOGRAPHY

**Semester:** 1 or 2  
**Credits:** 10  
**Pre-Requisites:** Year 10 Photography – C Grade or better  
**Pathways:** Stage 2 Photography

### Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

### Description:
This course studies Photography as Communication Design. Students will revise and extend the skills gained in Year 10 Photography and then plan and produce a major assignment. The Course is SACE Board approved. The topics studied address the five capabilities communication, citizenship, personal development, work and learning.

### Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

#### Assessment Types:
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
- Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
- Product Realisation 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.

### Learning Requirements:
Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area.

# STAGE 2 PHOTOGRAPHY

**Semester:** 1 & 2  
**Credits:** 20  
**Pre-Requisites:** Successful completion of Stage 1 Photography  
**Pathways:** TAFE Photography, Graphics  
University of SA, Visual Arts Design

### Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

### Description:
The course conforms to SACE Board Stage 2 Design and Technology – Communication Products guidelines. The course develops student skills and abilities in the study, planning and creation of imagery to satisfy a design brief.

### The topics studied:
- Critiquing Tasks – Product Design and Marketing; Technological Issues.
- Design and Communication Task
- Realisation and Evaluation
- Specialised Skills Assignment

### Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the
performance standards. The capabilities are citizenship, communication, learning, personal development and work.

School Assessed (70%)
- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Product

Externally Assessed (30%)
- Assessment Type 3: Folio

**Learning Requirements:**
Successful students will be able to:

- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Use appropriate design strategies to design, make, and evaluate specified products, processes, or systems
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions

Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system

- Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems
- Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology

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**YEAR 10 TECHNICAL GRAPHICS**

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Year 11 Technical Graphics</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Students will require computer and internet access and a suitable storage device to save their work.

Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

**Description:**
A semester length course introducing students to techniques such as isometric and orthogonal drawings. Details showing correct layout and dimensioning standards are included as is a section on Computer Aided Drawing using the Pro-desktop graphics program.

The topics studied:
- Isometric and orthogonal drawing
- Dimensioning
- Mechanical drawing
- Computer aided drawing

**Assessment:**
- Knowledge and understanding of theory topics
- Practical drawing skills

**Learning Requirements:**
Successful students will be able to:

- Examine critically the competing values embodied in design products, processes and systems.
- Present analysis of possible technological futures.
- Independently generates design strategies to create ethically defensible products.

Demonstrates high level skills, ineffectively recording and communicating design thinking.
Demonstrate specialised skills to create products.
Defend and apply choices made in using particular materials and equipment.
Integrate the principles of good resource management and duty of care.
**STAGE 1 TECHNICAL GRAPHICS**

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 or 2</th>
<th>Credits:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Year 10 Technical Graphics – C Grade or better</td>
<td>Pathways:</td>
<td>Stage 2 Technical Graphics</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Students will require computer and internet access.

**Description:**
A semester length course that introduces students to areas including Mechanical Drawing, Architectural Drawing, Geometrical Development and drawing to AS1100. Computer Aided Drawing processes will also be included.

The topics studied:
- Mechanical drawing
- Architectural drawing
- Australian drawing standards
- Computer aided drawing
- Theory

**Assessment:**
Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
- Folio 40%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
- Product Realisation 30%: Students present for assessment the product they have made in response to the design brief documented in the folio.

**Learning Requirements:**
Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area.

**STAGE 2 TECHNICAL GRAPHICS**

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 &amp; 2</th>
<th>Credits:</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Strongly recommend students have satisfactorily completed Stage 1 Technical Graphics.</td>
<td>Pathways:</td>
<td>TAFE, Apprenticeship / Employment</td>
</tr>
</tbody>
</table>

**Special Conditions:**
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.

**Description:**
The Technical Graphics course investigates the use of Computer Aided Drawing in the workplace. Students have the opportunity to use CAD programs and develop their graphics skills in a variety of mediums.

The topics studied:
- Use of pro-desktop graphics program.
- 3D and 2D drawing.
- AS1100 drawing standards.

**Assessment:**
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

School Assessed (70%)
- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Product

Externally Assessed (30%)
- Assessment Type 3: Folio

**Learning Requirements:**
Successful students will be able to:
- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures.
- Use appropriate design strategies to design, make and evaluate specified products, processes, or systems.
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely.
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions.

Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system.

Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems.

Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology.

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**YEAR 10 WOOD**

**Semester:** 1 or 2  
**Units:** 1 or 2

**Pre-Requisites:**  
Successful completion of a Year 9 Semester course in Technology is recommended.

**Pathways:**  
Stage 1 Wood, VET Furnishing

**Special Conditions:**  
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

**Description:**  
Students will study and produce framing products made from wood using traditional jointing procedures.

The topics studied:
- Hand and machine production of joints
- Safe machine use
- Material properties and features
- Assembly and finishing techniques

**Assessment:**
**Assessment Types:**
- Practical Skills 70%
- Designing 20%
- Research 10%

**Learning Requirements:**
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing project
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects

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**STAGE 1 WOOD**

**Semester:** 1 & or 2  
**Credits:** 10 or 20

**Pre-Requisites:**  
Year 10 Woodwork – C grade or better

**Pathways:**  
Stage 2 Furniture Construction
Special Conditions:
Mandatory requirement of closed footwear at all times. Depending on the size of their major projects students may need to contribute financially to its cost.

Description:
Students will be able to use traditional and contemporary joints and jointing systems to manufacture carcase constructions.
The topics studied:
- Contemporary fixtures (Semester 1)
- Traditional joinery (Semester 2)
- Safe machine practices
- Critiquing
- Designing
- Written and practical exam

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
- Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Topic 3, with evidence of ongoing evaluation within these 2 stages.
- Product Realisation 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.

Learning Requirements:
Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area.

STAGE 2 FURNITURE CONSTRUCTION

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Students need to have satisfactorily completed at least 1 semester of Woodwork at Stage 1 or via teacher recommendation.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>TAFE, Apprenticeship / Employment</td>
</tr>
</tbody>
</table>

Special Conditions:
Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop

Description:
The course in future construction is based on the design and manufacture of interior furniture. Students will use the design process to investigate, devise and realise the end product. Critiquing and research are used to compare and analyse modern products and technological issues.
The topics studied:
- Safe machinery operations
- Advanced joint production/carcase and framing construction and finishing technique
- Designing
- Researching current trends in furniture construction

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.
School Assessed (70%)
Assessment Type 1: Skills and Applications Task
Learning Requirements:
Successful students will be able to:

- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Use appropriate design strategies to design, make and evaluate specified products, processes, or systems
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions

Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact a process, or a system

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CERTIFICATE I GENERAL CONSTRUCTION Doorways 2 Construction (D2C)

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20 - 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>A genuine interest in the building industry</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Building Construction (General)</td>
</tr>
<tr>
<td></td>
<td>Doorways Plus at Year 12</td>
</tr>
</tbody>
</table>

Special Conditions:
A selection process with application and interview will apply. This course requires students to wear at all times the appropriate industry apparel for working in construction. Steel capped boots and shirt will be provided by CITB. Long pants are necessary.

Assessment:
Assessment is subject to SACE Board moderation. Each unit of competency is individually assessed.

Learning Requirements:
The following units of competency are delivered:

- **BCGVE 1004B** Undertake basic estimation and costing
- **BCGVE 1002B** Undertake a basic construction project
- **BCGCM 1001B** Follow OHS Policies and Procedures
- **BCGCM 1002B** Work effectively in the General construction industry
- **BCGCM 1003B** Plan and organise work
- **BCGCM 1004B** Conduct workplace communication
- **BCGCM 1005B** Carry out measurements and calculations
- **BCGCM 2001B** Read and interpret plans and specifications
- **BCGCM 2006B** Apply basic levelling procedures
- **BCGVE 1001B** Handle construction materials
- **BCGVE 1002B** Undertake a basic construction project

CERTIFICATE I FURNISHING

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: Stage 1 15 - 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>A genuine interest in the Furnishing Industry pathway / Woodwork</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Furnishing Industry/Cabinet making</td>
</tr>
</tbody>
</table>

Special Conditions:
Wearing and co-operation with appropriate safety equipment
Protective footwear is mandatory when working in a workshop.
Sound attitude in relation to power machinery usage.
Assessment:
Competency based assessment to industry standard.
Structured Workplace Learning (Certificate related)

Learning Requirements:
The following units of competency are delivered:

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMFCR 0004A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>LMFFM 1001A</td>
<td>Construct a Basic timber Furnishing Product</td>
</tr>
<tr>
<td>LMFFM 2005A</td>
<td>Joining Solid Timber</td>
</tr>
<tr>
<td>LMFCR 0001A</td>
<td>Follow Safe Working Policies and Practices</td>
</tr>
<tr>
<td>LMFCR 0002A</td>
<td>Communicate in the Workplace</td>
</tr>
<tr>
<td>LMFCR 003A</td>
<td>Carry out Measurement and Calculations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLEXIBLE LEARNING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICE FACTOR</td>
</tr>
<tr>
<td>Semester: 1 &amp; / or 2</td>
</tr>
<tr>
<td>Pre-Requisites:</td>
</tr>
</tbody>
</table>

Special Conditions:
Students are specially selected for this course.
The course will involve participation in formal matches held at the Ice Arena one day a week.

Description:
The Ice Factor aims to give students the skills and confidence to work as a member of a team in the formation of an Ice Hockey Team. This course is designed for students who are at risk of leaving school early and who need to develop skills. (Students gain 10 SACE credit points for participation in this course).

Assessment:
Participation in all aspects of the course.

Learning Requirements:
Successful students will be able to:
- Seek sponsorship
- Communicate appropriately with others
- Meet deadlines
- Have a common vision
- Develop team building skills

<table>
<thead>
<tr>
<th>YOUTH OPPORTUNITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester: 1 or 2</td>
</tr>
<tr>
<td>Pre-Requisites:</td>
</tr>
</tbody>
</table>

Special Conditions:
Students are specially selected for this course.
The course will involve participation in an off site program, one day / week over 10 weeks.

Description:
Youth Opportunities is a self awareness / improvement program for Year 10 students. Students are selected by the Youth Opportunities Team based on a set of criteria.
Students undergo a 10 week program which aims to give them the skills to be able to set personal goals, to develop their potential as young adults and to develop their interpersonal skills. Students gain 10 SACE credit points for this program.

Assessment:
At the end of the program, students graduate at a formal ceremony where they recount their journey to friends and family.

Learning Requirements:
Successful students will be able to:
- Develop goal setting skills
- Develop interpersonal skills
- Practice public speaking
HEALTH

YEAR 9 HEALTH

Semester: 1 or 2  |  Units: 1
Pre-Requisites:  |  N/A
Pathways:  |  Stage 1 Health

Description:
In studies of Health, students focus on personal decisions and behaviours, community structures and practices in promoting health and positive lifestyle choices.

The topics studied:
- Beyond Blue Positive Mental Health Program including self esteem, identity, relationship skills, effective communication, harassment and bullying, cyber safety, conflict resolution, decision making, conflict resolution, assertive behaviour, values and beliefs, body image
- SHARE – Sexual Health and Relationship Education
- Drug Education
- Child Protection Curriculum

Assessment:
Assessment Types:
- Assignment work
- Bookwork
- Observation checklist of classroom interactions and participation

Learning Outcomes:
Successful students will be able to:
- Develop positive relationships within the classroom setting
- Display appropriate and effective communication skills
- Develop tolerance and understanding of diversity
- Gain knowledge and skills to make informed decisions and plan strategies
- Implement and evaluate actions that promote a healthy lifestyle

STAGE 1 HEALTH

Semester: 1 or 2  |  Credits: 10
Pre-Requisites:  |  Successful completion of Year 9 Health
Pathways:  |  Certificate II Community Services, Bachelor of Health Sciences, Bachelor of Nursing

Description:
Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment.
Core Concepts include: Ways of Defining Health and Health Literacy

Option Studies 1 of the following:
- Health and a participation in an active lifestyle
- The effects of alcohol, tobacco and other drugs on health
Health and the environment
Contemporary health priorities in Australia
Health and relationships
Mental and emotional health
Growing up healthy
Careers and Vocational Studies in Health

Assessment:
Assessment Types:
Issues response
Group activity
Investigation

Learning Outcomes:
Successful students are expected to:
Identify and understand influences on personal and community health and well-being
Investigate the roles and responsibilities of individuals, communities and governments in addressing health and well-being issues and priorities
Analyse current trends and issues affecting the health of Australians and the role of education in promoting and enhancing health outcomes

Develop group skills and apply them in a practical area related to health
Work independently and in groups, and reflect on personal and social actions to promote improved health outcomes for individuals and communities
Understand and apply health literacy skills

HOME ECONOMICS

<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>Home Economics Including Textiles 1 Semester</td>
<td>Food Technology 1 Semester</td>
<td>Food &amp; Culture 1 Semester</td>
<td>Foods 10 credits&lt;br&gt;Hospitality 10 credits</td>
<td>Food &amp; Hospitality Studies 10 or 20 credits&lt;br&gt;Integrated Learning – Café Enterprise 10 credits</td>
</tr>
<tr>
<td>Year 8 Textiles 1 Term</td>
<td>Fabric &amp; Clothing 1 Semester</td>
<td>Food Principles 1 Semester</td>
<td>Child Studies 1 10 credits</td>
<td>Child Studies 10 or 20 credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent Living 1 Semester</td>
<td>Child Studies 2 10 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design &amp; Fashion 1 Semester</td>
<td>Fashion Industry 10 credits</td>
<td></td>
</tr>
</tbody>
</table>

Certificate I Hospitality (Kitchen Operations)<br>Certificate 2/3 Hospitality available in 2013

Certificate I Hospitality (Operations)<br>Certificate 2/3 Hospitality available in 2013
YEAR 10 INDEPENDENT LIVING

Semester: 1 or 2 Units: 1

Pre-Requisites: N/A

Pathways:
- Stage 1 Child Studies 1
- Stage 1 Child Studies 2
- Stage 1 Food and Hospitality

Description:
This course is designed for individuals (male or female) who wish to develop skills and knowledge in being independent.
Students will learn about the following topics through theory and practical lessons:

The topics studied:
- Budget food choices and preparation
- Healthy Food Choices
- The independence of adolescence
- Relationships
- Decisions related to becoming a parent
- Computerised babies – effect on independence
- Accommodation
- Managing a budget
- Decision making
- Food for entertaining
- Celebratory foods

Assessment:
Assessment Types:
- Research
- Reports
- Practical investigations
- Action Plans and Work Reports

Learning Requirements:
Successful students will be able to:

Integrate the principles of good resource management and duty of care when creating products, processes and systems and assemble effective arguments to defend these principles (5:6)
Critically appraise the interrelationships of factors that influence growth and development and the ways of promoting healthy growth and development of themselves and others in the community. (5.4)

Critically analyse the immediate short and long term consequences and the interrelationships of behaviours that effect the health of communities (5.6)
Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
STAGE 1 CHILD STUDIES 1
Semester: 1  Credits: 10
Pre-Requisites: Successful completion of a semester of Home Economics at Year 9 or 10.
Pathways: Stage 2 Childhood Studies, Childcare, Teaching, Health Industry
Description:
This topic examines the dynamic nature of children and their care.

The topics studied could include:
- Decisions related to parenting and care giving
- Computerised babies
- Child development and learning activities
- Consumer implications for children and families
- Safety issues for children

Students will research and participate in activities which support the development of the capabilities:
- Communication, citizenship, personal development and work and learning
- Nutrition and food for children
- Child abuse and protective practices

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will have work assessed by teachers and then moderated externally.

Assessment Types:
- Practical activities
- Group activities
- Investigation

Learning Requirements:
Students will be assessed using performance standards from the curriculum outline.

The 7 learning requirements are:
- Investigate contemporary issues relevant to the safety, health, and well-being of children
- Apply knowledge and problem-solving skills to a range of practical tasks related to the study of children from conception to 8 years of age
- Develop and implement management skills in an individual or collaborative context supporting the health and well-being of children
- Make informed decisions about, and reflect on, contemporary issues relating to child development
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
- Collaborate to take action to support the health and well-being of children
- Reflect on the impact of information and communication technologies on the health and well-being of children

STAGE 1 CHILD STUDIES 2
Semester: 2  Credits: 10
Pre-Requisites: Successful completion of a semester of Home Economics at Year 9 or 10.
Pathways: Stage 2 Childhood Studies, Childcare, Teaching, Health Industry
Description:
This topic examines the dynamic nature of children and the Childcare Industry.

The topics studied could include:
- The rights of children
- Contemporary childhood issues
- Ethical ways of studying working with or observing children
- The media and children
- Government policies and their implication for children
Child protection legislation
Child safety
Support services and practices for children
Learning activities for children
Community support services for individuals, children and their families.

Students will research and participate in activities which support the development of the capabilities: communication, citizenship, personal development, work and learning.

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Practical activities
- Group activities
- Investigation

Student work will be school assessed and moderated externally.

Learning Requirements:
Students will be assessed using performance standards from the curriculum outline.
The 7 learning requirements are:
- Investigate contemporary issues relevant to the safety, health, and well-being of children
- Apply knowledge and problem-solving skills to a range of practical tasks related to the study of children from conception to 8 years
- Develop and implement management skills in an individual or collaborative context supporting the health and well-being of children
- Make informed decisions about, and reflect on, contemporary issues relating to child development
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
- Collaborate to take action to support the health and well-being of children
- Reflect on the impact of information and communication technologies on the health and well-being of children.

**STAGE 2 CHILDHOOD STUDIES**

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Credits:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
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<table>
<thead>
<tr>
<th>Pre-Requisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>Pathways:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Entrance</td>
</tr>
<tr>
<td>Certificate 3 Community Services – Childcare</td>
</tr>
<tr>
<td>Certificate 2 in Community Services – Childcare</td>
</tr>
</tbody>
</table>

Description:
This subject focuses on children’s growth and development from conception to 6 years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. They will develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children’s lives are affected by many factors: their relationship with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

The topics studied:
- lifestyle influences on the care of children
- importance of play and activities on the development of children
- children’s nutrition
- children’s developmental capabilities 0-8 years (including those with special needs)
- contemporary issues with children
- technology and its influence on children
Assessment:
School based Assessment
   Practical Activity
   Group Activity
   Investigation

Learning Requirements:
Successful students will be able to:
   Apply knowledge and problem-solving skills to practical activities and concepts related to the study of children and their development, from conception to birth
   Demonstrate an understanding of issues related to the health and wellbeing of children
   Analyse contemporary issues related to health and wellbeing
   Evaluate contemporary issues related to child development
   Use technology to prepare learning activities for children in a culturally diverse society
   Evaluate the impact of technology on health and wellbeing
   Work individually and collaboratively to support health and wellbeing

YEAR 9 FABRIC AND CLOTHING
Semester: 1 or 2   Units: 1
Pre-Requisites: Satisfactory completion of Year 8 Home Economics
Pathways:
   Year 10 Food and Culture. Year 10 Design and Fashion
   Year 10 Independent Living. Year 10 Food Principles.

Special Conditions:
Students may be required to supply some material resources

Description:
Students will learn about the following topics through theory and practical lessons:
The topics studied:
   Nature and use of fabrics
   Fabric properties, care and labelling
   Design and decorative applications
   Craft techniques - beading, applique, toy making, sports equipment covers etc.
   Basic clothing construction skills - board shorts, commercial patterns
   Decision making and clothing

Assessment:
Assessment Types:
   Practical component
   Theory
   Research Study /Test

Learning Requirements:
Successful students will be able to:
   Demonstrate skills in using a broad range of recognised communication forms and technologies to convey design thinking (4:3)
   Evaluate materials and equipment in order to meet principles of function, aesthetics and sustainability (4:5)
   Analyse and apply the principles of good resource management, sustainability and duty of care in their design and making practice (4:6)
   Explain the decisions and choices made in design and manufactured products, processes and systems and identify alternative possibilities (4:1)
   Evaluate materials and equipment in order to meet principles of function, aesthetics and sustainability (4:5)
YEAR 10 DESIGN AND FASHION

Semester: 1 or 2  Units: 1  
Pre-Requisites: N/A  
Pathways: Stage 1 Fashion Industry

Special Conditions:
An interest in design and the fashion industry.

Description:
Students will learn about the following topics through theory and practical lessons:
- Textiles
- Fabric & clothing construction
- Pattern terminology and simple adaptations
- Textile labelling and design
- Fashion through the ages
- Jobs in the industry
- Design principles
- Purpose of clothing

Assessment:
Assessment Types:
- Practical and theory applications
- Research Study

Learning Requirements:
Successful students will be able to:
- Examine critically the competing values embodied in design products processes and systems clarify relationships amongst people products and quality of life and present ethical analysis of various technological futures. (5.1)
- Independently generate and manage design strategies to create ethnically defensible products processes and systems. (5.2)
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking. (5.3)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

STAGE 1 FASHION INDUSTRY

Semester: 1 or 2  Credits: 10  
Pre-Requisites: N/A  
Pathways: TAFE courses - Clothing and Footwear

Special Conditions:
Students will be required to purchase fabric and textile items to support the construction of finished products.

Description:
This course examines the dynamic nature of clothing, fashion and the fashion industry.
The topics studied:
- Clothing construction
- Fashion choices
- Design principles in textiles
- Jobs in the fashion industry
- Mass production of clothes and it’s impact
- Fashion accessories

Product development and production will be required using textiles and fabric. Students will research and participate in activities which support the capabilities: communication, citizenship, personal development and work.

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and...
work. The subject will be internally and externally moderated.

Assessment Types:
Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.

Learning Requirements:
Students will be assessed using performance standards from the curriculum outline. The 6 learning requirements are:

Investigate the purpose, design concepts, and production techniques of existing products, processes, or systems
Create, test, modify, validate, and communicate design ideas for an identified need, problem, or challenge
Recognise and use the differing characteristics and properties of materials, components, techniques, and equipment to make products or systems safely
Use the design process to gather, analyse, and apply information to solve technological problems
Use a range of technological activities, appropriate knowledge, and understanding of skills, processes, procedures, and techniques
Examine the impact of technological practices and products on individuals, society or the environment.

YEAR 9 FOOD AND FOOD TECHNOLOGY
Semester: 1 or 2 Units: 1
Pre-Requisites: Satisfactory completion of Year 8 Home Economics.
Pathways: Any Year 10 Food, Design and Fashion, Independent Living Course

Description:
students will learn about the following topics through theory and practical lessons.

Food preparation
Meal planning
Food labels
Choosing healthy foods
Food hygiene and safety
Food preparation and presentation
Food production, processing and advertising
Kitchen equipment
Kitchen routines

Assessment:
Assessment Types:
Practical component
Theory
Research Study / Test

Learning Requirements:
Successful students will be able to:

Demonstrate skills for working effectively in groups and in teams, explore different constructions of group dynamics such as leadership and identify qualities for good leaders (4:5)
Integrate design skills to create personal strategies for designing culturally and socially defensible products and processes and systems (4:2)
Effectively use, in personally and interpersonally

Analyse and apply the principles of good resource management, sustainability and duty of care in their design and making practice (4:6)
Understand a range of influences on nutritional needs and implements a dietary strategy for adolescents (4:8)
appropriate ways, a range of skills that achieve consistent production outcomes (4:4)

YEAR 10 FOOD AND CULTURE

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of previous Home Economics is required.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>VET Certificate 1 Hospitality. Stage 1 Food and Hospitality.</td>
</tr>
</tbody>
</table>

Description:
The students will learn through theory and practical lessons.
The topics studied:
- Australian Food habits
- Fast foods and the Australian Dietary Guidelines
- History of food
- Cultural influences of our diet
- Different cultures around the world
- Festival and celebration food

Assessment Types:
- Practical Component
- Theory
- Research Study

Learning Requirements:
Successful students will be able to:
- Investigate key ways in which groups and cultures contribute towards forming identities (4:3)
- Critically assess and develop effective strategies and behaviours to promote safety (5:7)
- Examine critically the competing values embodied in designed products, processes and systems, clarify relationships amongst people, products and quality of life and presents ethical analysis of various technological futures. (5.1)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Critically analyse current dietary trends and the impact they have on health and experiments with different approaches to preparing and presenting food. (5.8)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

YEAR 10 FOOD PRINCIPLES

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Units: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
<td>Stage 1 Food and Hospitality</td>
</tr>
<tr>
<td></td>
<td>VET Hospitality Certificate 1 Operations and Hospitality Certificate 1 Kitchen Operations</td>
</tr>
<tr>
<td></td>
<td>Stage 1 Child Studies</td>
</tr>
</tbody>
</table>

Description:
Students will learn about the following topics through theory and practical lessons:
- Yeast Cookery
- Pastry Cookery
- Egg Cookery
- Meat Cookery
- Jam and Preserves
- Catering for small groups
- Convenience Foods
- Use of technology in the kitchen
Assessment Types:
- Practical Component
- Theory
- Research Task

Learning Requirements:
Successful students will be able to:
- Critically assess and develop effective strategies and behaviours to promote safety. (5.7)
- Independently generate and manage design strategies to create ethically defensible products processes and systems. (5.2)
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking. (5.3)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

### STAGE 1 FOODS

**Semester:** 1 or 2  
**Credits:** 10

**Pre-Requisites:** Successful completion of a Year 9 or Year 10 Foods course

**Pathways:** Stage 2 Food and Hospitality, Teaching, Nutrition, Dietetics, Bachelor of Hotel Management

**Description:**
This course of study examines the dynamic nature of food in our society.

The topics studied:
- Factors that influence food choice
- The effect of lifestyle on diet and health
- Healthy eating practices
- Influences of resources on food practices
- Sustainable practices in food preparation
- Trends in food and culture
- Food safety issues
- Creative food presentation
- Fresh food classification

Students will research and participate in activities that support the development of the capabilities: communication, citizenship, personal development, work and learning.

**Assessment:**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will have work assessed by teachers and then moderated externally.

**Assessment Types:**
- Practical activities
- Group activities
- Investigation

**Learning Requirements:**
Students will be assessed using performance standards from the curriculum outline.
The 7 learning requirements are:

- Apply knowledge and problem-solving skills to a range of practical tasks in food and hospitality and to critically evaluate the results
- Apply a range of practical skills, including management, organisational, and problem-solving skills, to contemporary issues in the food and hospitality industry
- Make informed decisions about, analyse, and critically evaluate contemporary issues affecting the food and hospitality industry in a range of contexts
- Select and use appropriate technology to prepare and serve food while applying safe food-handling practices
- Investigate the impact of contemporary health trends and/or socio-cultural issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Collaborate to prepare and present enterprise experiences supporting healthy eating practices
- Evaluate the impact of information and communication technologies, sustainable practices, and globalisation on the food and hospitality industry.

### STAGE 1 HOSPITALITY

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Credits:</th>
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<tbody>
<tr>
<td>2</td>
<td>10</td>
</tr>
</tbody>
</table>

**Pre-Requisites:** Successful completion of a Year 9 or Year 10 Foods course

**Pathways:**
- Stage 2 Food and Hospitality
- Teaching, Nutrition, Dietetics, Bachelor of Hotel Management

**Description:**
This course of study examines the dynamic nature of hospitality.

**The topics studied:**
- Nutritional needs throughout life and how they are met by the Food and Hospitality industry
- Legal and environmental aspects of food production and marketing
- Trends in food and culture
- The impacts of fast food and slow food trends
- Occupational Health and Safety
- Safe food production
- Food and Hospitality careers

Students will research and participate in activities that support the development of the capabilities: communication, citizenship, personal development, work and learning.

**Assessment Types:**
- Practical activities
- Group activities
- Investigation

Students will have work assessed by teachers and then moderated externally.

**Learning Requirements:**
Students will be assessed using performance standards from the curriculum outline. The seven learning requirements are:

- Apply knowledge and problem-solving skills to a range of practical tasks in food and hospitality and to critically evaluate the results
- Apply a range of practical skills, including management, organisational, and problem-solving skills, to contemporary issues in the food and hospitality industry
- Make informed decisions about, analyse, and critically evaluate contemporary issues affecting the food and hospitality industry in a range of contexts
- Select and use appropriate technology to prepare and serve food while applying safe food-handling practices
- Investigate the impact of contemporary health trends and/or socio-cultural issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Collaborate to prepare and present enterprise experiences supporting healthy eating practices
- Evaluate the impact of information and communication technologies, sustainable practices, and globalisation on the food and hospitality industry.
STAGE 2 FOOD AND HOSPITALITY STUDIES

Semester: 1 & 2  Credits: 20
Pre-Requisites: Successfully completed at least Year 10 Home Economics.
Pathways: University, Teaching, Nutrition, Dietetics, Bachelor of Hotel Management

Description:
This subject focuses on the impact of the food and hospitality industry on Australian society. Students will develop relevant knowledge and skills as consumers and/or as future industry workers.
The topics studied:
- Socio-Cultural Influences
- Technological Influences
- Economic and Environmental Influences
- Political and Legal Influences
- Contemporary and Future Issues

Assessment:
School based Assessment 70%
- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
External Assessment 30%
- Assessment Type 3: Investigation

Learning Requirements:
Students will be assessed using performance standards from the curriculum outline. The 7 learning requirements are:
- Apply knowledge and problem-solving skills to a range of practical tasks in food and hospitality and to critically evaluate the results
- Apply a range of practical skills, including management, organisational, and problem-solving skills, to contemporary issues in the food and hospitality industry
- Make informed decisions about, analyse, and critically evaluate contemporary issues affecting the food and hospitality industry in a range of contexts
- Select and use appropriate technology to prepare and serve food while applying safe food-handling practices
- Investigate the impact of contemporary health trends and/or socio-cultural issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Collaborate to prepare and present enterprise experiences supporting healthy eating practices
- Evaluate the impact of information and communication technologies, sustainable practices, and globalisation on the food and hospitality industry

STAGE 2 INTEGRATED LEARNING - CAFÉ ENTERPRISE

Semester: 1  Credits: 10
Pre-Requisites: Satisfactory Completion of Year 10 Home Economics Courses.

Description:
Students gain an understanding of:
- Café Culture
- Running a food outlet
- Costings – profit and loss
- Organisation, preparation and presentation of food
- Customer service
- Reflection of business practice

Students gain practical experience in:
- Styles of food and beverages for cafes
- Preparation of foods and beverages
- Processes and systems
- Customer service
- Team work

Assessment:
School based Assessment 70%
Assessment Type 1: Discussion and Folio
Assessment Type 2: Group Activity
Assessment Type 3: Practical
External Project 30%
Assessment Type 4: Individual Project

Learning Requirements:
Students will be assessed using performance standards from the curriculum outline. The 6 learning requirements are:

- Develop and apply knowledge, concepts and skills to achieve a purpose
- Investigate and analyse concepts, ideas and skills from different perspectives
- Work collaboratively with others
- Demonstrate self-awareness in reflecting on and evaluating learning
- Communicate ideas and informed opinions
- Develop and understand connections between the program focus and the capability in each chosen key area

CERTIFICATE I HOSPITALITY (OPERATIONS –FRONT OF HOUSE)

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 or 2</th>
<th>Credits:</th>
<th>15 - 35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>An interest in the Hospitality Industry</td>
<td>Student selection will require teacher recommendation.</td>
<td></td>
</tr>
<tr>
<td>Pathways:</td>
<td>This certificate provides a basis for a career pathway in the hospitality industry. Further qualifications can be pursued across a range of disciplines up to an Advanced Diploma in Hospitality (Management)</td>
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</tbody>
</table>

Special Conditions:
An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher, Jenny Anderson, and by the school’s VET Coordinator. This course requires students to wear the appropriate industry apparel, as described at the enrolment meeting early in Term 3. Students will need purchase basic uniform – black pants, black shoes. White shirts with the school logo can be hired through the school. Workplace Learning is compulsory. Students will need to participate in negotiated functions both at school and off-site to meet the compulsory structured workplace learning requirement. These are negotiated with the Teacher. Material costs are $210 which includes the full cost of excursions to Hospitality Training Centres. This also includes the cost of the required shirt.

Description:
This course is conducted in the function and commercial kitchen facilities of the WHS Trade Training Centre and it covers aspects of presenting and serving food and non-alcoholic beverages to customers. Coffee making and service is included. Students will develop industry level skills that will allow them to work in restaurants and function centres. Successful completion leads onto further training as an apprentice or enrolment in related courses through a registered training organisation. This course has been designed to provide successful students with a nationally recognised qualification for entry into the hospitality industry workforce.

Assessment:
Assessment is competency based. The course has a strong practical focus linked to the national training package and other support materials. Structured Workplace Learning is compulsory and this will be negotiated in an appropriate worksite. Assessment will be required on the workplace learning. The supervisor/trainer from Willunga High School will conduct workplace visits to assist with the assessment as negotiated, depending on availability of a qualified workplace trainer/assessor.
**CERTIFICATE I HOSPITALITY (KITCHEN OPERATIONS)**

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 or 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits:</td>
<td>40 credit points</td>
</tr>
</tbody>
</table>

**Pre-Requisites:**
An interest in the Hospitality Industry

Student selection will require teacher recommendation and completion of registration form.

**Pathways:**
This certificate provides a basis for a career pathway in the hospitality industry. Further qualifications can be pursued across a range of disciplines up to an Advanced Diploma in Hospitality (Management)

**Special Conditions:**
A selection process is required. Students interested in enrolling for Certificate I In Hospitality (Kitchen Operations) must attend an information meeting in term 3 to explain the conditions and expectations. An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher and Coordinator. Workplace Learning is compulsory. This course requires students to wear the appropriate industry apparel. Fees: This course is resource expensive in terms of the various foods and equipment required. Students will need to participate in functions to help contribute to the delivery costs. Textbooks and workbooks are also required for this course. Students need to plan for these purchases. Basic materials cost $275. Uniform Hire $90. A refund of $50 when returned complete and in suitable condition.

**Description:**
This course is conducted in the function and commercial kitchen facilities of the WHS Trade Training Centre and it covers all aspects of storing, preparing and cooking of food. The course has been designed to provide successful students with a nationally recognised qualification for entry into the hospitality industry workforce. Students will need to participate in negotiated functions both at school and off-site to meet the compulsory structured workplace learning requirement. These are negotiated with the Teacher.

**Assessment:**
Assessment is competency based and each unit of competency is individually assessed. The course has a strong practical focus linked to the national training package and other support materials. The supervisor / trainer from Willunga High School will conduct workplace visits as negotiated.

**Learning Requirements:**
Successful students will be able to demonstrate the relevant competencies for Certificate 1 Hospitality (Kitchen Operations)
### YEAR 9 SOCIETY AND THE ENVIRONMENT

#### Semester: 1 & 2
- Units: 2
- Pre-Requisites: N/A
- Pathways: Year 10 Society and Environment which leads to New SACE Stage 1 History, Tourism, Business Studies, Gender, Workplace Practices A and Gender, Society and Law

#### Special Conditions:
This course is compulsory for 2 semesters.

#### Description:
The course is designed around the following SACS Framework: Societies and Cultures; Place, Space and Environment; Time, Continuity and Change; Social Systems.

The topics studied: (approx. 4 weeks each)
- Tourism
- Australian History to 1900
- Sharing Resources
- Political, Social and People’s Responsibilities
- Australian Economy
- Indigenous Cultures
- Australia All Over (Geography)
- Leal Systems
- Be Real Game
- Managing your finances

#### Assessment:
Assessment Types:
Students will be given a wide range of assessment methods and a choice for their research based learning assignments.

#### Learning Requirements:
This area of study is designed to help develop the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society and within a global community.
Successful students will be able to:

- Complete set tasks on time
- Present work in an organised manner
- Research and analyse issues and data
- Use a critical thinking skills approach to analyse an issue

Demonstrate 1 to 3 topic specific SACSA outcomes (skills, knowledge). Eg. Demonstrates understanding of ecological sustainability within Australia, is able to analyse issues relevant to Indigenous people.

Students also aim to extend knowledge of possible career pathways.

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**YEAR 10 SOCIETY AND THE ENVIRONMENT**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Units: 2</th>
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</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Successful completion of Year 9 Society and the Environment.</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Year 10 Society and Environment leads to SACE History, Tourism, Business Studies, Studies of Societies, Workplace Practices A and Gender, Law and Society</td>
</tr>
</tbody>
</table>

**Special Conditions:**
This course is studied over 2 semesters. In second semester the compulsory PLP of the New SACE is studied.

**Description:**
The course is designed around the following SACSA Framework: Societies and Cultures; Place, Space and Environment; Time, Continuity and Change; Social Systems. This is a 2 unit course which includes the PLP of the New SACE.

**Term 1 Topics studied:**
- Australia and the World in the 20th Century
- PLP introduction

**Term 4 Topics studied**
- Australia and Asia
- Coastal Water Resources

**Topics studied in Term 2 and 3 for the PLP:**
- Career Development (Careers Fast Track Program)
- Developing a Personal Learning Plan
- Preparing a Personal Portfolio, resume writing
- Developing employability skills including Work Experience

**Assessment:**

**Assessment Types:**
Students will be given a wide range of assessment methods and a choice for their research based learning assignments.

The PLP will be assessed and accredited for Stage 1 SACE and involves external SACE Board moderation. It must be passed at a C Grade or better.

**Learning Requirements:**
This area of study is designed to help develop the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society and within a global community.

Successful students will be able to:

- Use a critical thinking skills approach to analyse an issue

Demonstrate 1 to 3 topic specific SACSA outcomes (skills, knowledge). Eg. Demonstrates understanding of locations within Australia; is able to use a compass to find direction.

- Complete set tasks on time
- Present work in an organised manner
- Research and analyse issues and data

Eg demonstrates understanding of ecological sustainability within Australia, is able to analyse issues relevant to Indigenous people.

Students also aim to extend knowledge of possible career pathways.
STAGE 1 BUSINESS AND ENTERPRISE

Semester: 1 or 2  
Credits: 10
Pre-Requisites: Successful completion of Society and Environment at Year 10 level
Pathways: Stage 2 Business Studies, Tourism, Modern History and Workplace Practices

Description:
Students gain an understanding of business, operations and practice; develop an awareness of business, financial, and technological skills; participate in planning, developing and controlling business activities and evaluate decisions on business practices. Students have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The topics studied:
- Core Topic: Introduction to Business and Enterprise
- Option Topics: Establishing a Business; Marketing
- Focus Capabilities include: communication, citizenship, and learning

Assessment:
Assessment Types:
- Two folio pieces
- A practical assignment
- An issue study
Each is worth 25% and an assessment piece relates to each topic studied with the fourth combining several areas of study.

Learning Requirements:
The Performance Standards describe five levels of achievement that are reported with the grades A to E at the completion of the course.
Each level of achievement describes: Knowledge and Understanding, Analysis, Communication and Application.

STAGE 2 BUSINESS AND ENTERPRISE

Semester: 1 &/or 2  
Credits: 10 or 20
Pre-Requisites: Stage 1 Business and Enterprise is an advantage
Pathways: TAFE studies in Business, Manageent and Marketing related courses

Description:
Stage 2 Business and Enterprise is studied as a 20-credit subject. 30% of this course will be externally moderated. The course comprises a core topic and option topics.
Core Topics: The Business Environment; Business in Australia; The Nature and Structure of Business; The Business Enterprise.
Option Topics studied: People, Business and Work; Business and the Global Environment.

Assessment:
In this 20-credit subject, students demonstrate evidence of their learning through the following assessment types:
School-based Assessment (70%)
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 2: Issues Study
External Assessment (30%)
- Assessment Type 4: Report
The compulsory Report is up to a maximum of 2000 words in length. It can be a situation analysis that outlines the present state of an existing small to medium-sized business and examines aspects such as market, competitors, staff, and business structure. It can be an enterprise report that evaluates the enterprise established by the student and describes the business plan and other aspects associated with running the enterprise.
Learning Requirements:
Successful students will be able to:
- Demonstrate an understanding of business structures, and of business in a global environment
- Examine the ways in which business interacts with the various sectors of the economy
- Communicate ideas and information, using current business terminology in written, oral, graphical, and technological modes
- Develop the personal, social, enterprise, and literacy skills necessary in a business context

Demonstrate an understanding of the relationship between business theory and practice
Identify forces for change and current issues in the business environment, and evaluate the impact of these changes
Critically examine business decision-making processes, analysing economic, social, environmental, and ethical outcomes

### STAGE 1 GENDER, LAW AND SOCIETY

**Semester:** 1 or 2  
**Credits:** 10

**Pre-Requisites:** N/A

**Pathways:** Stage 2 Gender, Society and Law. Stage 2 Society and Culture

**Description:**
This subject encompasses concepts from three subject areas; Legal Studies, Women’s Studies and Society and Culture. Students analyse the way in which women and men are positioned in Western World society as well as in different cultures. Students explore; how popular media promotes gender stereotypes, the legal issues surrounding women and men in the workplace, and the rights of women and men in different societies and cultures. A key focus in Gender, Society and Law is to raise awareness of the cultural and legal issues women and men experience due to their gender and to empower students to become informed and educated citizens in relation to their knowledge about broader world issues. This topic is highly engaging and interesting for students who question how and why our current (and past) society has been constructed for both women and men, in terms of the societal expectations placed on them.

**Assessment:**
Assessment is subject to SACE Board moderation.
Students are assessed on performance standards with grades A to E.

Students demonstrate their learning through three assessment types:
- Practical
- Group Activity
- Folio and Discussion

Students study 3-4 topics in one semester including; Gender and Patriarchy in the Modern World, Gender and Cultural Law, Gender and Work, and Gender and Family Law.

**Learning Requirements:**
The Learning Requirements summarise the knowledge, skills and understandings that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:
- Develop and apply knowledge, concepts and skills to achieve a purpose
- Investigate and analyse concepts, ideas and skills from different perspectives, using a variety of sources
- Work collaboratively with others

Demonstrate self-awareness in reflecting on, and evaluating learning
Communicate ideas and informed decisions
Develop and understand connections between the program focus and the capability in each chosen key area

### STAGE 2 GENDER, LAW AND SOCIETY

**Semester:** 1 &/or 2  
**Credits:** 10 or 20

**Pre-Requisites:** N/A

**Pathways:** TAFE, University, Employment pathways
Description:
This subject encompasses concepts from three subject areas; Legal Studies, Women’s Studies and Society and Culture. Students analyse the way in which women and men are positioned in Western World society as well as in different cultures. Students explore; how popular media promotes gender stereotypes, the legal issues surrounding women and men in the workplace, and the rights of women and men in different societies and cultures. A key focus in Gender, Society and Law is to raise awareness of the cultural and legal issues women and men experience due to their gender and to empower students to become informed and educated citizens in relation to their knowledge about broader world issues. This topic is highly engaging and interesting for students who question how and why our current (and past) society has been constructed for both women and men, in terms of the societal expectations placed on them in the work and home domains.

Assessment:
Assessment is subject to SACE Board moderation. Students are assessed on performance standards with grades A+ to E-.
Students demonstrate their learning through four assessment types:
School Based Assessment (70%)
  Assessment Type 1: Practical
  Assessment Type 2: Group Activity
  Assessment Type 3: Folio and Discussion
External Assessment (30%)
  Assessment Type 4: Project

Learning Requirements:
The Learning Requirements summarise the knowledge, skills and understandings that
In this subject, students are expected to:
  Develop and apply knowledge, concepts and skills to achieve a purpose
  Investigate and analyse concepts, ideas and skills from different perspectives, using a variety of sources
  Work collaboratively with others

Demonstrate self-awareness in reflecting on, and evaluating learning
Communicate ideas and informed decisions
Develop and understand connections between the program focus and the capability in each chosen key area

STAGE 1 HISTORY
Semester: 1 or 2  Credits: 10
Pre-Requisites: Successful completion of year 10 S & E and English
Pathways: Stage 2 Modern History; Stage 2 Gender, Law and Society

Description:
In a study of Stage 1 History, students will have opportunities to develop knowledge and understanding of how men, women, and children lived and acted in different parts of the world in past times. Students will develop skills in historical inquiry by applying a variety of approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected societies in different regions of the world. They will find out how such decisions affected people in the past, and how they may continue to influence people. By examining the past, students will begin to develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.

The course includes development of skills to support historical inquiry through a minimum of two historical studies. The historical studies and inquiry will cover topics using either a thematic or a depth approach. The topics studied:
   An investigation of revolutions, terrorism, social and political upheavals, creative works, regions or local history. Special interest areas will be considered.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment consists of 4-5 tasks taken from 3 assessment types
Assessment Types: Each assessed type will have a weighting of at least 20%. 
Folio: essays, tests, group discussions
Source Analysis: through film, cartoons and newspaper extracts
Individual investigation using primary sources. Local history can be studied here

Learning Requirements:
Successful students will be able to:

- Explain how particular societies in selected periods and places have been shaped by both internal and external forces
- Identify and explain historical concepts;
- Understand how hypotheses and focusing questions are used to identify and explain historical concepts and develop skills of historical inquiry

Construct reasoned historical arguments based on an understanding of evidence from primary and secondary sources
Show empathy through an understanding and appreciation of the role of particular individuals and groups
Show how the study of history leads to an understanding of contemporary problems and issues and may be applied to the formulation of possible solutions

<table>
<thead>
<tr>
<th>STAGE 2 MODERN HISTORY</th>
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<tbody>
<tr>
<td><strong>Semester:</strong> 1 and 2</td>
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<tr>
<td><strong>Credits:</strong> 20</td>
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<tr>
<td><strong>Pre-Requisites:</strong></td>
</tr>
<tr>
<td>Stage 1 History is desirable</td>
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<tr>
<td><strong>Pathways:</strong></td>
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<tr>
<td>University, TAFE</td>
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<tr>
<td>Employment and careers in areas such as administration, business, government, law and politics, the arts, education, entertainment, journalism, publishing and the mass media, and tourism sociology.</td>
</tr>
</tbody>
</table>

Description:
Students research and review sources within a framework of inquiry and critical analysis, and make sense of a complex and radically changing world by connecting past and present. Through the study of past events, actions, and phenomena since c. 1500 students gain an insight into human nature and the ways in which individuals and societies function.

Students study:
- One topic from a choice of six thematic studies
- One topic from a choice of five depth studies
- An individual history essay

Thematic Study. Topics include:
- Pain and Gain: Modernisation and Society since c. 1700
- Intruders and Registers: Imperialism and its impact since c. 1500
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- A Sense of Belonging: Groups and Nations since c. 1500
- The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c. 1500
- Slaves, Serfs and Emancipation: Forced Labour since c. 1500

Depth Study. Topics include
- Public and Private Lives: A Social and Political History of Women since c. 1750
- The War to End all Wars: The First World War and its consequences c. 1870-1929
- An Age of Catastrophes: Depression, Dictators and the Second World War c. 1929-1945
- Post War Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Persecution and Hope: Power and Powerlessness in Society since c. 1500

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

Assessment:
Assessment is subject to SACE Board moderation.
School based Assessment (70%)
Learning Requirements:
Successful students will be able to:
- Explain how particular societies in selected periods and places have been shaped by both internal and external forces
- Identify and explain historical concepts;
- Understand how hypotheses and focusing questions are used to identify and explain historical concepts and develop skills of historical inquiry
- Construct reasoned historical arguments based on an understanding of evidence from primary and secondary sources
- Show empathy through an understanding and appreciation of the role of particular individuals and groups
- Show how the study of history leads to an understanding of contemporary problems and issues and may be applied to the formulation of possible solutions

Stage 2 SOCIETY and CULTURE

Semester: 1 or 2
Credits: 10
Pre-Requisites: N/A
Pathways: University, TAFE

Description:
Stage 2 Society and Culture is studied as a 10 credit subject. 30% of this course will be externally moderated.
Students study two topics (each from a different group of topics)

Topic Group 1: Culture
- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World.

Topic Group 2: Contemporary Challenges
- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment.

Topic Group 3: Global Issues
- Globalisation
- A Question of Rights
- People and Power.

Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment (70%)
- Folio
- Interaction

External Assessment (30%)
- Investigation

The investigation should be up to a maximum of 2000 words for a 20-credit subject.
Students undertake an independent investigation of a contemporary social or cultural issue. The issue may arise from a topic covered in the study of the subject, or it may be a topic linked to a student’s personal interest.
Learning Requirements:
Successful students will be able to:
- Demonstrate knowledge and understanding of social issues that affect contemporary societies
- Understand how social change occurs in response to competing demands
- Use analytical skills to investigate some of the defining myths and questions about contemporary societies and social issues
- Act in an informed way to suggest, and engage collaboratively in, possible solutions, outcomes, and social action
- Understand how hypotheses and focusing questions are used to guide the investigation of contemporary topic or social issue.

STAGE 1 TOURISM

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
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<tr>
<td>Stage 2 Tourism</td>
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<tr>
<td>Tourism / Hospitality Industry</td>
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<tr>
<td>University degrees in Business Management (Tourism)</td>
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Description:
The dynamic nature of tourism will be emphasised by focusing on contemporary issues and emerging tourism trends and developments.
The topics studied:
- Understanding the Tourism Industry
- Identifying Visitors and Hosts
These themes will be covered in the following Topics:
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Appreciating Tourism in Australia
Students will research and participate in activities which support the capabilities: communication, citizenship, personal development, work and learning

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Case Study
- Sources Analysis
- Practical Activity
- Investigation

Learning Requirements:
In this subject, students are expected to:
- Understand tourism knowledge, including the nature of tourists, tourism, and the tourism industry
- Apply an understanding of tourism concepts, including sustainable tourism and cultural sustainability in different contexts – local, national, and global
- Investigate and analyse emerging tourism trends, developments, and contemporary issues
- Demonstrate and apply the capabilities, including practical tourism skills, in different contexts
- Interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives
- Communicate information about tourism for particular audiences and purposes using a range and combination of modes.
Stage 2 Tourism is a 20-credit subject. 30% of this course will be externally moderated. This subject consists of four themes and twelve topics.

Themes:
- Operation 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

Topics:
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- Marketing Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and Organisations
- Tourism Industry Skills
- Negotiated Topic
- The Impacts of Tourism

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

School-based Assessment (70%)
- Assessment Type 1: Folio
- Assessment Type 2: Practical Activity
- Assessment Type 3: Investigation

External Assessment 30%
- Assessment Type 4: Examination

Assessment in Stage 2 Tourism consists of the following components, weighted as shown:
- Course Work 25%
- Communication Exercise 20%
- Practical Activity 25%
- Investigative Report 30%

The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (e.g. news report, radio interview and newspaper article), quotations, cartoons, graphical information (E.G. maps, photographs, diagrams) and statistical data. The examination will be marked by external assessors with reference to the performance standards.

Learning Requirements:
Successful students will be able to:
- Identify and explain the diverse nature of tourists, tourism, and the tourism industry
- Critically analyse the strategies required for sustainable tourism
- Understand and explain the implications of cultural diversity for tourism
- Investigate, examine, and evaluate important contemporary issues in tourism
- Demonstrate skills in evaluating and communicating information about tourism through a variety of modes
- Choose, evaluate, and apply the practical skills used in tourism.
STAGE 2 WORKPLACE PRACTICES

Semester: 1 &/or 2  Credits: 10 or 20  Pre-Requisites: N/A

Special Conditions:
Students enagaging in short vocational courses at Tertiary Training Institutes will be required to pay the fees associated with the course. These fees vary according to the length and level of the training. Students must be engaged in either work, (paid or unpaid), volunteer work or be willing to undertake Work Experience. Stage 1 students can undertake this course as no prerequisites are needed.

Description:
This course is ideal for motivated students who are engaged or wish to engage in a vocational course or work related activities that include the job training. It enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways. Students working as a volunteer in the community or working casually will have their work accredited through this course. It is designed to develop skills, knowledge and understanding related to the world of work. Students reflect on their capabilities, interests and aspirations. The focus capabilities are personal development, work and learning. 30% of the course is externally moderated.

The course covers:
- Industry and Workplace Knowledge
- Practical Experience
- Reflection on Vocational education and training
- A negotiated topic for investigation

The topics covered in the Industry and Work knowledge component include:
- Work in Australian Society
- The changing nature of work
- Industrial Relations
- Finding employment

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment (70%)
- Folio
- Performance
- Reflection

External Assessment (30%)
- Investigation  This can be either a practical or issues investigation. A report is required and may be written, oral or multimodal form. (maximum 2000 words in written form)

Learning Requirements:
Successful students will be able to:
- Demonstrate knowledge and understanding of the concepts of work;
- Critically analyse the relationships between work-related issues and practices in workplaces;
- Critically evaluate the roles of individuals, government legislation and policies, unions, and employer groups in work issues;

Make informed responses to the dynamic nature of work issues, cultures and environments locally, nationally and globally;
- Demonstrate work-related skills and competencies and enterprising skills and behaviours to identify, create, and use opportunities;
- Demonstrate the capacity to manage the transition to post-school education and employment options relevant to their interests and abilities.
**LANGUAGES - ENGLISH, JAPANESE**

**Year 8**
- English: 2 Semesters

**Year 9**
- English: 2 Semesters
- Integrated Learning: Literacy focus

**Year 10**
- English: 2 Semesters
- Literacy for Work & Community Life Stage 1 10 or 20 credits

**Stage 1**
- English: 20 credits
- Or English Pathways 20 credits
- Or Literacy for Work & Community Life 20 credits

**Stage 2**
- English Communications 20 credits
- English Pathways 20 credits
- Or Literacy for Work & Community Life 10 or 20 credits

**Japanese**
- 1 Semester

**Year 9 ENGLISH**

**Semester:** 1 & 2
**Units:** 2
**Pre-Requisites:** N/A
**Pathways:** Year 10 English

**Description:**
The Year 9 English Course is based on the SACSA Framework, which is organised into three inter-related strands: Texts and Contexts, Language and Strategies. In each strand there are four outcomes at each standard, corresponding to the modes of listening and speaking, reading and viewing, and writing.

In English, students learn how texts are constructed to achieve a purpose with a particular audience in mind, and in particular contexts: social, cultural and historical. Students learn to interpret and respond to texts with critical awareness. They not only come to an understanding of the content, but are also made aware of the intentions of the authors of the texts and how they have constructed their texts and used language to achieve a purpose.

Students also learn to compose their own texts (oral, written and multimodal) to communicate their ideas to a variety of audiences. Students use language to participate in a range of discourses. They both build and express their identities using language and belong to a larger group through a shared use of language.

**Assessment:**
- Written, oral and visual tasks

**Learning Requirements:**
Year 9 students will be working to complete level 4 SACSA outcomes before progressing to Year 10. Texts and Contexts Strand
Listen to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the inter-relationship between context, purpose and audience.

Produce a range of spoken texts about specialised topics and current and future issues.

The Language Strand
Show understanding of the inter-relationships between aspects of spoken language when listening and responding to texts.
Manipulate language when producing spoken texts appropriate for different audiences.
Critically appraise combinations of features of texts when reading and viewing texts dealing with abstract themes and socio-cultural values.
Manipulate and critically appraise language choices when planning and composing a range of texts.

The Strategies Strand
Manipulate a wide variety of strategies for planning, composing, presenting and uses and reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts.
Evaluate a range of spoken texts for an extended range of school and community audiences.
Manipulate and synthesise a wide range of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.
Manipulate multiple strategies for planning, composing and reviewing written texts.

YEAR 9 INTEGRATED LEARNING – LITERACY AND NUMERACY

Semester: 1 &/or 2
Pre-Requisites: N/A
Pathways: Year 10 and 11 Literacy for Community Work and Life
Year 10 and 11 Numeracy for Community Work and Life
Year 12 Integrated Learning -Literacy

Units: 1 or 2

Description:
Integrated Learning – Literacy and Numeracy is a subject designed to improve and build upon students’ basic Literacy, Numeracy and communication skills. The primary focus of Integrated Learning is to improve students’ social skills, independent living skills, self-confidence and the capabilities of citizenship, personal development, work, learning and communication. The priority of the subject is to ensure that students have appropriate skills for the workplace and for success in their future career and study options. A core aspect of the program is the inclusion of community based learning, ensuring that the curriculum is relevant and connected to students’ lives.

Possible topics that may be studied include; Independent Learning Strategies, Interpersonal Communication, Essential Calculations, using the Internet for learning, applying basic reading skills, Coaching Young People for Success: Career and Life Coaching Module 1.

Assessment:
Students demonstrate evidence of their learning through:
- Group work
- Oral assessments
- Community projects
- Literacy and Numeracy interventions programs
- Project work

Learning Requirements: Successful students will be able to:
- Use appropriate communication skills in a range of work and life situations
- Identify possible future personal and career goals
- Understand and use correct Literacy and Numeracy skills in the workplace, everyday life and school context
- Engage in a community project of personal relevance and communicate their experiences and findings appropriately to others
- Use technology appropriately to source and present information
- Work and communicate effectively with others
YEAR 10 ENGLISH

Semester: 1 & 2
Pre-Requisites: Preferably successful completion of Level 4 SACSA outcomes at the end of Year 9.
Pathways: SACE Stage 1 English

Description:
The Year 10 English course is based on the SACSA Framework and is responsive to a diversity of learners. As such it is a learner centred curriculum where the course is designed to meet learners interests and needs. The key ideas and outcomes from the SACSA framework and the Essential Learnings form the basis of this unit. Enterprise and Vocational Education, Cross Curricula Perspectives and the use of Blooms Taxonomy and Higher Order Thinking methodologies are interwoven into the course.

Assessment:
Written, oral and visual tasks

Learning Requirements:
Students will be working towards the twelve SACSA outcomes by the end of Year ten in the following three strands; texts: and contexts strand; language strand; strategies strand. Successful students will be able to:

The Texts and Contexts Strand
- Listen to a range of texts to analyse and compare complex ideas and diverse opinions.
- Products a range of spoken texts about specialised topics and issues, and speak appropriately for different audiences.
- Study a range of texts containing challenging ideas and views of the past, present and future and examine some relationships between texts, contexts, readers and producers of texts
- Compose a range of texts that include detailed information and explore different perspectives about diverse topics.

The Language Strand
- Show understanding of the inter-relationships between aspects of spoken language when listening and responding to texts.
- Manipulate language when producing a variety of spoken texts appropriate for different audiences.
- Critically appraise combinations of features of and viewing a broad range of texts dealing with abstract themes and cultural values.
- Manipulate and critically appraise language choices when planning and composing a range of texts dealing with abstract themes and cultural values.

The Strategies Strand
- Manipulate a wide variety of strategies for planning, composing, presenting and uses a range of strategies to listen analytically to diverse perspectives.
- Evaluate a range of spoken texts for different audiences.
- Manipulate and synthesise a range of strategies for reading, viewing, critically interpreting and reflecting on texts.

STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE

Semester: 1
Pre-Requisites: N/A
Pathways: Vocational Education and Training Pathways
Employment Pathways

Description:
Literacy for Work and Community Life offers an alternative way for students to achieve the compulsory Stage 1 Literacy requirements, whereby students undertake the Stage 1 course in Year 10. The program offers the opportunity for students to receive SACE Stage 1 credits at year 10 level; perfect for students who plan to leave school before Year 12 for employment, or those undertaking a Vocational Education and Training pathway. This subject will also benefit students’ with Learning Difficulties or Disabilities as a key focus is on improving everyday literacy skills. A core aspect of the program is the inclusion of community based learning, ensuring that the curriculum is relevant and connected to students’ lives.
Possible topics that may be studied include:
Applying for Work or Study
Interacting with Community Services
Planning Future Directions
Literacy for daily life
Communicating with others
Negotiated topics

Assessment:
Assessment is subject to SACE Board moderation. Students are assessed on SACE Board performance standards with grades A-E. Students develop capabilities of citizenship, communication, learning, personal development and work. Students demonstrate evidence of their learning through two text types:
- Text Analysis
- Text Production

Learning Requirements:
Students will be working towards the twelve SACSA outcomes by the end of Year ten in the following three strands; texts: and contexts strand; language strand; strategies strand. Successful students will be able to:

- Develop written and oral language skills to interact effectively with others
- Identify and analyse the structural and language features of everyday texts
- Produce texts in different forms using appropriate structure and language
- Recognise and understand the ways in which texts are created for specific purposes and audience
- Locate and select relevant information from different sources
- Use ICT to locate and produce texts

STAGE 1 ENGLISH : The Connected Text Study

<table>
<thead>
<tr>
<th>Semester: 1</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>A successful grade in 2 Semesters of Year 10 English at SACSA Level 5</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Stage 2 English Studies; Satge 2 English Communications</td>
</tr>
</tbody>
</table>

Description:
The study of two semesters of Stage 1 English or an English related subject allows students to achieve the literacy requirement in the New SACE providing a C grade or better is achieved in both semesters. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies for different purposes. English can be undertaken as single units with a student negotiated topic undertaken for the extended study or a 2 unit sequence, with both the Connected Text Study (Semester 1) and the Language Study (Semester 2) undertaken. Students must undertake the 2 unit sequence to study English Communications or English Studies at Stage 2. Each unit of the extended study includes the following three areas: text response and production, oral expression and either the Connected/Text Study or the Language Study. The focus for the Connected Text Study is on the close analytical study of academic text.

Assessment:
Assessment is subject to SACE Board Moderation. Students will be assessed according to performance standards that are reported with the grades A to E at the student’s completion of the study of Stage 1 English. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 is school based and centrally moderated. A C grade or better must be achieved. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Text Response -2 required
- Text Production -2 required
- The Connected Text Study (a choice of 2 options)
- Oral presentation
Learning Requirements:
For both 10-credit and 20-credit subjects, students are required to read and respond to texts as well as produce texts.

Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Extended Study
Connected Texts Study. Students choose a minimum of two texts that are connected by similarity or difference.
Student-negotiated Study. Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

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**STAGE 1 ENGLISH: The Language Study**

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<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td>Pre-Requisites: A successful grade in 2 Semesters of Year 10 English at SACSA Level 5</td>
<td></td>
</tr>
<tr>
<td>Pathways: Stage 2 English Studies Stage 2 English Communications</td>
<td></td>
</tr>
</tbody>
</table>

**Description:**
The study of two semesters of Stage 1 English or an English related subject allows students to achieve the literacy requirement in the New SACE as long as a C grade or better is achieved in both semesters. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. English can be undertaken as single units with a student negotiated topic undertaken for the extended study or a 2 unit sequence, with both the connected text study (semester 1) and the language study (semester 2) undertaken. Students must undertake the 2 unit sequence to study English Communications or English Studies at Stage 2. Each unit of the extended study includes the following three areas: text response and production, oral expression and either the ConnectedText Study or the Language Study. The focus for the Language Study is on an aspect of language in a context beyond the classroom.

**Assessment:**
Assessment is subject to SACE Board moderation. Students will be assessed according to performance standards that are reported with the grades A to E at the student’s completion of the study of Stage 1 English. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 is school based and centrally moderated. A C grade or better must be achieved

Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Text Response – 2 required
- Text Production - 2 required
- The Language Study (a choice of 2 options)
- Oral presentation

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**Learning Requirements:**
For both 10-credit and 20-credit subjects, students are required to read and respond to texts as well as produce texts.

Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral, visual, electronic or multimodal form.

Extended Study: Students complete one of the extended study options.
- Language Study. Students focus on an aspect of language in a context beyond the classroom.
- Connected Texts Study. Students choose a minimum of two texts that are connected by similarity or difference.
Student-negotiated Study. Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

### STAGE 1 ENGLISH PATHWAYS

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Successful completion of 2 semesters of Year 10 English (SACSA Level 5)</td>
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<tr>
<td>Pathways:</td>
<td>Stage 2 English Communications and Stage 2 English Pathways</td>
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</table>

**Description:**
Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local need and interest of students. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways is studied as a 10-credit subject (one Semester) or a 20-credit subject (two Semesters). The course allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement of the New SACE.

**Assessment:**
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students demonstrate evidence of their learning through the following assessment types:
- Text Analysis
- Text Production

Students will be assessed according to performance standards that are reported with the grades A to E at the completion of the course.

**Learning Requirements:**
The focus capabilities for this subject are communication, citizenship, personal development, work and learning. For both the 10-credit course and the 20-credit course students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.
- **Text Analysis:** Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts. Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.
- **Producing Texts:** Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

### STAGE 1 LITERACY FOR WORK AND COMMUNITY LIFE

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<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 10 or 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
<td>Vocational Education and Training Pathways</td>
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<td>Employment Pathways</td>
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</table>

**Description:**
Literacy for Work and Community Life enables students to build their knowledge of the English subject, and expand their literacy skills. This subject is suitable for students who plan to leave school before Year 12 for employment, or those undertaking a Vocational Education and Training pathway. Literacy for Work and Community Life will also benefit students’ with Learning Difficulties or Disabilities as a key focus is on improving everyday literacy skills. A core aspect of the program is the inclusion of community based learning, ensuring that the curriculum is relevant and connected to students’ lives.

Possible topics that may be studied include:
- Applying for work or study
- Interacting with Community Services
- Planning future directions
- Literacy for daily life
Communicating with others
Negotiated topics

Assessment:
Assessment is subject to SACE Board moderation.
Students are assessed on performance standards with grades A-E.
Students develop capabilities of citizenship, communication, learning, personal development and work. Students demonstrate evidence of their learning through two text types:
  - Text Analysis
  - Text Production

Learning Requirements:
In this subject, students are expected to:
  - Develop written and oral language skills to interact effectively with others
  - Identify and analyse the structural and language features of everyday texts
  - Produce texts in different forms using appropriate structure and language
  - Recognise and understand the ways in which texts are created for specific purposes and audience
  - Locate and select relevant information from different sources
  - Use ICT to locate and produce texts

STAGE 2 ENGLISH COMMUNICATIONS

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<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Students who enrol in this subject must have successfully completed Pathways in English or English Pathways at Stage 1.</td>
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<td>Pathways:</td>
<td>University / TAFE</td>
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Description:
This subject has a school based assessment component and an external assessment component.
Students undertake:
  - Three responses for text analysis – two written and one oral
  - Three assessments, one of which is a supervised written assessment, for text production
  - One comparative piece on one of five categories of communication, and one practical application, for the communication study
  - One response to an example of communication, and produce one text and an accompanying writer’s statement

Part 1: Response to an Example of Communication
Students write a response to an example which could be a literature text (e.g. a short story, novel, poem, or film) or a text used to communicate an idea or information (e.g. transcript of a speech, a letter, an advertisement)

Part 2: Text Production with Writer’s Statement
Students compose a piece of written text and a writer’s statement in which they outline their intentions and reflect on the process used to produce the text.
This piece of text produced can be creative (a narrative or expository piece) or functional (a piece of writing for a technical journal).

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment (70%)
  - Text Analysis
  - Text Production
  - Communication Study
External Assessment (30%)
  - Folio

Learning Outcomes:
Successful students will be able to:

Show an understanding of the relationship between audience, purpose, and form in a range of communication modes in a number of contexts  
Identify the language structures and conventions of texts and the way the language in texts represents ideas, power relationships, values and interests  
Clarify and articulate their own ideas and values through critical engagement with texts and language

Demonstrate their understanding of the conventions of a variety of textual forms and the purposes to which texts may be put by composing their own texts in a range of forms and modes  
Compose texts that are relevant to the context and achieve their purpose  
Show critical awareness of how their own texts may be interpreted or used

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**STAGE 2 INTEGRATED LEARNING - LITERACY**

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<th>1 &amp;/or 2</th>
<th>Credits:</th>
<th>10 or 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
<td>Vocational, Education and Training</td>
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<td>Pathways:</td>
<td>Employment Pathways</td>
<td>University / TAFE</td>
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**Description:**
Integrated Learning requires students to apply their knowledge and skills to a real-world task, event or learning opportunity, which leads to a specific purpose, product or outcome. Integrated Learning is a subject that encompasses practical-based and community learning. It is appropriate for students who enjoy hands-on learning as opposed to significant amounts of written work.

Possible areas/examples of study include:
- Designing, making and marketing a product of choice OR investigating
- Researching and communicating the benefits of local community projects/groups/or programs to a specific audience (e.g. sporting clubs, volunteer programs and local tourist attractions).

**Assessment:**
Assessment is subject to SACE Board moderation. Students are assessed on performance standards with grades A+ to E-.

Students demonstrate their learning through four assessment types:

- **School-based Assessment (70%)**
  - Assessment Type 1: Practical
  - Assessment Type 2: Group Activity
  - Assessment Type 3: Folio & Discussion

- **External Assessment (30%)**
  - Assessment Type 4: Project

**Learning Requirements:**
The Learning Requirements summarise the knowledge, skills and understandings that students are expected to develop and demonstrate through their learning.

In this subject students are expected to:

- Develop and apply knowledge, concepts and skills to achieve a purpose
- Investigate and analyse concepts, ideas and skills from different perspectives, using a variety of sources
- Work collaboratively with others

- Demonstrate self-awareness in reflecting on, and evaluating, learning
- Communicate ideas and informed decisions
- Develop and understand connections between the program focus and the capability in each chosen key area

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**YEAR 9 JAPANESE**

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<th>1 &amp; or 2</th>
<th>Units:</th>
<th>1 or 2</th>
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<td>Pre-Requisites:</td>
<td>Satisfactory completion of Year 8 Japanese</td>
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<tr>
<td>Pathways:</td>
<td>Year 10 Japanese - SACE Stage 1 &amp; 2 Japanese</td>
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Special Conditions:
Students must undertake a full year of Japanese to study the language in Year 10.

Description:
The Year 9 Japanese course has been designed around 5 major themes: ‘About Myself’ ‘At the Shops’ ‘In my Room’ ‘At the Restaurant’ ‘Going Places’. The topics are organised into three areas from the SACSA framework: Communication; Understanding Language and Understanding Culture.

Assessment:
Assessment is based on SACSA Framework, Standards 4&5 Languages (Alphabetic) Pathways B. Year 9 course work involves: speaking, listening, writing and comprehension tasks. Assessment is based on both participation and level of language competency. Cultural studies - discussions and written tasks; activities such as letter writing, e-mailing, multimedia, role plays, translations, listening comprehensions, and more.

Learning Requirements:
Successful students will be able to:
- Use Japanese language to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Reflect on their own culture(s) through the study of other cultures; understand language as a system

YEAR 10 JAPANESE
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<th>Semester: 1 &amp; or 2</th>
<th>Units: 1 or 2</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Year 9 Japanese</td>
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<td>Stage 1 &amp; Stage 2 Japanese</td>
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Special Conditions:
Depending on the number of students this may be a hybrid class.

Description:
The topics studied:
- Letter Writing
- School Life
- Future Plans (part-time work and money)
- Making Arrangements (discussing outings, making plans etc.)

Each of these topics is organised into three areas from the SACSA framework:
- Communication
- Understanding Language
- Understanding Culture

Assessment:
Assessment based on SACSA Framework, Standards 4&5 Languages (Alphabetic) Pathways B. Year 10 course work involves:
- A variety of small assessment tasks which cover reading, writing, speaking, listening and translations tasks.
- Socio-cultural component- Major Research Topic
- Media Task

Learning Requirements:
Successful students will be able to:
- Use Japanese to communicate with others;
- Understand and appreciate the cultural contexts in which Japanese is used;
- Make connections between Japanese and English and/or other languages; cognitive, learning, and social skills;
- Understand language as a system;
- Have the potential to apply Japanese to work, further study, training or leisure.
Ability to reflect on their own culture(s) through the study of other cultures; Have the potential to apply Japanese to work, further study, training or leisure.

**STAGE 1 JAPANESE CONTINUERS**

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<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion of Year 10 Japanese (full year)</td>
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<td>All South Australian Universities offer language students bonus points towards their university entry.</td>
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</table>

**Description:**
The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, increase students’ vocational opportunities in areas such as trade, tourism, banking, technology, and education.

The topics studied:
Based on units incorporating the following themes:
- The individual (student’s aspirations, values, ideas, opinions etc.)
- The Japanese-speaking Communities (encouraging students to explore their own culture as well as Japan’s)
- The Changing World (aspects of working life and current issues etc.)

**Assessment:**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Each Stage 1 10-credit subject incorporates the following assessment components which are designed to give students the opportunity to develop their understanding of the Japanese language and culture and to interact using the language.

**Assessment Types:**
- Interaction
- Text Production
- Text Analysis
- Investigation

**Learning Requirements:**
- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas, and opinions
- Analyse texts that are in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

**STAGE 2 JAPANESE**

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<th>Semester: 1 &amp; 2</th>
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<tr>
<td>Pre-Requisites:</td>
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<td>Pathways:</td>
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<td>Tourism studies</td>
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<td>NB* All South Australian Universities offer language students bonus points towards their university entry.</td>
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</table>

**Description:**
The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.
The ability to communicate in Japanese may, in conjunction with other skills, increase students’ vocational opportunities in areas such as trade, tourism, banking, technology, and education. There are 3 assessment types; a folio, an in-depth Study and an external examination.

The in-depth study includes an oral presentation in Japanese (3-5 minutes), a written response in Japanese and a reflective response in English, either oral / written. The folio includes an interaction, a text production and a text analysis. The external exam is both oral and written. The oral component has two sections; an oral disussion (5-8 minutes) and an oral conversation (5-7 minutes). The written exam has a listening and responding component; a reading and responding component and a writing component.

The topics studied are based on units incorporating the following themes:
The Individual (student’s aspirations, values, ideas, opinions etc.)
The Japanese-speaking Communities (encouraging students to explore their own culture as well as Japan’s)
The Changing World (aspects of working life and current issues etc.)

Assessment:
School Based Assessment (70%)
Assessment Type 1: Folio
Assessment Type 2: In‐depth Study
External Assessment (30%)
3 hour Examination

Learning Requirements:
Successful students will be able to:
Interact with others to exchange information, ideas, opinions, and experiences in Japanese
Create texts in Japanese to express information, feelings, ideas, and opinions
Analyse texts that are in Japanese to interpret meaning
Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
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<tr>
<td>Maths Applications A &amp; B 2 Semesters</td>
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<td>Maths Applications 10 or 20 credits (note: 20 credits required for Stage 2)</td>
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<td>Mathematical Applications 20 credits</td>
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<td>Numeracy for Work and Community Life Stage 1 10 credits</td>
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</tbody>
</table>
**YEAR 9 MATHEMATICS**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>This course leads to Maths Applications or Maths Studies at Year 10. Must achieve a satisfactory pass.</td>
</tr>
</tbody>
</table>

**Special Conditions:**
A scientific calculator, graph book, ruler, compass and geoliner are essential. The school recommends students purchase Casio FX-82AU plus.

**Description:**
The five SACSA Strands are covered at a level working towards Standard 5. Statistics, Chance & Data - Collecting and representing data, Statistics calculations, Graphing using technology.

The topics studied:
- **Measurement:** Working with quantities eg Length, perimeter and area; Volume and capacity; Mass; Time; Angles; Temperature. Shapes include circles.
- **Number:** Working with number types e.g. whole number, decimal, fraction, ratio, percentage and rates. Profit, loss, discount.
- **Algebra:** Representing numbers to investigate patterns and solve problems. Symbols, points and lines, terms, expansion, factorisation, equations.
- **Space:** Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Right triangles, congruent triangles, circle properties, tessellations, maps and compass.

**Assessment:**
Students develop skills through practice, engage in problem solving exercises and conduct investigations.

**Assessment Types:**
- Tests
- Investigative reports
- Bookwork

**Learning Requirements:**
Successful students will be able to:
- Develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce.
- Develop a positive attitude towards mathematics and themselves as mathematicians.
- Have the opportunity to work independently and cooperatively.
- Take risks in their investigations.
- Use a variety of recording techniques and methods.
- Learn to use conventional mathematical language.
- Use materials and equipment to aid investigations and move towards abstract thinking when appropriate.
- Learn to apply mathematics to real life experience.

**YEAR 10 MATHEMATICAL APPLICATIONS**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>This course leads to Stage 1 Maths Applications or Stage 1 Maths Pathways</td>
</tr>
</tbody>
</table>

**Special Conditions:**
A scientific calculator, graph book, ruler, compass and geoliner are essential. The school recommends students purchase Casio FX-82AU plus.

**Description:**
The five SACSA Strands are covered at a level working towards Standard 5. Statistics, Chance & Data - Collecting data, Drawing graphs, Calculating averages, Probability experiments, calculations and applications.

The topics studied:
- **Measurement:** Conversions of units, Speeds, Length, perimeter and area, Volume and capacity, Names of 3 D
shapes.
Number: Working with the calculator and fractions, large / small numbers, squares / square roots, percentages. Profit, loss, discount, simple and compound interest.
Algebra: Representing numbers to investigate patterns and solve problems. Substitution, linear equations and straight line graphs.
Space: Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Similar triangles, use of calculators for sides and angles of right triangles.

Assessment:
Students develop skills through practice, engage in problem solving exercises and conduct investigations.
Assessment Types:
 Tests
 Investigative reports
 Bookwork.

Learning Requirements:
Students will develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce. Students:
Are encouraged to develop a positive attitude towards mathematics and themselves as mathematicians.
Have the opportunity to work independently and cooperatively.

Are encouraged to take risks in their investigations. Use a variety of recording techniques and methods. Learn to use conventional mathematical language. Use materials and equipment to aid investigations and move towards abstract thinking when appropriate. Learn to apply mathematics to real life experience.

YEAR 10 MATHEMATICAL STUDIES

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Units: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>This full year course leads to any Stage 1 Mathematics course at Year 11. The first semester leads to Year 10 Mathematical Studies Semester 2 or Year 10 Maths Applications Semester 2.</td>
</tr>
</tbody>
</table>

Special Conditions:
A graph book/pad, ruler, compass and geoliner are essential. A Casio CFX-9850GB Plus or Casio FX-9860G AU graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff. A scientific calculator can also be used.

Description:
The five SACSA Strands are covered at the Standard 5 level. Statistics, Chance & Data, Sampling, Calculating statistical tendencies with the graphics calculator, Graphing. Probability experiments, calculations and applications.
  Measurement: Perimeter and area, Surface area, Volume.
  Number: Working with numbers. Simple and compound interest, rational and irrational numbers, surds, exponents, scientific notation.
  Algebra: Representing numbers to investigate patterns and solve problems. Linear and simultaneous equations, graphs, gradients, graphics calculator. Solving quadratic equations, drawing quadratic graphs, graphics calculator.
  Space: Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Trigonometric ratios and applications.

Assessment:
Students develop skills through practice, engage in problem solving exercises and conduct investigations.
Assessment Types:
 Tests
 Investigative reports
Learning Requirements:
Students will develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce. Students:
Are encouraged to develop a positive attitude towards mathematics and themselves as mathematicians.
Have the opportunity to work independently and cooperatively.

Are encouraged to take risks in their investigations. Use a variety of recording techniques and methods. Learn to use conventional mathematical language. Use materials and equipment to aid investigations and move towards abstract thinking when appropriate. Learn to apply mathematics to real life experience.

<table>
<thead>
<tr>
<th>STAGE 1 NUMERACY FOR WORK AND COMMUNITY LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester: 2</td>
</tr>
<tr>
<td>Credits: 10</td>
</tr>
<tr>
<td>Pre-Requisites: N/A</td>
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<tr>
<td>Pathways: Vocation Education and Training Pathways</td>
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</tbody>
</table>

Description:
Numeracy for Work and Community Life offers an alternative way for students to achieve the compulsory Stage 1 Literacy requirements, whereby students undertake the Stage 1 course in Year 10. The program offers the opportunity for students to receive SACE Stage 1 credits at Year 10 level; perfect for students who plan to leave school before Year 12 for employment, or those undertaking a Vocational Education and Training pathway. This subject will also benefit students’ with Learning Difficulties or Disabilities as a key focus is on improving everyday numeracy skills. Students, either individually or in a group, identify a focus issue or problem based on one or more contexts for study. They plan for and investigate an issue or problem. Students apply their numeracy skills to gather, analyse, and interpret data about the issue or problem, and propose or develop a solution in a folio.
Possible topics that may be studied include;
- Using basic mathematical operations
- Analyse and evaluate numerical and statistical information
- Applying basic mathematical skills in consumer situation
- Negotiated topics

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the new SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will be assessed on tests, investigations and a project.
Assessment Types:
- Skills & applications tasks (4 tasks)
- Folio (1 task)

Learning Requirements:
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:
- Understand and apply mathematical concepts, processes, and strategies in a variety of workplace and community contexts
- Develop skills in gathering, representing, analysing and interpreting data relevant to everyday situations
- Use appropriate technologies to access, interpret and communicate data and information
- Use numeracy skills to investigate and solve practical problems in everyday familiar and some unfamiliar contexts
- Communicate mathematical processes and results using appropriate language and representations
- Work independently and/or in groups to plan, organise and carry out tasks
**STAGE 1 MATHEMATICAL APPLICATIONS**

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits: 20</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
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<tr>
<td>Pathways:</td>
<td></td>
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</tbody>
</table>

This course leads to Mathematical Applications at Year 12.

**Special Conditions:**
A graph book/pad, ruler, compass and geoliner are essential. A Casio FX-9860G AU or Casio FX-9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators will not be supported by the teaching staff. A grade of C or better is required in order to meet the new SACE Numeracy requirements.

**Description:**
The course attracts 20 credit points and is structured as follows:

<table>
<thead>
<tr>
<th>Semester 1 Topics</th>
<th>Semester 2 Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>Probability and Simulations</td>
</tr>
<tr>
<td>Functions and Graphs and Coordinate Geometry</td>
<td>Earning and Spending</td>
</tr>
<tr>
<td>Statistics</td>
<td>Saving and Borrowing</td>
</tr>
</tbody>
</table>

**Assessment:**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**
- Tests
- Investigations
- Projects
- End of semester examinations

**Learning Requirements:**
Successful students will be able to:
- Show an understanding of mathematical concepts and relationships.
- Identify, collect, and organise mathematical information to investigate and solve problems.
- Recognise and apply mathematical strategies and techniques when analysing and solving problems.
- Interpret results, draw conclusions, and reflect on their reasonableness.
- Communicate mathematical reasoning and ideas with appropriate language and representations.
- Appreciate the relevance of mathematics in various contexts.
- Use electronic technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems.
- Work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

**STAGE 1 MATHEMATICAL PATHWAYS**

<table>
<thead>
<tr>
<th>Semester: 1 or 2</th>
<th>Credits: 10</th>
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</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Maths in Year 10</td>
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<tr>
<td>Pathways:</td>
<td>Vocational Education and Training (VET)</td>
</tr>
</tbody>
</table>

**Special Conditions:**
A graph book/pad, ruler. A scientific calculator is also essential. A grade of C or better is required in order to meet the SACE Numeracy requirements.

**Description:**
Students, either individually or in a group, works to complete theoretical problems with a trade focus. Students apply their numeracy skills to gather, analyse and interpret data about the issue or problem, and propose or develop a solution along with limitations and the reasonableness of the problem.

Students present their work in a folio that includes:
- A description of the problem or issue
- A plan for the analysis of the problem or issue
- Evidence of the numeracy skills and strategies used to analyse and interpret data, and to propose or develop a solution
Comment on the reasonableness of the solutions and any possible limitations
When work is undertaken by a group of students, each student must make an identifiable contribution to the planning, investigation, proposal, development of the solution and to the presentation. The teacher will assess and prepare work samples for moderation.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are communication, citizenship, personal development, work and learning. Students will be assessed on tests and investigations.

Assessment Types:
Skills and Applications Tasks (3 tasks):
A range of number skills including whole numbers, decimals, fractions and percentages.
Folio Tasks (2 tasks):
Using relevant information and technologies to analyse, interpret and communicate information.

Learning Requirements:
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:

- Demonstrate an understanding of mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- Identify, collect and organise mathematical techniques relevant to investigating and solving problems
- Recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- Interpret results and reflect on the reasonableness of the conclusions in context
- Communicate mathematical reasoning and ideas to a variety of audiences, using appropriate language and representations

<table>
<thead>
<tr>
<th>STAGE 1 MATHEMATICAL STUDIES A</th>
<th>Semester: 1</th>
<th>Credits: 10</th>
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<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>Satisfactory completion Year 10 Maths Studies</td>
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<tr>
<td>Pathways:</td>
<td>Maths Studies B</td>
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</table>

Special Conditions:
A Casio-FX-9860 GAU or Casio FX 9860G AU Plus graphics calculator is desirable. A grade of C or better is required in order to meet the new SACE Numeracy requirements.

Description:
The topics studied:
- Functions and graphs
- Quadratic functions
- Statistics
- Models of growth.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Tests
- Investigations
- Projects
- End of semester examination

Learning Requirements:
- Mathematical Knowledge and Skills and their Application
- Mathematical Modelling and Problem Solving
- Communication of Mathematical Information
STAGE 1 MATHEMATICAL STUDIES B

Semester: 2  Credits: 10
Pre-Requisites: Satisfactory completion Maths Studies A or by negotiation.
Pathways: Stage 2 Maths Studies, Maths Methods and Maths Applications

Special Conditions:
A Casio-FX-9860 GAU or FX 9860G AU Plus graphics calculator is desirable. A grade of C or better is required in order to meet the new SACE Numeracy requirements.

Description:
The topics studied:
- Trigonometry
- Coordinate geometry
- Logarithms
- Cubic
- Quantic functions.

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Tests
- Investigations
- Projects
- End of semester examinations.

Learning Requirements:
- Mathematical Knowledge and Skills and their Application
- Mathematical Modelling and Problem Solving
- Communication of Mathematical Information

STAGE 2 MATHEMATICAL APPLICATIONS

Semester: 1 &/or 2  Credits: 10 or 20
Pre-Requisites: N/A

Special Conditions:
A graph book/pad and ruler are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.

Description:
Students who have a keen interest in Mathematics can opt to study Maths in the Community in this course. This enables the student to explore the use of mathematical skills in real world applications but will not be required to sit the tests or exams. The course is broken into two distinct semesters and only two of the four topics are studied per semester, and examined at the end of that semester only. The course usually runs as a 20 credit point course (full year), however, students can complete a single semester for 10 credits.

The topics studied:
- Semester 1:
  - Optimisation
  - Investments and Loans
- Semester 2:
  - Statistics and working with Data
  - Applied Geometry

Assessment:
Students will be assessed on:
- Skills and application tasks 30%
- Folio work 40%
- End of year Examination 30%
A mid-year examination is held to enable students to develop examination skills.

Learning Requirements:
Successful students will be able to:

- Show an understanding of mathematical concepts, relationships, terminology, and language.
- Identify, collect, and organise mathematical information relevant to investigating and solving problems.
- Recognise and apply appropriate mathematical techniques needed when analysing and solving a problem in context.
- Interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem.

Communicate mathematical reasoning and ideas using appropriate language and representations.
Make informed use of electronic technology to provide numerical results and graphical representations.
Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**STAGE 2 MATHEMATICAL METHODS**

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<th>Semester:</th>
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<tr>
<td>Credits:</td>
<td>20</td>
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</table>

**Pre-Requisites:**
N/A

**Pathways:**
This subject is designed for students who wish to have a Mathematical background as they undertake tertiary study.

**Special Conditions:**
A graph book/pad and ruler are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.

**Description:**
Students must be able to express their mathematics in words. All questions include discussions as to assumptions and limitations. Explanations of working and real world interpretations of the answers are incorporated into all assessment tasks.

The topics studied:
- Working with Statistics
- Linear Models - Managing resources
- Algebraic Models from data - Working from Observation
- Calculus - Describing Change

**Assessment:**
Students will be assessed using a maximum of 12 tasks including:
- Tests
- Investigations
- End of year examination.
A mid-year examination is held to enable students to develop examination skills.

**Learning Requirements:**
Successful students will be able to:
- Plan courses of action with mathematics to analyse data and other information from the study of situations in various contexts.
- Understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures.
- Think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results of the mathematics.

Make use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge.
Communicate mathematically, and present mathematical information in a variety of ways.
Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.
STAGE 2 MATHEMATICAL STUDIES

Semester: 1 & 2  Credits: 20
Pre-Requisites: N/A
Pathways: This subject teaches skills and concepts required by a number of university courses.

Special Conditions:
A graph book/pad and are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.

Description:
Students must be able to express their mathematics in words. All questions include discussions as to assumptions and limitations. Explanations of working and real world interpretations of the answers are incorporated into all assessment tasks.

The topics studied:
- Working with Statistics
- Working with Functions and Graphs using Calculus
- Working with Linear Equations and Matrices

Assessment:
Students will be assessed using a maximum of 12 tasks including:
- Tests
- Investigations
- End of year examination.
A mid-year examination is held to enable students to develop examination skills

Learning Requirements:
Successful students will be able to:
- Use mathematics as a tool to analyse data and other information elicited from situations taken from various contexts.
- Understand fundamental concepts, demonstrate mathematical skills, and apply mathematical procedures in context.
- Think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results of the mathematics.
- Make use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge.
- Communicate mathematically, and present mathematical information in a variety of ways.
- Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.
**year 9 physical education**

**Semester:** 1 &or 2  
**Units:** 1 or 2  
**Pre-Requisites:** N/A  
**Pathways:** Year 10 Physical Education

**Description:**  
An interest in physical activity and sport is needed. One unit of PE is compulsory, however students may choose an additional unit.

The topics studied:  
Individual and team sports which expose students to a range of skills, eg hitting, catching, throwing and kicking

**Assessment:**  
Assessment Types:  
Satisfactory participation  
Completion of set tasks

**Learning Outcomes:**  
Successful students will be able to:  
Participate actively in a range of physical activities,  
Research, develop and carry out personal fitness
undertaking and evaluating various roles they can take to develop their interests and assist others. programs in the context of issues concerning health and fitness in the community.

YEAR 9 VOLLEYBALL SPECIALIST

Semester: 2  Units: 1

Pre-Requisites: This course is for students who have a keen interest in volleyball and have gone to Melbourne to represent the school in the AVSC. It is also open to students who have either played or umpired in Melbourne in Year 8 or for students who wish to go to Melbourne in Year 9 and be added to a team. The expectation will be that you will be assigned to a team to represent the school at the Volleyball championships.

Pathways: Year 11 Volleyball Specialist; Year 10 Physical Education
Stage 1 and 2 Sports Studies; Stage 1 and 2 Physical Education

Description:
The topics studied:
Skill technique
Game strategy
Advanced level training
Fitness development
Understanding of components of fitness, training principles and energy systems in relation to Volleyball
Leadership skills
Participation in Beach, State Schools and Australian Schools Championships
You will be required to have or purchase a Volleyball playing top and Volleyball shorts which must be worn to each lesson
Expectation of going to Melbourne which costs $640 (2011 costing)

Assessment:
Assessment Types:
Performance analysis journal
Skill level development
Game play
Participation
Fitness component assignment
Practical Assessment
Theory

Learning Outcomes:
Successful students will be able to:
Participate in the largest schools event in the Southern Hemisphere
Develop leadership qualities, responsibility, independence, work ethic and commitment

YEAR 10 PHYSICAL EDUCATION

Semester: 1 & or 2  Units: 1 or 2

Pre-Requisites: N/A
Pathways: Stage 1 Physical Education, Certificate II Outdoor Sport and Recreation

Description:
Students can undertake 1 or 2 semesters of study in PE. Students can also enrol in Volleyball Specialist.
The topics studied:
The program will contain a sport in each of the categories of hitting, kicking, throwing and catching as well as team and individual sports. All students will be required to complete a theory topic in either fitness and training or social aspects of sport. A SACE Readiness checklist, with satisfactory completion of Semester 1 PE may lead to an opportunity to undertake Stage 1 Physical Education in Semester 2.

Assessment:
Assessment Types:
Satisfactory participation in activities
Completion of set tasks including checklists, tests and assignment tasks

Learning Outcomes:
Successful students will be able to:

- Participate actively in a range of physical activities, undertaking and evaluating various roles to develop their interests and assist others
- Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community

YEAR 10 PHYSICAL EDUCATION – RECREATIONAL FOCUS

<table>
<thead>
<tr>
<th>Semester:</th>
<th>1 &amp;or 2</th>
<th>Units:</th>
<th>1 or 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>N/A</td>
<td>Pathways:</td>
<td>Stage 1 Physical Education, Sports Studies, Certificate II Outdoor Sport and Recreation</td>
</tr>
</tbody>
</table>

Description:
Students can undertake 1 or 2 semesters of study in PE. Students can also enrol in Volleyball Specialist in Semester 2.
The topics studied:
Experiences in recreational activities based in and around Willunga High School.
- Lawn Bowls
- Golf
- Archery
- Recreational Cycling
- Other possibilities include gym visits, fishing, indoor rock climbing (a cost may be incurred for these activities)

Assessment:
Assessment Types:
- Full participation in all sessions and activities
- Journal and reflection relating to the activity undertaken
- Assignment on local recreational activities

Learning Outcomes:
Successful students will be able to:

- Participate actively in a range of physical recreational activities, undertaking and evaluating various roles to develop their interests.
- Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community.

YEAR 10 VOLLEYBALL SPECIALIST

<table>
<thead>
<tr>
<th>Semester:</th>
<th>2</th>
<th>Units:</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>A keen interest in Volleyball, successful completion of any previous Physical Education course and a willingness to be selected in a team to compete in the Australian Championships</td>
<td>Pathways:</td>
<td>Stage 1 Physical Education. Certificate II in Outdoor Sport and Recreation</td>
</tr>
</tbody>
</table>

Description:
The topics studied:
- Training Techniques:
  - Theory 10%, Practical 90%
  - Training Drills to advanced level
  - Coaching Skills
  - Development of leadership skills within a team
- Training and participation in competition Beach and Outdoor Volleyball, Interschool Competitions and Australian Championships

Assessment:
Assessment Types:
Learning Outcomes:
Successful students will be able to:

- Participate actively in a range of physical activities, undertaking and evaluating various roles to develop their interests and assist others.
- Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community.

### STAGE 1 SPORTS STUDIES – COACHING AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Credits:</th>
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<tbody>
<tr>
<td>1 &amp;/or 2</td>
<td>10 or 20</td>
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</table>

**Pre-Requisites:** A genuine interest in Sports Coaching and demonstrated involvement in sport

**Pathways:** Year 12 locally developed PE and sports programme

This subject is recommended for students wishing to complete Stage 2 Sports Studies Certificate IV in Sport Coaching and Development. Traineeships

**Special Conditions:**
Students must have successfully completed year 9 or year 10 Physical Education. Students must be involved in School Sports Day and Santos Interschool. Students must be prepared to coach junior students, and to travel to feeder Primary Schools. Note: Students must do a semester of fitness training or skill learning at Stage 1 to undertake Stage 2 PE.

**Description:**
In Sports Studies, the emphasis is on the capabilities of personal development, communication and learning. These capabilities are the focus of the learning requirements and for assessing against the performance standards, in both Stage 1 and Stage 2 Physical Education/Sports Studies.

The capabilities are further developed through the application of knowledge and skills in the topics of study: Introduction to Principles of Coaching; Individual Events coaching; working with feeder Primary Schools and/or year 8/ year 9 students; acting as officials at sporting events; developing leadership skills; organizing and officiating in year 8/ year 9 sporting events.

The topics studied:
- Practical Activity – full participation in 2 x 5 week practical units to be negotiated with the teacher and other students
- Theory – Students will be involved in a coaching program of Primary and Junior WHS students where they will deliver a learning program for these students. Students will assist with the Sporting Program of WHS in coach and administrative duties.

**Assessment:**
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Students will be required to:
- Complete an on-line coaching accreditation
- Journal and reflection relating to the activity undertaken
- Complete a coaching unit and reflection on learning
- Develop a coaching resource

**Learning Requirements:**
In this subject, students are expected to:
Demonstrate practical skills and techniques specific to a variety of human physical activities
Interpret and apply (independently, with groups, in teams) effective skills, specific concepts and ideas, strategies, techniques, rules and guidelines
Demonstrate knowledge and understanding of the nature of physical activity
Analyse and reflect on the implications of physical activity for personal and community health and well-being
Interact collaboratively and demonstrate initiative and leadership.

<table>
<thead>
<tr>
<th>STAGE 1 PHYSICAL EDUCATION – EXERCISE AND PHYSIOLOGY</th>
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</thead>
<tbody>
<tr>
<td><strong>Semester:</strong> 1</td>
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<tr>
<td><strong>Credits:</strong> 10</td>
</tr>
<tr>
<td><strong>Pre-Requisites:</strong> Satisfactory completion a Year 9 or Year 10 Physical Education course</td>
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<tr>
<td><strong>Pathways:</strong> Stage 2 Physical Education</td>
</tr>
<tr>
<td>Related TAFE Certificate level courses in Recreation and Sport</td>
</tr>
</tbody>
</table>

**Special Conditions:**
This course will be undertaken in Semester 1. Students are required to actively attend and participate in the Willunga High School Sports Day and Santos Athletic Carnivals.

**Description:**
This unit is for students who wish to increase their knowledge of the theory underlying fitness and training practices. In Physical Education, the emphasis is on the capabilities of personal development, communication, and learning; these capabilities are the focus of the learning requirements and the performance standards, in both Stage 1 and Stage 2 Physical Education. These capabilities are further developed through the application of knowledge and skills.

The topics studied:
- Knowledge and Understanding
- Analysis and Reflection
- Practical Skills Application
- Initiative and Collaboration

**Assessment:**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. There are four assessment modes:
Practical activities. Group activities. Investigations. Examination.

**Assessment Types:**
- Practical: This type of assessment is designed to give students the opportunity to provide evidence of the extent and quality of learning in practical skills, initiative, leadership and collaboration
  Students will undertake two or three practicals and a variety of assessments related to their practicals. The practicals include Badminton, Touch Football, Willunga High Sports Day / Santos Athletics
- Folio: For this assessment type, students demonstrate evidence of learning in relation to the:
  knowledge and understanding, and analysis, reflection and demonstration of capabilities
  Students undertake assessments related to the two areas of theory: energy systems and fitness components in physical activity and training principles and practice.

**Learning Requirements:**
In this subject, students are expected to:
- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups, in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively and demonstrate initiative and leadership
STAGE 1 PHYSICAL EDUCATION – SKILL LEARNING

Semester: 2  Credits: 10
Pre-Requisites:  Satisfactory completion a Year 9 or 10 Physical Education course of a semester length
Pathways:  Stage 2 Physical Education. Related TAFE Certificate Courses (Recreation and Sport)
          Coaching individuals and teams

Special Conditions:
This course will be undertaken in Semester 2.

Description:
In Physical Education, the emphasis is on the capabilities of personal development, communication, and learning; these capabilities are the focus of the learning requirements and the performance standards, in both Stage 1 and Stage 2 Physical Education. These capabilities are further developed through the application of knowledge and skills. This unit is for students who wish to increase their knowledge of how physical skills are learnt, and how this knowledge is applied to teaching and coaching at different levels of sport. Students are expected to gather, organise and evaluate information about their own development. They will apply their knowledge of learning theory to practical situations.

The topics studied:
  Knowledge and Understanding
  Practical Skills Application
  Analysis and Reflection
  Initiative and Collaboration

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
  Practical activities
  Group activities
  Investigation
  Exam
  Practical: This type of assessment is designed to give students the opportunity to provide evidence of the extent and quality of learning in practical skills, initiative, leadership and collaboration. Students will undertake two or three practicals and will undertake a variety of assessments related to their practicals.
  Folio: For this assessment type, students demonstrate evidence of learning in relation to the following design criteria: Knowledge and understanding, Analysis and reflection and demonstration of capabilities

Learning Requirements:
In this subject, students are expected to:
  Demonstrate practical skills and techniques specific to a variety of human physical activities
  Interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
  Demonstrate knowledge and understanding of the nature of physical activity
  Analyse and reflect on the implications of physical activity for personal and community health and well-being
  Interact collaboratively and demonstrate initiative and leadership
STAGE 2 PHYSICAL EDUCATION

Semester: 1 & 2  Credits: 20
Pre-Requisites: N/A
Pathways: Sports Science ,University of SA. Fitness Industry. Sports Administration
          TAFE  Sport and Recreation Studies

Special Conditions:
Students need to be fit to participate in intensive physical activity and ideally will be actively involved in sport outside of school. Successful completion of one or both Stage 1 Physical Education units is advisable. A Kayaking course (approx. $35 cost) is part of the course. Students are expected to purchase a subject work book ($50).

Description:
This course is for students with a strong interest and demonstrated ability in both the practical and theoretical aspects of Physical Education.

The topics studied:
- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Assessment:
School-based Assessment (70%)
  Assessment Type 1: Practical
  Assessment Type 2: Folio (externally moderated)
External Assessment (30%)
  Assessment Type 3: Examination

Learning Outcomes:
Successful students will be able to:
- Achieve a level of proficiency in physical activity specific to designated performance-related criteria
- Critically analyse, understand, and evaluate the implications of physical activity
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition and communicate using appropriate terminology
- Apply, and reflect on, principles and issues related to physical performance and activity
- Demonstrate initiative, self-reliance, and effective interpersonal skills.

STAGE 2 SPORTS STUDIES

Semester: 1 & 2  Credits: 20
Pre-Requisites: N/A
Pathways: Sports Science University of SA. Fitness Industry. Sports Administration
          TAFE Sport and Recreation Studies

Special Conditions:
This course is specifically designed for the student who has a keen interest in Physical Education and Sport with a practical base, without the academic content of Stage 2 Physical Education.

Description:
The topics studied:
Students will undertake a detailed program that supplies the participants with relevant information that relates to improvements in sporting achievement including Applied Exercise Physiology, Skill Learning, Training Principles, Nutrition and modern developments in sport.

Students will complete 3 x 8 week practical units to be negotiated with the teacher and other students.
**Assessment:**
- Full participation in all activities
- Completion of a resource relating to the relevant theory topics
- Assignments relating to the topics undertaken

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

**School-based Assessment (70%)**
- Practical
- Folio

**External Assessment (30%)**

**Learning Outcomes:**
Successful students will be able to:
- Achieve a level of proficiency in physical activity specific to designated performance-related criteria
- Critically analyse, understand, and evaluate the personal and community implications of physical activity
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition and communicate using appropriate terminology
- Apply, and reflect on, principles and issues related to physical performance and activity
- Demonstrate initiative, self-reliance, and effective interpersonal skills.

<table>
<thead>
<tr>
<th>CERTIFICATE II IN OUTDOOR RECREATION</th>
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<td><strong>Semester:</strong> 1 &amp; 2</td>
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<tr>
<td><strong>Pre-Requisites:</strong></td>
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<tr>
<td><strong>Pathways:</strong></td>
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**Special Conditions:**
Students may choose to enrol in part certificate and to complete individual competencies.

This course is completed over 2 years. Participation in expeditions is a compulsory component of the course. Cost of expeditions will depend on locality and activity. Trips can cost up to $150 and students are expected to meet these costs. At the end of each semester, student progress and participation will be reviewed to considering further enrolment in the course.

**Description:**
The Certificate II in Outdoor Recreation is designed to reflect the role of entry level employees working in the Outdoor Recreation industry under supervision. The breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of outdoor activities. Practical units are selected from a list that includes sailboarding, scuba diving, sailing, kayaking, cycle touring, bushwalking, surfing, snow skiing, snorkeling, snowboarding and bodyboarding.

In order to obtain the full certificate, students must successfully complete four semesters of study over two consecutive years. Students can however undertake this course for one, two, three or four semesters. Successful involvement will benefit students in terms of SACE completion. Students are advised that this course has practical and theory requirements and that both are equally important.

**Assessment:**
Competency based for each unit undertaken.
Learning Outcomes:
Units covered during the course include:

- Organise and complete daily work activities
- Work effectively with others
- Participate in environmental work practices
- Provide First Aid
- Develop knowledge of the sport and recreation industry
- Follow defined occupational health and safety policy and procedures
- Apply basic outdoor recreation logistics

Assist in conducting outdoor recreation sessions
Implement minimal environmental impact practices
Demonstrate bushwalking skills in tracked or easy untracked areas
Navigate in tracked or easy untracked areas
Demonstrate simple kayaking skills
Participate in snorkelling activities
Maintain equipment for activities
Provide equipment for activities
Use and maintain a temporary or overnight site

SNOW TRIP (part of Outdoor Recreation Certificate II)

Semester: 2
Units: 10 credit points
Pre-Requisites: N/A
Pathways: Involvement with this experience exposes students to the Australian alpine environment. The Australian ski season lasts for approximately 3 months. Many seasonal workers spend the winter employed (as ski lift operators and attendants, ski and snowboard instructors, hospitality, tourism, catering and retail services). The units undertaken provide a starting point for Certificate courses in the Sport and Recreation / Outdoor Recreation field of study.

Special Conditions:
Lunchtime sessions are a compulsory requirement prior to the trip. Students must consider that a week is taken out of school time and this will impact on other lessons. If Year 12 students have exams set for the end of the year, it is recommended that they do not participate in the Snow trip. This trip is a special experience and those involved must agree to, and follow, high expectations before and during the trip. Year level managers will review student progress in terms of subject results and teacher recommendations prior to the trip. The trip is a user pays subject. The 2010 Mount Hotham trip was at a cost of $990 per student. The additional costs are for meals en route (3) and to buy/hire basic clothing and sunglasses/goggles. During first term 2011, a meeting will be called and information letters will be distributed providing further details about the trip. For clarification on any matters, please email info@whs.sa.edu.au or phone the school.

Description:
This 7 day, “in snow” trip is held during Term 3. Students stay at a lodge in a Victorian or New South Wales alpine resort. Departure is late on a Saturday with participants returning early the following Saturday. Students have 5 ½ days of skiing or snowboarding. The trip cost includes all meals (except when travelling), five group lessons, lift tickets, skiing or snowboarding equipment, and clothing. Students are involved in compulsory pre trip fitness exercises, theory and snow safety awareness sessions held during one lunch session per week prior to the trip.

Assessment:
Assessment Types:
- Participation in activities
- Written log and journal reflection

Learning Outcomes:
Depending on student experience, demonstrated competency will gain credit from the following Outdoor Recreation units. Students enrolled in the Outdoor Recreation Certificate course can use the units listed as electives.
SCIENCE

Year 8
Science 2 Semesters

Year 9
Science 2 Semesters

Year 10
Advanced Science 2 Semesters
Scientific Studies Stage 1 1 or 2 semesters
Agricultural Studies

Stage 1
Physics 10 or 20 credits (note: 20 credits required for stage 2)
Chemistry 10 or 20 credits (note: 20 credits required for stage 2)
Biology 10 or 20 credits (note: 20 credits required for stage 2)
Scientific Studies 10 or 20 credits

Stage 2
Physics
Chemistry
Biology
Scientific Studies 10 or 20 credits

Certificate 2 Laboratory Skills 2013 Full Year
Certificate I Food Processing (Wine) Full Year
Certificate II Food Processing (Viticulture/Wine) Full Year

YEAR 9 AGRICULTURE

Semester: 1 or 2
Units: 1
Pre-Requisites: N/A
Pathways: Certificate 1 in Rural Operations (offered in Year 10,11 & 12)
Certificate 1 Food processing (Wine).

Special Conditions:
Students must show an interest and willingness to work with plants and animals in a practical environment.

Description:
The topics studied:
- Students are introduced to the diversity of agriculture in the local environment.
- Students study plants by germinating seeds and using other plant propagation methods.
- Students work in groups to raise animals throughout the semester.
- Students learn to act as farm managers by using the computer simulation resource, Sim Farm.

Assessment:
Assessment Types:
- Students are assessed through their competence in practical work
- Group projects
- Knowledge
- Tests
- Class exercises.
Learning Requirements:
Successful students will be able to:
- Use critical thinking skills to analyse an issue
- Complete set tasks on time
- Present work in an organised manner

Demonstrate 1 to 3 topic specific SACSA outcomes (skills, knowledge), eg. Demonstrate an understanding of ecological sustainability within Australia.

YEAR 9 SCIENCE
Semester: 1 & 2
Pre-Requisites: N/A
Pathways:
| Year 10 Science – Advanced or Scientific Studies |
| Advanced Science is the recommended pathway for students wishing to study Biology, Chemistry or Physics at Stage 1. |

Description:
The science learning area is organised into 4 conceptual strands, each with its own characteristic knowledge and ideas, as described in the SACSA Framework. The processes of working scientifically are incorporated into each of the Strands.
The topics studied:
- Earth and Space
- Life Systems
- Energy Systems
- Matter.
Knowledge and skills are developed within these strands over the 2 semesters.

Assessment:
Assessment Types:
- Assignments of various lengths and complexities:
- Practical work, including skills and formal reports.
- Student designed experiments.
- Tests

Learning Requirements:
These are based on the Key Competencies. Successful students will be able to:
- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activities

Work with others and in teams
Use mathematical ideas and techniques
Solve problems
Use technology

YEAR 10 SCIENCE (ADVANCED)
Semester: 1 & 2
Pre-Requisites: N/A
Pathways:
| Students need only do one semester of Science at Year 10. This needs to be in the first semester. However if this option is taken then students will be able to do Scientific Studies only at SACE Stage 1, unless written recommendation from Science staff. |
| Advanced Science for the whole year is the recommended pathway for students wishing to study Biology, Chemistry or Physics at Stage 1. |

Description:
The science learning area is organised into distinct modules of up to 5 weeks. The modules allow for students to experience four sciences (Biology, Chemistry, Physics and Psychology) and also experience hands on the science (related) to winemaking (Oenology).
Assessment:
Assessment Types:
A variety of strategies are used such as:
- Assignments of various lengths and complexities
- Practical work, including skills and formal reports
- Student designed experiments
- Tests
- An end of semester exam forms part of the overall assessment

Learning Requirements:
Successful students will be able to:
- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activities
- Work with others and in teams

Use mathematical ideas and techniques
Solve problems
Use technology
Assessment tasks and standards are based on the SACSA Framework.

STAGE 1 BIOLOGY
Semester: 1 & or 2  Credits: 10 or 20
Pre-Requisites: Advanced Science at Year 10

Special Conditions:
Biology gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

Description:
The topics studied are:
Semester 1 (10 credits)
- Ecology: classification, biodiversity, conservation
- Microbiology: Study of bacteria, viruses, disease
- Cell Biology: basic cell anatomy and processes, issues associated with stem cells

Semester 2 (10 credits)
- Physiology: respiration and circulatory systems, comparative physiology
- Animal Behaviour: examines different types of behaviour seen in animals
- Adaptation and Evolution: focuses on Australian flora and fauna; mechanism of evolution

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The weighting of each component will be between 20% and 40%

Assessment Types:
- Investigations Folio
- Skills and Applications Tasks: including assignments, tests and end of semester examination.

Learning Requirements:
In this subject, students are expected to:
- Identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
- Design and conduct individual and collaborative biological investigations
- Manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations
- Select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues
- Communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
- Demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a
range of contexts and problems, including presenting alternative explanations.

<table>
<thead>
<tr>
<th>STAGE 2 BIOLOGY</th>
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<tbody>
<tr>
<td><strong>Semester:</strong> 1 &amp; 2</td>
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<tr>
<td><strong>Pre-Requisites:</strong></td>
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<tr>
<td><strong>Pathways:</strong></td>
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**Special Conditions:**
30% of the course is subject to external moderation. Students will need to purchase both a practical book and workbook. Approximate cost $26.

**Description:**
Biology helps people to develop an appreciation and understanding of the living world, and to understand the importance of using the resources of the environment in a sustainable way. The ideas and theories of biology are applied in many other disciplines (e.g. biochemistry, pharmacology, sports science). Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science, and viticulture. These are organised round the following four themes:
- Macromolecules
- Cells
- Ecosystems
- Organisms

**Assessment:**
Assessment is subject to the requirements, policies, and procedures of the SACE Board. One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement. The assessment tasks are used to determine the performance standards achievement level. Formative tasks are important in the learning process, but do not contribute to final assessment. Students demonstrate evidence of their learning through the following assessment types:
- School-based Assessment (70%)
  - Investigations Folio (practical reports and an issues investigation)
  - Skills and Application Tasks (tests and assignments)
- External Assessment (30%)
  - Examination

**Learning Requirements:**
Successful students will be able to:
- Participate in practical activities
- Design and undertake investigations
- Obtain information from a variety of sources
- Critically analyse and evaluate information, procedures, and materials
- Demonstrate knowledge and understanding of biological concepts
- Solve a variety of biological problems
- Understand how knowledge of biology can be used to make informed decisions at the personal, social, and global levels
- Use biological terms and conventions correctly
- Communicate effectively in a variety of forms.
STAGE 1 CHEMISTRY

Semester: 1 & or 2
Credits: 10 or 20
Pre-Requisites: Students enrolling in Chemistry must have achieved above average results in Year 10 Advanced Science.

Pathways: Stage 2 Chemistry. Stage 2 Biology

Special Conditions:
Students wishing to do Stage 2 Chemistry must do both units of Chemistry in Stage 1. Students studying two semesters of Chemistry will study it for the full year with 20 credits achieved.

Description:
Semester 1
- Atomic structure - theory of bonding
- Nonmenclature: Naming of Structures
- Measurement in Chemistry

Semester 2
- Organic Chemistry
- Electro Chemistry, 9eg electroplating batteries
- Acids and Bases
- Polymers
- Soaps and Detergents

Assessment:
Assessment is subject to SACE Board moderation.
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Investigations Folio
- Skills & Applications Tasks
- Experimental Studies / Social Analysis
- Exam (both Semesters)

Learning Requirements:
Successful students will be able to:
- Manipulate apparatus and record observations in chemical experiments
- Design investigations to test chemical hypotheses
- Obtain information about chemistry from a variety of sources
- Demonstrate knowledge and understanding of chemical concepts
- Analyse and draw conclusions from chemical data
- Develop solutions to chemical problems
- Use knowledge of chemistry to make informed personal, social, and environmental decisions
- Communicate ideas and reasoning, using chemical terms and conventions

STAGE 2 CHEMISTRY

Semester: 1 & 2
Credits: 20
Pre-Requisites: Successful completion of 20 credits of Chemistry at Stage 1
Pre-Requisites or assumed knowledge for many science based courses at University including Environmental Sciences, Health Sciences, Marine Sciences and Agricultural Sciences.

Pathways:

Description:
The concepts of chemistry are based on careful observation and measurement and the analysis and interpretation of results. Proficiency in the handling of apparatus is the result of continual practice in a supportive learning environment. Practical activities in this subject are also designed to support conceptual development. Conceptual knowledge and understanding in Stage 2 Chemistry are supported through inquiry and communication about phenomena in chemistry. Students undertake investigations to develop their knowledge and understanding. Data and information, including observations, from these investigations provide the evidence on which informed decisions can be made.
The topics studied:
- Organic Chemistry
- Energy use and sources
- Rates of Reactions
- Small and Big Molecules
- Volumetric Analysis
- Consumer Chemistry
- Environmental Chemistry
- Quality Control
- Electronic Structures
- Industrial Chemistry

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

School-based Assessment (70%)
- Investigations Folio (minimum 3 practical and 1 issues)
- Skills and Applications Tasks (minimum 3 skills and applications)

At least one investigation or skills and applications task will involve collaborative work.

External Assessment (30%)
- End of year Examination

Learning Requirements:
Successful students will be able to:
- Manipulate apparatus and record observations in practical chemical activities
- Design and undertake practical chemical investigations
- Obtain information about chemistry from a variety of sources
- Critically analyse and evaluate chemical information and procedures
- Demonstrate knowledge and understanding of chemical concepts
- Develop possible solutions to a variety of chemical problems
- Demonstrate an understanding of how knowledge of chemistry can be used to make informed decisions, taking into account social and environmental contexts
- Communicate effectively in a variety of forms, using chemical terms and conventions correctly and contextually

STAGE 1 PHYSICS

Semester: 1 & 2
Pre-Requisites: C level pass or better in Year 10 Advanced Science
Pathways: Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry.

Credits: 20

Special Conditions:
Students studying 2 semesters of Physics will study the course for the full year with 20 credits achieved.

Description:
Semester 1
- Motion, Waves, Newtons Laws, Vectors & Statics Momentum and Energy.
Semester 2
- Momentum, Energy, Electrostatics & Electricity, Electromagnetism, Fields.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Investigations Folio
- Skills and Applications tasks
- Experimental Studies / Social Analysis
- End of Semester Examination

Learning Requirements:
Successful students will be able to:
Manipulate apparatus and record observations in physics experiments
Design investigations to test physics hypotheses;
Obtain information about physics from a variety of sources
Demonstrate knowledge and understanding of physics concepts

STAGE 2 PHYSICS
Semester: 1 & 2
Pre-Requisites: Satisfactory achievement in 2 semesters of Stage 1 Physics preferably at a C+ standard or better.
Pathways:
Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.
Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry.

Description:
The topics studied:
Motion in Two Dimensions
Electricity and Magnetism
Light and Matter
Atoms and Nuclei

Assessment:
Assessment in Stage 2 Physics consists of the following components, weighted as shown:
Examination 50%
Course Work 25%
Practical Work 15%
Information Research and Oral Presentation 10%
Mid-year exam 2 hours

Learning Requirements:
Successful students will be able to:
Undertake practical activities
Design investigations
Obtain information about physics from a variety of sources
Critically analyse and evaluate information and procedures in physics
Demonstrate knowledge and understanding of physics
Solve a variety of problems in physics
Relate knowledge of physics to selected phenomena and applications
Communicate the ideas of physics effectively in written, graphical, and oral forms
Use the terminology and notation of physics correctly

STAGE 1 SCIENTIFIC STUDIES
Semester: 1 &/or 2
Pre-Requisites: Passing grades in Year 9 Science or Year 10 Science and a keen interest in the study of Science
Pathways: Stage 2 Scientific Studies
Description:
The themes studied may include:
The topics studied:
- The implication of human intervention through science
- The relevance of science for my community and me
- The impacts of science on my local environment
- The possible impacts of science in Australia and the broader global community over the next 50 years

Assessment:
Assessment Type 1: Investigations Folio
Assessment Type 2: Skills and Applications Tasks
For a 10 credit subject students provide evidence of their learning through four or five assessments, at least one of which involves collaborative work.
Students undertake at least one practical investigation and at least one issues investigation for the folio and at least one skills and applications task.
For a 20 credit subject students provide evidence of their learning through eight to ten assessments, at least one of which involves collaborative work.
Students undertake at least two practical investigations and at least two issues investigations for the folio and at least two skills and applications tasks.
Students should be provided with assessment opportunities in a range of settings (e.g. classroom, laboratory and field) that are supervised and/or verified.

Learning Requirements:
Successful students will be able to:
- Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
- Design and conduct collaborative and individual scientific investigations
- Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
- Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues
- Communicate their knowledge and understanding of scientific concepts using scientific literacy skills
- Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

STAGE 2 SCIENTIFIC STUDIES
Semester: 1 &/or 2
Pre-Requisites: 
Credits: 10 or 20
Successful completion of Stage 1 Scientific Studies or another area of science is preferred.
Pathways:

Description:
The themes studied may include:
- The implication of human intervention through science
- The relevance of science on my community and me
- The impacts of science on my local environment
- The possible impacts of science in Australia and the broader global community over the next 50 years

Assessment:
School based Assessment (70%)
- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks
External Assessment (30%)
- Assessment Type 3: Practical Investigation

For a 10 credit subject, students provide evidence of their learning through four or five assessments, including the external assessment component.
Students undertake one practical investigation and at least one issues investigation for the folio, at least one skills and applications task and one externally assessed practical investigation
For a 20 credit subject, students provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake at least two practical investigations and at least one issues investigation for the folio and at least two skills and applications tasks and one externally assessed practical investigation.

Students should be provided with assessment opportunities in a range of settings (e.g. classroom, laboratory and field) that are supervised and/or verified.

### Learning Requirements:

Successful students will be able to:

- Identify and formulate questions, hypotheses, concepts and purposes that guide scientific investigations
- Design and conduct collaborative and individual scientific investigations
- Use technology and numeracy skills to represent, analyse, interpret and evaluate scientific investigations
- Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical and environmental issues
- Communicate their knowledge and understanding of scientific concepts using scientific literacy skills
- Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

#### CERTIFICATE I FOOD PROCESSING (Wine)

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits:</th>
<th>10 to 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Pathways:</td>
<td>Career pathway in the viticulture/wine industry. Certificate III in Food Processing (Wine), Certificate II and III in Food Processing (Cellar Operations), Certificate II and III in Food Processing (Cellar Door Sales).</td>
<td></td>
</tr>
</tbody>
</table>

### Special Conditions:

Students need to provide basic protective clothing to allow them to safely work outside - broad brimmed hat, sun glasses, solid footwear. Regular, ongoing work placement in vineyards is essential. Willunga High School may be able to assist with organisation of some work placements and can act as a work site for some units. Transport to and from work placement site is the responsibility of the parent and student. Students must provide their own protective equipment.

### Description:

No previous knowledge needed, although a knowledge of basic computer skills is advisable.

### Assessment:

Competency based assessment of vocational modules.

### Learning Requirements:

This course is designed to provide successful students with a nationally recognised qualification for entry into the viticulture industry workforce. Level 1 is usually one year in duration for students in typical full time study at Year 10, 11 or 12.

#### CERTIFICATE I RURAL OPERATIONS

<table>
<thead>
<tr>
<th>Semester: 1 &amp; 2</th>
<th>Credits:</th>
<th>10 to 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Requisites:</td>
<td>No previous knowledge needed, although it is preferred that students have completed Year 9 Agriculture.</td>
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<tr>
<td>Pathways:</td>
<td>This certificate provides a basis for a career pathway in the Agriculture and Horticulture industries.</td>
<td></td>
</tr>
</tbody>
</table>

### Special Conditions:

Students need to provide basic protective clothing to allow them to safely work outside - broad brimmed hat, sun glasses, solid footwear. Regular, ongoing work placement in related agricultural workplaces for each unit of study is essential. Willunga High School may be able to assist with organisation of some work placements and can act as a work site for some units. Transport to and from work placement site is the responsibility of the parent and student. CRO is only suited to students in Years 10-12. Students should be aware that although they gain
SACE credit points, it does not add to their ATAR.

Description:
CRO is a full year course, however students can opt to complete the second semester in the following year. The compulsory core unit is always the first unit taught so that students can commence work placement. CRO is composed of units from Rural Operations Certificate 1 & 2 combined with some viticulture units. A range of units covering animal and plant work is included. Students must complete the core unit, "Prepare for Work" and a minimum of 5 units from the following:
- Support gardening work
- Support extensive livestock work
- Provide feed for livestock
- Follow basic chemical safety rules
- Handle livestock using basic techniques
- Carry out basic canopy maintenance
- Hand prune vines

Assessment:
Competency based assessment of vocational modules

Learning Requirements:
This course has been designed to provide successful students with a nationally recognised qualification for entry into the agricultural industry workforce.