Centre of excellence for R-12 learners
学前班 – 12年级学生的卓越教育中心

Curriculum Handbook 2017
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### Curriculum Areas – Subject Descriptors

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<td>Mathematics</td>
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<td>Science</td>
<td>60</td>
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The information contain in this Handbook was correct at the time of publishing
INTRODUCTION

Welcome
This Curriculum Handbook is designed to give important information to students and their families about the curriculum opportunities available at Plympton International College. This allows families of children in the middle years to take an informed, longer-term view in planning educational pathways into the senior years and beyond. Students and their families in the senior years are encouraged to use this information and subject selection processes to make informed, realistic decisions about courses of study that will set them on appropriate pathways through school to further study and employment.

Reception – Year 6 (Primary Schooling)
Our R-6 curriculum covers the eight learning areas outlined in the Australian Curriculum. We focus on developing the skills and qualities essential for successful lifelong learning. High level achievement in Literacy and Numeracy, development of higher order thinking skills and social learning are priorities. Students spend most of the time with their class teacher while at the same time accessing specialist skills from a Chinese language teacher, a Music/Performing Arts teacher and Health and Physical Education teacher.

Years 7-9 (Middle Schooling)
The Years 7 – 9 curriculum covers the eight learning areas outlined in the Australian Curriculum. These learning areas are: English, Mathematics, Science, History, Geography, Mandarin Chinese, Arts (Music, Visual Art and Drama), Health & Physical Education and Technology (Wood, Metal, Digital Technology and Food Technology). Students in Year 7 and 8 experience all mandated learning areas and subjects while Year 9 students undertake core mandated subjects and make some choices about the subjects they wish to continue to study.

Years 10 – 12 (Senior Schooling)
The Years 10 - 12 curriculum moves from the Australian Curriculum to the South Australian Certificate of Education (SACE) during Year 10. The SACE is accredited by the SACE Board. Student achievement in the SACE is recognised nationally and internationally. All of our senior year’s students are given the opportunity to complete the curriculum pattern of the SACE. The flexibility within the certificate allows us to develop a learning plan to meet the needs of any particular student. Students develop a Personal Learning Plan (PLP) in Year 10 and use this to map out realistic pathway(s) to guide them successfully through the senior years into further study and employment. In addition to school based subjects, senior students can access a range of flexible learning options, including Vocational Education and Training (VET) courses that support their career pathways while enriching their learning experiences.

Subject Selection
The subject selection process occurs during Term 3. Students will have access to this handbook via the school website. Subject teachers will talk with students about the subjects that are available and will answer questions that arise. Subject selection forms will go home so that preliminary choices can be made. Parents/Carers and students are invited to meet with staff to discuss and confirm these choices. Subject choices are confirmed during Term 4 when results of this year’s work and efforts are known. We encourage parents/carers to contact the school for information and assistance throughout the process. Although every effort will be made to meet student choices, this is always dependent on the school’s capacity to form viable classes. This depends on student numbers and the availability of teachers. We are an active member of the Western Adelaide Secondary Schools Network which provides our students with increased opportunities as valuable partnerships exist between member schools to ensure viable classes and expand learning options.
Participate!

Having a challenging, achievable and enjoyable course of study over the coming year is vital for student engagement and to encourage students to strive for excellence in their learning. I encourage you to participate fully in the subject selection process.

For further information about our school visit our website at www.plymptoncollege.sa.edu.au or contact:

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Linda Richardson
Principal

ON-LINE CURRICULUM HANDBOOK

This Curriculum Handbook may be accessed via the school website www.plymptoncollege.sa.edu.au
### Glossary of Terms

**ATAR**
Australian Tertiary Admissions Rank (formally called Tertiary Entrance Rank TER). It is a measure of how a student's overall achievement in the SACE is compared to other students. It is used by universities to select school leavers for a place in university courses and ranges from 0 to 99.95. The ATAR are calculated using results from three full-year tertiary admissions subjects (TAS) plus, the results from a fourth full-year tertiary admissions subject or other studies recognised by the SACE Board and universities.

**CREDITS**
Each subject successfully completed earns ‘credits’. 200 credits in the correct mix of subjects will achieve the SACE.

**CURRICULUM PATTERN**
A selection of subjects required to complete a level of study (e.g. Year 8, Stage 1).

**COMPULSORY SUBJECT**
A subject that a student must undertake as part of the middle school curriculum or SACE (for compulsory SACE subjects, an A, B or C grade must be achieved).

**DECD**
Department for Education and Child Development

**LITERACY**
A compulsory subject drawn from a range of English subjects at SACE Stage 1.

**MER**
Minimum Entry Requirement for a TAFE course.

**NUMERACY**
A compulsory subject drawn from a range of Mathematics subjects at SACE Stage 1.

**PLP**
Personal Learning Plan which is a compulsory SACE Stage 1 subject studied in Year 10.

**PRECLUDED COMBINATIONS**
Two subjects are a Precluded Combination if they are defined by TAFE SA and the Universities as having significant overlap in terms of content. They cannot both count towards the ATAR or TAFE SA Selection Score.

**RTO**
Registered Training Organisation which is accredited to deliver VET.

**SACE**
South Australian Certificate of Education.

**SACSA**
South Australian Curriculum Standards and Accountability Framework.

**SATAC**
South Australian Tertiary Admissions Centre which processes student applications for places in Universities and TAFE.

**SEMESTER**
60 hours of programmed lesson time. This can be referred to as a 10 SACE credit course. Half a year of study.

**STAGE 1**
The first of two levels of SACE study. Students will start these in Year 10 and continue in Year 11.
STAGE 2
The second level of SACE study building upon the first. Students will usually commence this in Year 12.

TAS
Tertiary Admissions Subject. These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or ATAR.

VET
Vocational Education and Training. Many of these courses can be counted toward the SACE in the 90 credit section of the pattern (see inside back cover)
MIDDLE YEARS CURRICULUM (YEARS 7, 8 and 9)

Our middle years approach to students in Year 7, 8 and Year 9 is aimed at best meeting the learning needs of young adolescents and to provide a foundation for future studies. Students focus on developing key skills across the middle years needed for success before moving into the senior years. Students study a wide ranging curriculum aligned with the Australian Curriculum.

At Year 7, 8 and 9 students study subjects from the following curriculum areas:

- English
- Mathematics
- Science
- Humanities and Social Science (History and Geography)
- Health and Physical Education
- Language Other Than English (LOTE) – Chinese
- The Arts (including Drama, Music, Art and Media Arts)
- Technology (including Technology and Food Technology)

The information in this guide will provide you with a clear understanding of the objectives, skills and abilities each student should develop in each course. Students and/or parents who require advice about specific choices should consult the appropriate Learning Area Coordinator and/or the School Counsellor. Students receive feedback on their personal and academic progress through four end of term reports, and at Parent, Student and Teacher interview night.

Year 7 Curriculum Pattern

Compulsory subjects - All students study these subjects.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Integrated Digital Technology</td>
<td>Full Year</td>
</tr>
<tr>
<td>Chinese</td>
<td>Semester</td>
</tr>
<tr>
<td>Geography</td>
<td>Semester</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Semester</td>
</tr>
<tr>
<td>History</td>
<td>Semester</td>
</tr>
<tr>
<td>Technology</td>
<td>One Term</td>
</tr>
<tr>
<td>Art</td>
<td>One Term</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>One Term</td>
</tr>
<tr>
<td>Food Technology</td>
<td>One Term</td>
</tr>
</tbody>
</table>
Year 8 Curriculum Pattern

**Compulsory subjects** - All students study these subjects.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>Full Year</td>
</tr>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Geography (including Economics and Business)</td>
<td>Semester</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Semester</td>
</tr>
<tr>
<td>History (including Civics and Citizenship)</td>
<td>Semester</td>
</tr>
<tr>
<td>Technology (including Design &amp; Technology and Digital Technology)</td>
<td>Semester</td>
</tr>
<tr>
<td>Art</td>
<td>One Term</td>
</tr>
<tr>
<td>Drama</td>
<td>One Term</td>
</tr>
<tr>
<td>Food Technology</td>
<td>One Term</td>
</tr>
<tr>
<td>Music</td>
<td>One Term</td>
</tr>
</tbody>
</table>

Year 9 Curriculum Pattern

**Compulsory subjects** - All students study these subjects.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Full Year</td>
</tr>
<tr>
<td>History</td>
<td>Semester</td>
</tr>
</tbody>
</table>

**Choice subjects** - Students choose the equivalent of 5 semesters from the following subjects:

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>Full Year (2 semesters)</td>
</tr>
<tr>
<td>Music</td>
<td>Full Year (2 semesters)</td>
</tr>
<tr>
<td>Art A and/or B</td>
<td>Semester or Full Year</td>
</tr>
<tr>
<td>Drama A and/or B</td>
<td>Semester or Full Year</td>
</tr>
<tr>
<td>Food and Culture</td>
<td>Semester</td>
</tr>
<tr>
<td>Food, Fun and Festivals</td>
<td>Semester</td>
</tr>
<tr>
<td>Geography</td>
<td>Semester</td>
</tr>
<tr>
<td>Media Arts</td>
<td>Semester</td>
</tr>
<tr>
<td>Metal Technology</td>
<td>Semester</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>Semester</td>
</tr>
</tbody>
</table>
What is the SACE?
Students who successfully complete the requirements 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 ensures that students gain the skills they need for the future, as citizens and in the workplace. The SACE is designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, 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 (normally undertaken in Year 12).

How do students get the SACE?
Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:
• Stage 1, which most students study in Year 11, apart from the Personal Learning Plan, which most will study in Year 10.
• Stage 2, which most students will study 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 (A+ to E- at Stage 2). For compulsory subjects, they must achieve a C grade or better. The compulsory subjects are:
• Personal Learning Plan (10 credits at Stage 1)
• Literacy – 20 credits from a range of English subjects or courses (Stage 1)
• Numeracy – 10 credits from a range of Mathematics subjects or courses (Stage 1)
• Research Project – an in-depth major project (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, VET courses or Board recognised courses of a student’s choice.

What is the Personal Learning Plan?
The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. They understand and develop their capabilities through the subject (that is, Personal Development, Communication, Citizenship, Work and Learning). The Personal Learning Plan helps students:
• identify and research career paths and options, including further education, training and work
• choose appropriate 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 information and communication technology 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 SACE. Because it is compulsory, students must achieve a C grade or better.

What is VET and how can I do it?
VET stands for Vocational Education and Training, and gives students skills for work, particularly in the trades and industry. Students are able to include VET in their SACE studies which help students to build a vocational pathway in the SACE and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE. To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET. Within these, students must also satisfy the literacy and
numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits). The recognition arrangements for VET in the SACE include:

- completed qualifications
- partly completed qualifications

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board decides whether the SACE credits earned for a particular VET qualification are recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2. For more information about VET and to check the VET Recognition Register visit: http://www.sace.sa.edu.au/subjects/recognised-learning/recognition-register

What is community learning?
Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh’s Award and the SA Country Fire Service. Program details are updated as new information becomes available. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. For more information on community learning visit: http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning;jsessionid=277F62865C18B0E08C197474E7143CAA

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. Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. 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 are included in the Tertiary Entrance Booklet 2016, 2017, 2018 published by the South Australian Tertiary Admissions Centre (SATAC) and will be made available to all senior school students. Go to the SATAC website for more information www.satac.edu.au.

Interstate and overseas students
SACE Board will grant status for equivalent learning in recognised areas for interstate and overseas students. For more information about meeting the Stage 1 compulsory requirements, visit: http://www.sace.sa.edu.au/the-sace/students-families/interstate-overseas-adult students;jsessionid=277F62865C18B0E08C197474E7143CAA

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

- plan their SACE and look at different subject and course combinations
- check their progress towards completing their SACE
- access their results

Students can log in to Students Online using their SACE registration number and pin at: www.sace.sa.edu.au/students-online.
SENIOR YEARS CURRICULUM (YEARS 10, 11, 12)

Year 10 Curriculum Pattern
Year 10 students study a compulsory core group of subjects that continues the learning in the eight areas of the Australian Curriculum and SACSA while starting the SACE. English and ESL are taught separately while Mathematics and Science are grouped into classes at the start of Year 10 according to results in Year 9. This grouping can change as student achievement changes over the year.

Compulsory subjects - Students study these subjects.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Semester</td>
</tr>
<tr>
<td>History</td>
<td>Semester</td>
</tr>
<tr>
<td>Personal Learning Plan - PLP (SACE Stage 1)</td>
<td>Semester, 10 SACE credits</td>
</tr>
</tbody>
</table>

Choice subjects - Students choose the equivalent of five semesters.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Full Year, 55 Stage 1 SACE credits (Full certificate)</td>
</tr>
<tr>
<td>Chinese</td>
<td>Full Year</td>
</tr>
<tr>
<td>Music</td>
<td>Full Year</td>
</tr>
<tr>
<td>Art A and/or B</td>
<td>Semester or Full Year</td>
</tr>
<tr>
<td>Drama A and/or B</td>
<td>Semester or Full Year</td>
</tr>
<tr>
<td>High Tea, Fast Food and Safety</td>
<td>Semester</td>
</tr>
<tr>
<td>Buffets, Special Diets and Proteins</td>
<td>Semester</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Semester</td>
</tr>
<tr>
<td>Metal Technology</td>
<td>Semester</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>Semester</td>
</tr>
</tbody>
</table>

Students should chose subjects that
- meet their needs in literacy and numeracy
- fit their pathway considering school, further study, training and employment
- interest them and that they will enjoy

Year 11 (SACE Stage 1) Curriculum Pattern
Year 11 students will continue their studies toward completion of the SACE. They will study the compulsory 20 credits in Literacy through learning in English, English as an Additional Language or Essential English. They will also complete the compulsory 10 credits in Numeracy through learning in Mathematics/Numeracy subjects. 120 credits in total are usually studied at Year 11.

Compulsory subjects - Students study these subjects (Total of 50 or 60 credits).

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length and SACE credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or Essential English</td>
<td>Full Year, 20 credits (20 credits are a SACE requirement)</td>
</tr>
<tr>
<td>Mathematics, General Mathematics, Essential Mathematics</td>
<td>Semester or Full Year, 10, 20 or 30 credits (10 credits are a SACE requirement)</td>
</tr>
<tr>
<td>Research Practices</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Research Project (TAS or non TAS Stage 2)</td>
<td>Semester, 10 credits (a SACE requirement)</td>
</tr>
</tbody>
</table>
**Choice subjects** - Students choose 60, or 70 credits, depending on the number of Mathematics credits.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length and SACE credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology A and/or B</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Full Year, 55 Stage 1 SACE credit (Full certificate)</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology</td>
<td>Full Year, 10 Stage 1 and 40 Stage 2 if Certificate 2 has been completed. 10 Stage 1 and 50 Stage 2 if Certificate 2 has not been completed</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance and Allied Health Assistance</td>
<td>Full Year, 70 credits at Stage 2 (3 semesters for the full certificate)</td>
</tr>
<tr>
<td>Chemistry A and B</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Chinese A and B (through the School of Languages)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Community Studies A and/or B</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Drama A and B</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Food and Hospitality A and/or B</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>History</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Music A and B</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Physical Education A and/or B</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Physics A and B</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Psychology</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Furniture Construction</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Welding and Fabrication</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Visual Art – Art</td>
<td>Semester, 10 credits</td>
</tr>
<tr>
<td>Visual Art - Design</td>
<td>Semester, 10 credits</td>
</tr>
</tbody>
</table>

Students should choose subjects that
- meet their needs in literacy and numeracy
- fit their pathway considering school, further study, training and employment
- interest them and that they will enjoy

Although every effort will be made to meet student choices, this is always dependent on the school’s capacity to form viable classes. This depends on student numbers and the availability of teachers. If we cannot offer a subject that a student wishes to study at our school, we will endeavour to find a place for that student to study the subject that they want elsewhere. This could involve attending a nearby school, during the day or after school or studying through the Open Access College.
Year 12 (SACE Stage 2) Curriculum Pattern

Year 12 students will continue their studies toward completion of the SACE. They will must achieve a C grade or better in the compulsory Research Project and study choice subjects to a total of 80 credits keeping in mind the requirements for University and TAFE entry previously described in this handbook.

Choice subjects - Students choose 80 credits, depending on the need for an ATAR. Students MUST choose at least 60 Stage 2 credits. Additional credits can be at Stage 1 if no ATAR is required.

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>Length and SACE credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Business and Enterprise (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Certificate II in Information, Digital Media and Technology (non TAS)</td>
<td>Full Year, 55 Stage 1 SACE credits (Full certificate)</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology (TAS)</td>
<td>Full Year, 10 Stage 1 and 40 Stage 2 if Certificate 2 has been completed. 10 Stage 1 and 50 Stage 2 if Certificate 2 has not been completed</td>
</tr>
<tr>
<td>Certificate III in Health Services Assistance and Allied Health Assistance (TAS)</td>
<td>Full Year, 70 credits at Stage 2 (3 semesters for the full certificate)</td>
</tr>
<tr>
<td>Chemistry (TAS) (possibly offered at another school)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Chinese (TAS) offered through School of Languages</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Community Studies A and/or B (non TAS)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Drama (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>English (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Ensemble Performance (TAS)</td>
<td>Full Year, 10 credits</td>
</tr>
<tr>
<td>Essential English (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Essential Mathematics (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Food and Hospitality (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Mathematical Methods (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Nutrition (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Physical Education (TAS)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Physics (TAS) (possibly offered at another school)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Solo Performance (TAS)</td>
<td>Full Year, 10 credits</td>
</tr>
<tr>
<td>Specialist Mathematics (TAS) (offered at another school. Must also choose Mathematical Methods)</td>
<td>Full Year, 20 credits</td>
</tr>
<tr>
<td>Technology – Material Products – Wood/Metal (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Visual Arts – Art (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Visual Arts – Design (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
<tr>
<td>Workplace Practices (TAS for 20 credits)</td>
<td>Semester or Full Year, 10 or 20 credits</td>
</tr>
</tbody>
</table>

Students should choose subjects that
- meet their needs in literacy and numeracy
- fit their pathway considering school, further study, training and employment
- interest them and that they will enjoy

Although every effort will be made to meet student choices, this is always dependent on the school's capacity to form viable classes. This depends on student numbers and the availability of teachers. If we cannot offer a subject that a student wishes to study at our school, we will endeavour to find a place for that student to study the subject that they want elsewhere. This could involve attending a nearby school, during the day or after school or studying through the Open Access College.
FLEXIBLE LEARNING OPTIONS

Flexible Learning Options are designed to give students flexibility in what is studied, the types of skills that can be developed and how learning is assessed. It provides students with opportunities to develop employability skills and to select a course that relates to their interests and experiences. Plympton International College’s Flexible Learning Options fall under the following categories.

Vocational Education and Training (VET)
Students can earn up to 180 of the 200 credits required to complete the SACE through VET. The remaining 20 credits are achieved through the compulsory Personal Learning Plan and Research Project subjects. The advantages of VET are that students:
- Gain credit towards their SACE
- Gain industry recognised qualifications
- Gain specific workplace training
- Help students gain entry to TAFE and further study options
- Help students make decisions about future career options
- Help students gain future employment

School Based VET Programs
The programs available to senior school students at Plympton International College include; Certificate III in Health Services Assistance and Allied Health Assistance, Certificate III in Information, Digital Media and Technology and Certificate II in Information, Digital Media and Technology. Students have the opportunity to complete structured workplace learning through these programs and go on to further study and career options. See the flowcharts in this section.

Western Adelaide Regional VET Programs
Year 10, 11 and 12 students have the opportunity to study VET certificate and part certificate courses, through the Western Adelaide Region network of schools. A list of programs on offer is available in this handbook and available on the website at www.wats.sa.edu.au.

TAFE and other Registered Training Organisations (RTO) courses
Our Year 10, 11 and Year 12 students have the opportunity to study at TAFE and RTO’s where there is a course that is of interest to them. Students have accessed courses in Construction, Automotive, Plumbing or Hair and Beauty. Students should be alert to course offers as they arise over the year. They can talk to our Flexible Learning Coordinator about courses that they are interested in.

Australian School Based Apprenticeships (ASBA)
Australian School Based Apprenticeships allow students to complete their SACE and at the same time complete a nationally recognised vocational training qualification as a paid employee. Students can be in the workplace one day per week, undertaking their certificate course at TAFE one day per week and attending school three days per week. Apprenticeship Brokers work with our school and they negotiate with students, family, school and employers, a course of work that will engage students in the compulsory units of SACE at school, while starting an apprenticeship part time. Further information is available at www.wats.sa.edu.au.

Community Learning
Students have the opportunity to earn SACE credits by participating in courses operating in the community. These vary from year to year and from student to student. They have included:
- Community developed programs (Royal Life Saving Society S.A., St John Ambulance)
- Operation Flinders
- VET

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

VOCATIONAL LEARNING PATHWAYS AT PLYMPTON INTERNATIONAL COLLEGE

HEALTH

Certificate III in Health Services Assistance and Allied Health Assistance

Students will gain both qualifications over two years (and part qualifications over shorter time periods), preparing them for pathways into nursing and allied health assistant roles. Employees provide assistance in patient care in hospitals, community health centres, aged care, disability and private practice. Students will obtain 70 SACE credits at Stage 2.

Below is an example of your study and career pathway into the Health Industry

<table>
<thead>
<tr>
<th>SACE SUBJECTS</th>
<th>SACE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 1 Personal Learning Plan (at year 10)</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Research Practices</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 English/ESL</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Workplace Practices</td>
<td>10</td>
</tr>
<tr>
<td>Certificate III in Health Services and Allied Health Assistance</td>
<td>70</td>
</tr>
<tr>
<td>Stage 2 Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 Workplace Practices</td>
<td>20</td>
</tr>
<tr>
<td>Stage 2 Subject of choice</td>
<td>20</td>
</tr>
<tr>
<td>Stage 2 Subject of choice</td>
<td>20</td>
</tr>
<tr>
<td>This program would also qualify for an ATAR score</td>
<td>60</td>
</tr>
</tbody>
</table>

Certificate III in Health Services Assistance and Allied Health Assistance

Possible Pathways

**TAFE or Vocational Education and Training**
- Certificate IV Health Administration
- Certificate IV Leisure and Health
- Diploma of Nursing (Enrolled nursing)

**Employment**
- Health support services
- Enrolled nurse
- Aged Care support
- Disability services
INFORMATION TECHNOLOGY

Certificate II in Information, Digital Media and Technology
The course offers insight into the Information Technology industry and career pathways in Information Technology. Students, who successfully complete this course, will obtain their Certificate II and 55 SACE credits at Stage 1.

Certificate III in Information, Digital Media and Technology
The course offers insight into the Information Technology industry and career pathways in Information Technology. Students, who have successfully completed Certificate II and successfully complete Certificate III, will receive 10 SACE credits at Stage 1 and 40 SACE credits at Stage 2. Students who just study Certificate III will gain 10 Stage 1 and 50 Stage 2 SACE credits.

Below is an example of your study and career pathway into Information Technology

<table>
<thead>
<tr>
<th>SACE SUBJECTS</th>
<th>SACE CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stage 1</td>
</tr>
<tr>
<td>Stage 1 Personal Learning Plan (at year 10)</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Research Practices</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Mathematics</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 English/ESL</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Workplace Practices</td>
<td>10</td>
</tr>
<tr>
<td>Certificate II in Information, Digital, Media and Technology</td>
<td>55</td>
</tr>
<tr>
<td>Certificate III in Information, Digital, Media and Technology</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 Workplace Practices</td>
<td>20</td>
</tr>
<tr>
<td>Stage 2 Subject of choice</td>
<td>20</td>
</tr>
<tr>
<td>Stage 2 Subject of choice</td>
<td>20</td>
</tr>
<tr>
<td>This program would also qualify for an ATAR score</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>125</td>
</tr>
</tbody>
</table>

Certificate II in Information, Digital Media and Technology
Certificate III in Information, Digital Media and Technology

Possible Pathways

TAFE and/or Vocational Education and Training
- Certificate IV in Information Technology
- Advanced Diploma of Computer Systems Technology

Employment
- Network Managers
- Software Designers
- Programmers
- Web Design

TOTAL SACE CREDITS: 125 (Stage 1) + 110 (Stage 2)
WESTERN ADELAIDE REGIONAL VET PROGRAMS

What is Vocational Education and Training (VET)?
VET (Vocational Education and Training) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunity for students to develop specific industry-related skills. Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships), further education and training, and skilled jobs.

What are Western Adelaide Regional VET Programs?
Regional VET Programs provide students in year 10, 11 and 12 in Western Adelaide with increased vocational pathway options through a broad range of VET program choices. Regional VET Programs are hosted by schools and Registered Training Organisations (RTOs). Students remain enrolled at their Home School, and attend the Host School or RTO for their chosen VET program.

Further on is information about Regional VET Programs being offered (divided into industry areas). More detailed information about each program is also available on our website (www.wats.sa.edu.au), under ‘Regional VET Programs’. Brochures will also be distributed to schools at the beginning of term 3 (for year 9, 10 and 11 students). Please see your VET Leader to get a copy of this brochure.

What are the benefits of choosing VET?
Some of the benefits are:
- gaining a nationally-recognised qualification while completing your SACE
- getting a ‘head start’ in your chosen career
- making your senior school studies more relevant and interesting
- providing opportunities to learn ‘on-the-job’ through workplace learning
- gaining the skills and knowledge that employers seek in their employees
- providing pathways into apprenticeships, traineeships (including School-Based Apprenticeships and Traineeships), further education or training, and direct employment.

How will doing a VET Program contribute to my SACE?
The flexibility of the SACE enables students to include a significant amount of VET in their SACE studies. The ‘SACE Information’ column in the table following shows the SACE information relevant to each course (ie number of SACE credits and SACE stage). Please speak to your school’s VET Leader for more information about VET in the SACE or visit the SACE Board website: www.sace.sa.edu.au/web/vet.

Will I have to pay to participate in a Regional VET Program?
DECD (public) schools in our region (Western Adelaide) support VET students by paying for the course costs of VET programs if the course is part of the students’ genuine career pathway and SACE; therefore there are no course costs for students. However, some programs may have specific equipment or materials that you are required to purchase, eg steel-capped boots or equipment that becomes your personal property. Please see the detailed program information on our website (www.wats.sa.edu.au) for more detail about these costs. Also, your Home School has a Regional VET Fee of $100 (please check with your VET Leader about this).

How will I travel to my VET program?
In most cases, students will be required to arrange their own transport to VET programs and workplace learning. Please speak to your VET Leader to find out what assistance may be available from your Home School.

Will doing a VET program affect my other subjects?
Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Leader.
What other SACE subjects could I study that are relevant to my VET program?
One SACE Stage 1 and 2 subject that is highly recommended for VET students is Workplace Practices, as this can be related to your VET program. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of this subject. See your school’s Curriculum Handbook for other subjects that your school offers that may relate to your chosen VET program.

Will I need to do some workplace learning as part of my VET program?
Many VET programs require students to undertake Structured Workplace Learning (SWL). This involves learning opportunities related to your VET program in a real or simulated workplace. These placements provide on-the-job training and mentoring to develop your technical and employability skills. SWL also provides opportunity for on-the-job assessment as part of your VET program.

The Department for Education and Child Development (DECD) provides Workplace Learning Guidelines for all South Australian schools. Before participating in workplace learning, your school will ensure you have undertaken a program of workplace orientation (suggested minimum time of five hours). You will also need to complete a Workplace Learning Agreement Form from your Home School, and ensure that it is signed by all parties (student, parent/caregiver, work placement provider and Home School Principal). Please see your VET Leader for a copy of your school’s Workplace Learning Agreement Form.

How can I find out more about a Regional VET Program (Course Open Days)?
To help students make informed decisions about applying for Regional VET Programs next year, many Host Schools are offering ‘Open Days’ for interested students to visit the Host School, meet the teacher/trainer and current students, and to see the course in operation. See the table following for dates and times of Open Days for each course. To attend one of these Open Days, you must RSVP to the Host School (see contact details in the table) at least one week prior to the Open Day date advertised, using the RSVP contact provided in the table. When you RSVP, please provide your name, Home School, current year level, email address and a contact phone number. In conjunction with your parents/caregivers, you will need to arrange your own transport to these sessions, and ensure that you have completed and returned the permission form available from your Home School VET Leader.

What Regional VET Programs can I enrol in?
The table following provides a brief summary of the programs offered for 2016 (grouped in industry areas). To find out more detailed information about each program, please go to www.wats.sa.edu.au (and click on ‘Regional VET Programs’). 2017 program information will be available on this website from the beginning of term 3, 2016.

Who can I speak to about a Regional VET Program?
Please contact your school’s VET Leader for more information.

How do I apply for a Regional VET Program?
Step 1: Read the information about each program in the table following (also available in the brochure distributed to your school).
Step 2: Read the detailed Program Information for the program/s you are interested in and encourage your parents/caregivers to read this too. This information is available for each program on our website (www.wats.sa.edu.au) under ‘Regional VET Programs’.
Step 3: Fill out the Student Application Form and hand it to your VET Leader by Friday week 8, term 3 (16 September, 2016). See your VET Leader for a copy of this form, or download it from www.wats.sa.edu.au.
Step 4: You will be provided with more information about the program from the Host School/Organisation, including the particular selection and enrolment procedures, which may include an interview. Selection for entry to regional programs will be based on the following principles:
• Demonstrated capacity for independent learning and meeting the requirements of the program.
• Identified relevant interest and/or experience in the program.

Step 5: Applicants will be advised of the enrolment outcome early in term 4.
Step 6: Applicants may need some further subject counselling at their Home School to ensure that their VET program is included in their SACE and timetable.

SCHOOL-BASED APPRENTICESHIPS
What is an Australian School-Based Apprenticeship (ASBA)?
A School-Based Apprenticeship is a great way to start your career while completing your SACE. ASBAs allow senior school students to combine paid work, training and school, while working towards their SACE and a nationally-recognised qualification. Students undertaking ASBAs commence a **Contract of Training** through a part-time Apprenticeship or Traineeship. They learn skills (competencies) on-the-job and through training with a Registered Training Organisation (RTO).

What are the benefits of undertaking a School Based Apprenticeship or Traineeship?
• Getting a head start in your chosen job without competing with the rest of the school leavers in the state.
• Earning credits as part of your training which accrue towards your SACE.
• Starting your career and earning money while you are still at school.
• Working towards or gaining a nationally-recognised qualification.
• Gaining hands-on experience in a career-orientated job.
• Having adult responsibility as a member of the workforce.

Does an Australian School-Based Apprentice get paid?
Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.

How long does an Australian School-Based Apprenticeship take to complete?
If the ASBA is not completed prior to the student completing SACE, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be ‘signed off’. Students commencing a Certificate III or IV generally work part-time while still attending school, then continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

How much time does a School-Based Apprentice spend away from school?
As facilitated by the school’s Apprenticeship Broker, the School-Based Apprenticeship can be organised in a number of ways. It can be by working one or more days a week; on weekends; during school holidays or blocks of time (eg a number of weeks in a row). This is negotiated between the employer, the school and the student. At least eight hours per week on-the-job is required.

What are the Apprenticeship Brokers?
Apprenticeship Brokers are employed by the Department of Education and Child Development (DECD) as part of the Trade Schools for the Future strategy. Their role is to facilitate School-Based Apprenticeships between students, parents/caregivers, employers, schools and Registered Training Organisations. This involves negotiation of work day(s) or hours of work and a review of students’ individual learning plans for SACE completion. In Western Adelaide, we have two Apprenticeship Brokers (Vicki Bryant and Chris Houltby) who work closely with students, school staff and parents/caregivers to connect with employers to establish School-Based Apprenticeships.
How can I meet with an Apprenticeship Broker?
Year 10, 11 or 12 students from public schools in the Western Adelaide Trade Schools for the Future cluster (and their parents/caregivers) can arrange a meeting with an Apprenticeship Broker. There are programmed dates and times that interviews at each school are available. Students can contact their school's VET Leader to arrange a meeting.

Where can I find out more information?
For more information about School-Based Apprenticeships, please go to www.wats.sa.edu.au. Your Home School VET Leader will also be able to give you more information.
WESTERN ADELAIDE REGIONAL VET PROGRAMS

The program information following was correct at the time of printing. There is a possibility that details for some programs may change. It is not guaranteed that all programs will run, as formation of classes is based on viable numbers of students selecting programs. Updated information will be provided on our website as it becomes available (www.wats.sa.edu.au).

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Cert I</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Underdale High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>07:30-12:00</td>
<td>20</td>
<td>Stage 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monday 19 September, 1:30-5:30 pm</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Rob.Portsch716@schools.sa.edu.au">Rob.Portsch716@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Automotive Cert II</td>
<td>Certificate II in Automotive Servicing Technology</td>
<td>Underdale High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>07:30-12:00</td>
<td>55</td>
<td>Stage 2</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td>Monday 19 September, 1:30-5:30 pm</td>
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<td></td>
<td></td>
<td></td>
<td><a href="mailto:Rob.Portsch716@schools.sa.edu.au">Rob.Portsch716@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Crash Repair</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Woodville High School</td>
<td>The MTA Group Training Scheme 2293</td>
<td>One semester (semester 2)</td>
<td>Monday</td>
<td>08:30-15:10</td>
<td>20</td>
<td>Stage 1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Monday 29 August, 11:10 am-12:10 pm</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Jonathan.Mitrousis806@schools.sa.edu.au">Jonathan.Mitrousis806@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Business (Logistics Stream) - 'Making Smart Moves'</td>
<td>Certificate III in Business</td>
<td>Ocean View College B-12</td>
<td>Maxima Training Services 0569</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:30</td>
<td>70</td>
<td>Stage 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Friday 26 August, 10:00 am-12:00 pm</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:Shelley.Hamilton590@schools.sa.edu.au">Shelley.Hamilton590@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Micro Business Operations</td>
<td>Certificate III in Micro Business Operations</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15 plus online</td>
<td>50</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Simulated Business</td>
<td>Certificate II in Business</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15</td>
<td>NA</td>
<td></td>
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<td>Friday 12 August, 9:30-10:30 am</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or call Tina on 8159 3100</td>
</tr>
<tr>
<td>Conservation and Land Management</td>
<td>Certificate II in Conservation and Land Management</td>
<td>Portside Christian College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday</td>
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<td>Tuesday 30 August, 3:00-5:30 pm</td>
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<td><a href="mailto:dianne.pollard@portside.sa.edu.au">dianne.pollard@portside.sa.edu.au</a></td>
</tr>
<tr>
<td>Horticulure</td>
<td>Certificate II in Horticulture</td>
<td>Woodville High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
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<td><a href="mailto:Jonathan.Mitrousis806@schools.sa.edu.au">Jonathan.Mitrousis806@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Building and Construction D2C (Multi Trade)</td>
<td>Certificate II in Construction Pathways</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday, Tuesday, Wednesday or Thursday</td>
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<td>Tuesday 9 August, 10:00 am-4:00 pm</td>
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<td><a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Building and Construction D2C Plus (Bricklaying Stream)</td>
<td>Certificate III in Bricklaying/Blocklaying (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
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<td>Building and Construction D2C Plus (Carpentry Stream)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
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<td><a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
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<tr>
<td>COURSE NAME</td>
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<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
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<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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<td>Building and Construction D2C (Plumbing Stream)</td>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Thursday</td>
<td>08:40-15:00</td>
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<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
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<td>TAFE SA 41026</td>
<td>One year</td>
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<tr>
<td>Doorways 2 Construction Complete Construction</td>
<td>Certificate I in Construction</td>
<td>Ocean View College B-12</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Monday</td>
<td>07:00-15:00</td>
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<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>Master Builders Association 0646</td>
<td>One year</td>
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<td>Certificate I in Construction</td>
<td>Woodville High School</td>
<td>ATEC 0022</td>
<td>One year</td>
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<td>Doorways 2 Construction Plus (Carpentry)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
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<td>Furnishing</td>
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<td>TAFE SA 41026</td>
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<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
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<tr>
<td>Introduction to Building and Construction</td>
<td>Certificate I in Construction (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
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<td>Master Plumbers Association 40070</td>
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<td>Thebarton Senior College</td>
<td>Training Prospects 40053</td>
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<td>Plumbing Plus</td>
<td>Certificate III in Roof Plumbing (partial certificate)</td>
<td>Seaton High School</td>
<td>Master Plumbers Association 40070</td>
<td>Terms 1, 2 &amp; 3</td>
<td>Friday</td>
<td>08:30-14:30</td>
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<tr>
<td>ElectroComms Skills Cert I</td>
<td>Certificate I in ElectroComms Skills</td>
<td>Seaton High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Thursday</td>
<td>08:45-16:30</td>
<td>25</td>
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<tr>
<td>Electronics and Computer Systems Engineering Cert I</td>
<td>Certificate II in Electronics</td>
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<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
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<td>Wednesday and Friday</td>
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**ELECTROTECHNOLOGY**

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<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
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<td>Certificate I in ElectroComms Skills</td>
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<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
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<td>ElectroTechnology Cert II (to be offered in 2018 – not available in 2017)</td>
<td>Certificate I in ElectroComms Skills</td>
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<td><em>please RSVP one week before advertised date</em></td>
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<td>Engineering Academy Year 1</td>
<td>Certificate II in Engineering Production Technology</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Two years</td>
<td>Tuesday</td>
<td>08:40-15:00</td>
<td>40 Stage 1</td>
<td>Tuesday 9 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Engineering Academy Year 2</td>
<td>Certificate II in Engineering Production Technology</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
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<td>Thursday</td>
<td>08:40-15:00</td>
<td>20 Stage 2 40 Stage 1</td>
<td>Thursday 11 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
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<tr>
<td>Engineering Trades Training</td>
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<td>Le Fevre High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:00-16:00</td>
<td>35 Stage 1</td>
<td>Wednesday 31 August, 3:00-3:30 pm <a href="mailto:Andrea.West942@schools.sa.edu.au">Andrea.West942@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Introduction to Engineering</td>
<td>Certificate II in Engineering (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
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<td>Metal and Engineering</td>
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<td>TAFE SA 41026</td>
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<td>35 Stage 1</td>
<td>Wednesday 31 August, 9:00-10:45 am <a href="mailto:russell.watkin@henleyhs.sa.edu.au">russell.watkin@henleyhs.sa.edu.au</a></td>
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<tr>
<td>Metal Trade Skills</td>
<td>Certificate II in Engineering</td>
<td>Thebarton Senior College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday</td>
<td>08:45-15:15</td>
<td>45 Stage 1</td>
<td>Thursday 11 August, 1:30-2:30 pm <a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or call Tina on 8159 3100</td>
</tr>
<tr>
<td><strong>HAIR AND BEAUTY</strong></td>
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<td>Advanced Beauty Services</td>
<td>Certificate III in Beauty Services (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (30 weeks)</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>35 Stage 2</td>
<td>Thursday 11 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
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<tr>
<td>Advanced Hairdressing</td>
<td>Certificate III in Hairdressing (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (26 weeks)</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>25 Stage 2</td>
<td>Tuesday 9 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Hairdressing</td>
<td>Certificate II in Salon Assistant</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (30 weeks)</td>
<td>Tuesday or Wednesday</td>
<td>08:40-15:00</td>
<td>50 Stage 1</td>
<td>Tuesday 9 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Introduction to Hairdressing and Beauty Services</td>
<td>Certificate II in Retail Cosmetics (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
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<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (25 weeks)</td>
<td>Monday</td>
<td>08:40-15:00</td>
<td>55 Stage 1</td>
<td>Thursday 11 August, 10:00 am—4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
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<tr>
<td><strong>HEALTH AND COMMUNITY SERVICES</strong></td>
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<tr>
<td>Aged and Disability Care</td>
<td>Certificate III in Individual Support (Ageing and Disability)</td>
<td>Findon High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Wednesday</td>
<td>09:00-15:15</td>
<td>100 Stage 2</td>
<td>Friday 2 September, 10:00 am—12:00 pm <a href="mailto:Cheryl.McGill641@schools.sa.edu.au">Cheryl.McGill641@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Child, Aged and Disability Care</td>
<td>Certificate II in Community Services</td>
<td>Findon High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:15</td>
<td>45 Stage 1</td>
<td>Friday 2 September, 10:00 am—12:00 pm <a href="mailto:Cheryl.McGill641@schools.sa.edu.au">Cheryl.McGill641@schools.sa.edu.au</a></td>
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<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>07:45-11:00</td>
<td>40 Stage 1</td>
<td>Friday 9 September, 9:00-10:45 am <a href="mailto:tash.farrier@henleyhs.sa.edu.au">tash.farrier@henleyhs.sa.edu.au</a></td>
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<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Woodville High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:30</td>
<td>40 Stage 1</td>
<td>Friday 2 September, 12:00-1:00 pm <a href="mailto:Jonathan.Mitroussis806@schools.sa.edu.au">Jonathan.Mitroussis806@schools.sa.edu.au</a></td>
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<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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<td>Certificate III in Early Childhood Education and Care</td>
<td>Portside Christian College</td>
<td>Elite Children’s Services 40369</td>
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<td>Tuesday</td>
<td>08:30-15:30</td>
<td>115 Stage 2</td>
<td>Tuesday 30 August, 3:00-5:30 pm <a href="mailto:dianne.pollard@portside.sa.edu.au">dianne.pollard@portside.sa.edu.au</a></td>
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<tr>
<td>Health Services Assistance</td>
<td>Certificate III in Health Services Assistance</td>
<td>Portside Christian College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday</td>
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<tr>
<td>Health Services Year 1</td>
<td>Certificate III in Health Services Assistance</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre 40064</td>
<td>18 months</td>
<td>Friday</td>
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<td>50 Stage 2</td>
<td>Friday 2 September, 9:30-10:30 am <a href="mailto:Jonathan.Mitroussis806@schools.sa.edu.au">Jonathan.Mitroussis806@schools.sa.edu.au</a></td>
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<tr>
<td>Health Services Year 2</td>
<td>Certificate III in Health Services Assistance</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre 40064</td>
<td>18 months</td>
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<td>09:00-15:30</td>
<td>30 Stage 2</td>
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<tr>
<td>Health Services Year 1</td>
<td>Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance</td>
<td>Plympton International College</td>
<td>TAFE SA 41026</td>
<td>18 months</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45 Stage 2</td>
<td>Friday 19 August, 9:30-10:30 am <a href="mailto:Fiona.Andrew511@schools.sa.edu.au">Fiona.Andrew511@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Health Services Year 2</td>
<td>Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance</td>
<td>Plympton International College</td>
<td>TAFE SA 41026</td>
<td>Wednesday (t1 wk 2-11, t2 wk 3)</td>
<td>09:00-15:00</td>
<td>30 Stage 2</td>
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**HOSPITALITY**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Processing</td>
<td>Certificate II in Food Processing (partial certificate)</td>
<td>Thebarton Senior College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday</td>
<td>11:00-17:00</td>
<td>30 Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Hospitality - Chef Skills and Cookery</td>
<td>Certificate II in Kitchen Operations</td>
<td>Nazareth Catholic College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45 Stage 1</td>
<td>Friday 12 August, 1:00-3:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Food &amp; Beverage)</td>
<td>Certificate II in Hospitality</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>13:00-16:30</td>
<td>35 Stage 1</td>
<td>Friday 2 September, 1:00-4:00 pm <a href="mailto:shannon.lim@henleyhs.sa.edu.au">shannon.lim@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>St George College</td>
<td>Career Employment Group Inc 40138</td>
<td>One semester (Semester 1 and 2)</td>
<td>Thursday</td>
<td>08:30-15:00</td>
<td>55 Stage 1</td>
<td>Thursday 18 August, 3:00-5:00 pm <a href="mailto:ipenglis@sgc.sa.edu.au">ipenglis@sgc.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>Woodville High School</td>
<td>TBA</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45 Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Hospitality Cert I (Aboriginal students)</td>
<td>Certificate I in Hospitality</td>
<td>Warriappendi College</td>
<td>Taundori College</td>
<td>One semester (semester 1 and 2)</td>
<td>Wednesday</td>
<td>08:30-14:30</td>
<td>15 Stage 1</td>
<td>Friday 2 September, 1:00-4:00 pm <a href="mailto:Tara.Budarick528@schools.sa.edu.au">Tara.Budarick528@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality Cert II (Aboriginal students)</td>
<td>Certificate II in Hospitality</td>
<td>Warriappendi College</td>
<td>Taundori College</td>
<td>One semester (semester 2)</td>
<td>Wednesday</td>
<td>08:30-14:30</td>
<td>40 Stage 1</td>
<td>Friday 2 September, 1:00-4:00 pm <a href="mailto:Tara.Budarick528@schools.sa.edu.au">Tara.Budarick528@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality Cert III (Aboriginal students)</td>
<td>Certificate III in Catering Operations</td>
<td>Warriappendi College</td>
<td>Taundori College</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>70 Stage 2</td>
<td>Friday 2 September, 1:00-4:00 pm <a href="mailto:Tara.Budarick528@schools.sa.edu.au">Tara.Budarick528@schools.sa.edu.au</a></td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY, MEDIA AND STUDIO RECORDING**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Media</td>
<td>Certificate II in Creative Industries (Media)</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>30 Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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<tr>
<td>Game Design Foundations Year 1</td>
<td>Certificate III in Media</td>
<td>Ocean View College B-12</td>
<td>Academy of Interactive Entertainment 88021</td>
<td>Two years</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>25</td>
<td>Monday 22 August, 9:00-10:40 am <a href="mailto:Shelley.Hamilton590@schools.sa.edu.au">Shelley.Hamilton590@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Game Design Foundations Year 2</td>
<td>Certificate III in Media</td>
<td>Ocean View College B-12</td>
<td>Academy of Interactive Entertainment 88021</td>
<td></td>
<td>Monday</td>
<td>09:00-15:00</td>
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<tr>
<td>Information, Digital Media and Technology</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
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<td>Wednesday and Friday</td>
<td>13:25-15:10</td>
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<td>Stage 1</td>
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<tr>
<td>Information Technology Cert II</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
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<td>NA (online)</td>
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<tr>
<td>Information Technology Cert III</td>
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<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
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<td>Wednesday (plus online)</td>
<td>16:00-19:00</td>
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<td>70 Stage 2</td>
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<tr>
<td>Music Technical Production Year 1</td>
<td>Certificate III in Technical Production</td>
<td>Henley High School</td>
<td>Australian Centre for Advanced Studies 50392</td>
<td>Two years</td>
<td>Wednesday and Friday</td>
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<td>Stage 2</td>
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<tr>
<td>Music Technical Production Year 2</td>
<td>Certificate III in Technical Production</td>
<td>Henley High School</td>
<td>Australian Centre for Advanced Studies 50392</td>
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<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>20</td>
<td>Stage 2</td>
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<tr>
<td>Maritime Industry Pathway</td>
<td>Certificate II in Maritime Operations (Coxsail Grade 1 Near Coastal)</td>
<td>Le Fevre High School</td>
<td>Australian Maritime and Fisheries Academy 0649</td>
<td>4 x weekly blocks</td>
<td>Last week of terms 1, 2 &amp; 3, and first week of term 4</td>
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<tr>
<td>SPORT AND RECREATION</td>
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<tr>
<td>Fitness</td>
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<td>Henley High School</td>
<td>Sport SA 2280</td>
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<td>Wednesday and Friday</td>
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<tr>
<td>Fitness</td>
<td>Certificate III in Fitness</td>
<td>Ocean View College B-12</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday and Wednesday</td>
<td>13:30-15:30</td>
<td>100</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Certificate II in Sport and Recreation</td>
<td>Henley High School</td>
<td>Sport SA 2280</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>40</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Sport and Recreation (Soccer focus) Year 1</td>
<td>Certificate II in Sport and Recreation</td>
<td>Underdale High School</td>
<td>Sport SA 2280</td>
<td>Two years</td>
<td>Tuesday and Friday</td>
<td>08:45-10:30</td>
<td>25</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Sport and Recreation (Soccer focus) Year 2</td>
<td>Certificate II in Sport and Recreation</td>
<td>Underdale High School</td>
<td>Sport SA 2280</td>
<td></td>
<td>Monday and Thursday</td>
<td>13:30-15:15</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION

Students enrolled at Plympton International College who have a recognised learning disability and for whom a NEGOTIATED EDUCATION PLAN has been developed are eligible for support from the Department for Education and Child Development (DECD). Students attend mainstream classes for all or most of their subjects and additional support is provided in some classes. In addition, senior students receive support in their transition from school to work, either on campus and in collaboration with community support agencies. Students and parents/carers are encouraged to seek the support of school staff in selection of appropriate subjects and in discussions about their future options. For further information please contact our special education teacher.

SCHOOL OF LANGUAGES

Plympton International College students are able to access the study of the following languages through the School of Languages:

- Afrikaans
- Arabic
- Bosnian
- Chinese
- Croatian
- Dari
- Dinka
- French
- German
- Hindi
- Hungarian
- Indonesian
- Italian
- Japanese
- Kaurna
- Khmer
- Korean
- Persian
- Pitjantjatjara
- Polish
- Portuguese
- Punjabi
- Serbian
- Spanish
- Swahili
- Vietnamese

All classes are held once a week after regular school hours in schools across metropolitan area:
- Years 8 and 9 for 2.5 hours
- Years 10-12 for 3 hours

At senior secondary level courses are available at different levels:

- **Beginners level** - no prior knowledge is required
  Languages available at this level include: Chinese, French, German, Indonesian, Italian, Japanese and Spanish.
  SACE Board eligibility criteria apply to these courses.
  Hungarian and Korean are also offered at the Beginners level at Stage 1 through the SACE Board recognised school developed program. At Stage 2 these two languages can be studied as Integrated Learning subjects.
  - **Continuer's level** - some prior knowledge of the language studied is required. SACE Board eligibility criteria apply to Chinese, Japanese and Vietnamese courses.
  - **Background Speakers level** – these courses are for students who have a cultural and linguistic background in the language. Languages available at this level are: Chinese, Japanese, Korean, Persian and Vietnamese.
  - **Integrated Learning** - Dari is available as an Integrated Learning subject. Other languages may also be available as negotiated with the school.
  - **Language and Culture** - Afrikaans, Dinka and Swahili follow the Language and Culture subject outline. All languages can be studied as Stage 1 and 2 subjects. At Stage 1 they can be studied as one or two semester courses. At Stage 2 all courses are two semesters long. With the exception of Australian Languages (Kaurna and Pitjantjatjara) which can be studied as either one or two semester courses at both Stage 1 and 2 levels.

Detailed information about all courses, including course overviews, can be found on the School of Languages website: [http://www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

For information on how to enrol please contact the School of Languages on 8301 4800.
BACKGROUND KNOWLEDGE FOR COURSE SELECTION

Even though this Handbook provides a significant resource to be used by parents and students to select a course of study, many will require more background knowledge before proceeding further through the Handbook. Subject choices may be difficult and must be based on as much information as possible. Students and their parents should research information regarding career choices etc. Information to help make selections is available from:

- Student interest in specific subjects
- Previous school reports
- Home Group Teachers
- SACE Manager
- Flexible Learning Coordinator
- Tertiary handbooks available from the Resource Centre and Counsellor
- TAFE Information Centre, 9:00am - 5:00pm week days Shop 4 Da Costa Arcade, 68 Grenfell Street, Adelaide ph. 1800 882 661 TTY 8463 6359
- Course Selection Information Night
- Specific careers videos available from the Resource Centre
- Subject Teachers
- School Counsellor
- Visits to Universities, TafeSA and private training providers
- Vocational Guidance available from private organisations (see the Yellow Pages)
- Centrelink Career Information
  1st Floor, 55 Currie Street, Adelaide, (Entry via Topham Mall) ph. 8401 3279
RELEVANT PUBLICATIONS

The following publications are made available to senior students at various times to help in the course selection process and applying for SATAC admission. This information changes each year and it is important for students to research and access current documents. Most information can also be found on the websites listed below…

FLINDERS UNIVERSITY UNDERGRADUATE PROSPECTUS www.flinders.edu.au

UNIVERSITY OF ADELAIDE UNDERGRADUATE PROSPECTUS www.adelaide.edu.au

UNIVERSITY OF SOUTH AUSTRALIA UNDERGRADUATE PROSPECTUS www.unisa.edu.au

TAFE SA www.tafe.sa.edu.au

SATAC GUIDE www.satac.edu.au (This website has links to most tertiary institutions.)

Career Guidance Resources
We suggest that students utilise the following websites to explore different career pathways.


The Australian Careers Directory - http://www.careers.gov.au gateway to links that can help career exploration and decision making, job search preparation, training resources and more.

The Job Guide - http://www.jobguide.dest.gov.au provides information on over 600 occupations and describes the education or training needed for those occupations.

Go Career - http://www.gocareer.gov.au a Commonwealth campaign which highlights the range of initiatives to help young people make informed decisions about their futures.

Curriculum Resources
SACE Board of South Australia https://www.sace.sa.edu.au/. The SACE Board website provides information about Stage 1 and 2 curriculum, special provisions, community learning and assessment requirements.
CURRICULUM AREAS

YEAR 7

to

YEAR 12

SUBJECT DESCRIPTORS
CURRICULUM AREA
THE ARTS

<table>
<thead>
<tr>
<th>YEAR 7/8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>SACE STAGE 1</th>
<th>SACE STAGE 2</th>
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<tbody>
<tr>
<td>Art</td>
<td>Art A and/or B</td>
<td>Art A and/or B</td>
<td>Visual Art – Art</td>
<td>Visual Art - Art</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Visual Art – Design</td>
<td>Visual Art - Design</td>
</tr>
<tr>
<td>Year 7 Performing Arts</td>
<td>Media Arts</td>
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<td>Ensemble Performance</td>
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<tr>
<td>Year 8 Music</td>
<td>Music</td>
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<td>Music A and B</td>
<td>Solo Performance</td>
</tr>
<tr>
<td>Year 8 Drama</td>
<td>Drama A and/or B</td>
<td>Drama A and/or B</td>
<td>Drama Full Year</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Art forms including images, objects, sounds, texts, movement and dance are fundamental expressions of human behaviour. They can be found throughout history and across all cultures. Through the arts, people conceive works, express shared beliefs, explore personal feelings, record experiences, and present concepts and opinions. They have the opportunity to learn and apply a range of skills and techniques and to develop those that are of personal interest. Areas of study included are Drama, Visual Art, Media Arts and Music. In the Arts students study Arts Practice, Arts Analysis and Response and Arts in Context.

YEAR 7

ART
LENGTH 10 Weeks
Course Description
Students are introduced to the elements of Visual Art practice by experimenting with media, materials and techniques. They will develop skills to enable them to reflect, analyse and evaluate artworks. Practical and theory work includes understanding the elements of shape, colour, sculpture (ceramics) and drawing.
Assessment
Practical work, oral discussion
Pathways
Provides a background for Year 8 Art
Special requirements
Nil

PERFORMING ARTS
LENGTH 10 weeks
Course Description
Students will develop an understanding of the process and purpose of Drama. Workshop activities will focus on developing expressive skills and techniques in voice and movement through exploration of story-telling traditions. Key components of the course are communication skills, confidence building, collaboration and reflection.
Assessment
Theory – Logbook (Process and Reflection)
Practical – Workshop and performance
Pathways
Provides background for Year 8 Drama
Special requirements
Nil

YEAR 8

ART
LENGTH 10 weeks
Course Description
Students gain an understanding of Visual Art practice by experimenting with media, materials and techniques. They will develop skills to enable them to reflect, analyse and evaluate artworks. Practical and theory work includes understanding the elements of line, texture, sculpture and printmaking.
Assessment
Practical work, oral discussion
Pathways
Provides a background for Year 9 Art
Special requirements
Nil

DRAMA
LENGTH 10 weeks
Course description
Students will continue to build skills in voice and movement to convey status, relationships and intentions which shape dramatic actions in self-devised and scripted work. Key components of the course are communication skills, confidence building, collaboration and reflection.
Assessment
Theory – Logbook (Process and Reflection)
Practical – Workshop and performance
Pathways
Provides background for Year 9 Drama
Special Requirements
Nil

MUSIC
LENGTH 10 weeks
Course description
In this course students will develop skills in reading and writing notation through theory tasks. They will explore a variety of music styles and develop basic guitar, drums and keyboard skills.
Assessment
Assignments, Practical Performances, Journal/Reflection.
Pathways
Provides background to Year 9 Music.
Special Requirements
Instrumental lessons.

ART
LENGTH Semester
Recommended Background
C grade or better in Year 8 Art
Course description
Illusions - This course looks at the way artists have manipulated the illusion of space in 2D & 3D art works. The course has both practical and theory components. Practical work includes relief sculpture, painting, drawing, perspective and ceramics. Students will focus on developing technical skills, understanding the elements of art practice and critical analysis of art works. They are encouraged to express their own ideas and investigate new techniques and methods.
Assessment
Practical work, Oral discussion.
Pathways
Provides background for Year 10 Art.
Special Requirements
Nil.

ART B
LENGTH Semester
Recommended Background
C grade or better in Year 8 Art
Course description
This course is divided into two sections covering aspects of Design and Art practice. Design: Students are introduced to the design process and create their own designer monster figurine. Visual Art: Students investigate the theme of Identity through the mediums of drawing, printmaking, and mask making. Students will focus on developing technical skills, understanding the elements of art practice and critical analysis of art works. They are encouraged to express their own ideas and investigate new techniques and methods.
Assessment
Practical work, Oral discussion.
Pathways
Provides background for Year 10 Art.
Special Requirements
Nil.

DRAMA A
LENGTH Semester
Recommended Background
C grade or better in Year 8 Drama
Course description
Students begin to develop self-devised polished performances based on a range of texts. There is a focus on narrative and social issues play building. Different styles and genres of theatre are introduced. Students are encouraged to reflect on their work and that of others through logbook and review writing.
Assessment
Theory – Logbook (Process and Reflection), design, script development, research and theatre reviews.
Practical – Workshop and performance, students may be involved in a short public performance.
Pathways
Provides background for Year 10 Drama
Special Requirements
$10-$20 for theatre excursions.

DRAMA B
LENGTH Semester
Recommended Background
C grade or better in Year 8 Drama
Course Description
Students begin to develop self-devised polished performances based on a range of texts. There is a focus on narrative and social issues play building. Different styles and genres of theatre are introduced. Students are encouraged to reflect on their work and that of others through logbook and review writing. *(Different texts and topics will be covered than those studied in Drama A.)*

Assessment
Theory – Logbook (Process and Reflection), design, script development, research and theatre reviews.
Practical – Workshop and performance, students may be involved in a short public performance.

Pathways
Provides background for Year 10 Drama

Special Requirements
$10-$20 for theatre excursions.

MEDIA ARTS
LENGTH Semester
Recommended Background
An interest in learning about Media Arts
Course description
Media Arts will explore elements of film, video, the internet and emerging technologies that play a part in contemporary media. They will use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them.

Assessment
Individual and collaborative assignments.

Pathways
Media Arts Year 10

Special requirements
Nil

MUSIC
LENGTH Full Year
Recommended Background
C grade or better in Year 8 Music
Course description
In this course students will further develop skills reading and writing notation. They will explore music in various styles and contexts. A focus will be on developing performance skills individually as well as performing as a part of an ensemble/band.

Assessment
Tests, Assignments, Practical Performances, Journal/Reflection.

Pathways
Provides background to Year 10 Music.

Special Requirements
Instrumental lessons and excursions to live performances.

ART A
LENGTH Semester
Recommended Background
C grade or better in Year 9 Art
Course description
Urban Art: This course explores Urban and Street Art through the work of Bansky and contemporary artists. It includes a visit to the Adelaide Festival and SABSA Art Show. In practical work students will experiment with tattoo design or stencilling, recycled materials and a group school art project. Theory will explore the elements of art practice and critical analysis of art works. Students are encouraged to express their own ideas and investigate new techniques and methods.

Assessment
A combination of practical exercises, assignment work, orals and homework exercises.

Pathways
Provides background for Stage 1 Art and Design.

Special Requirements
Nil.

ART B
LENGTH Semester
Recommended Background
C grade or better in Year 9 Art
Course description
Coastal Cultures: Students investigate the coastal environment and surrounding as inspiration for their artworks and explorations. An excursion to the beach forms part of the course. Practical work includes painting, drawing, recycled art and etching.

Assessment
A combination of practical exercises, assignment work, orals and homework exercises.

Pathways
Provides background for Stage 1 Art and Design.

Special Requirements
Nil.
DRAMA A
LENGTH Semester
Recommended Background
C grade or better in Year 9 Drama
Course description
The focus of this course is on group production and performance. Students work collaboratively in on-stage and off-stage roles leading to a public performance. Analysis and reflection on the production process and outcomes is an essential component of the course. Students will engage in review writing, text analysis and research drama production methods.
Assessment
Theory – A folio of reviews of live theatre or film, research report/presentation.
Practical – Public performance, either as an actor or crew member.
Pathways
Provides background for Year 11 Drama.
Special Requirements
$20-$30 for theatre excursions. After school rehearsals.

DRAMA B
LENGTH Semester
Recommended Background
C grade or better in Year 9 Drama
Course description
The focus of this course is on group production and performance. Students work collaboratively in on-stage and off-stage roles leading to a public performance. Analysis and reflection on the production process and outcomes is an essential component of the course. Students will engage in review writing, text analysis and research drama production methods. (Different texts and topics will be covered than those studied in Drama A).
Assessment
Theory – A folio of reviews of live theatre or film, research report/presentation.
Practical – Public performance, either as an actor or crew member.
Pathways
Provides background for Year 11 Drama.
Special Requirements
$20-$30 for theatre excursions. After school rehearsals.

MUSIC
LENGTH Full Year
Recommended Background
C grade or better in Year 9 Music
Course description
Students will further develop skills reading and writing notation and explore composition. They will explore music in various styles and contexts examining musical features, performance techniques and the music industry. A focus will be on consolidating individual performance skills as well as performing as a part of an ensemble/band.
Assessment
Tests, Assignments, Practical Performances, Journal/Reflection.
Pathways
Provides background to Stage 1 Music.
Special Requirements
Instrumental lessons and excursions to live performances.

STAGE ONE
DRAMA
LENGTH Full Year
SACE CREDITS 20
Recommended Background
C grade or better in Year 10 Drama.
Course description
Students will participate in a major group production choosing from one or a combination of the following roles: acting, design (set, costume, make-up, lighting, sound) publicity, dramaturgy, front-of-house, multimedia – film and video, stage management, scriptwriting. As an individual or group students will complete an investigation based on the study of 20th Century Theatre. Prepare and present a folio of written tasks which include theatre reviews and production and project reports.
Assessment
Performance 50%, Investigation and Presentation 25%, Folio 25%.
Pathways
Provides background for Year 12 Drama.
Special Requirements
$20-$30 for theatre excursions. After school and weekend rehearsals will be required.

MUSIC
LENGTH Full Year
SACE CREDITS 20
Recommended Background
C grade or better in Year 10 Music
Course description
Students will develop theory and aural skills by completing theoretical tasks, listening to musical features, composing and arranging and playing/singing by ear. They will work on
performance skills individually and/or as a part of an ensemble/ band as well as exploring music and musicians in various contexts.

**Assessment**
Presentation, Skills Development, Folio.

**Pathways**
Provides background for Stage 2 subjects such as, Ensemble Performance, Music Individual Study and Solo Performance.

**Special Requirements**
Instrumental lessons and $20 - $30 for excursion/s to live performance/s.

**VISUAL ART – ART**
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Art
Course description
Portraiture: The theme of portraiture will be explored by looking at a variety of artists and experimenting with methods and materials. Students will gain an understanding of drawing, printing, painting and sculpting techniques. The final resolved artwork will be a mixed media portrait.

**Assessment**
Visual Study 30%, Folio 40%, Practical 30%

**Pathways**
Provides a pathway for Stage 2 Visual Art – Art, Visual Art – Design

**Special Requirements**
An excursion to the Adelaide Festival and Year 12 Art show form part of the course.

**VISUAL ART – DESIGN**
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Art
Course description
The broad area of Design encompasses communication and graphic design, environmental design and product design. It emphasises a problem solving approach to the generation of ideas and concepts and the development of visual representation skills to communicate resolutions.

**Assessment**
Folio 40%, Practical – one or two practical works, including a practitioner's a statement for one practical work 30%, Visual Study 30%

**Pathways**
Provides a pathway for Stage 2 Visual Art – Art, Visual Art – Design

**STAGE TWO**

**DRAMA (TAS)**
LENGTH Full Year
SACE CREDITS 20
Recommended Background
Successful completion of Stage 1 Drama
Course description
The emphasis is on dramatic theory and practice. Students work in groups to analyse a play script or the work of a dramatic innovator and devise creative interpretations of these works in practical and collaborative ways. Students will participate in a major group production either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or make-up.) OR Produce an individual performance or presentation of an area of specialisation. Students can choose from acting, design (set, costume, make-up, lighting, sound, publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management, scriptwriting or directing.

**Assessment**
School based assessment 70% - Group Analysis and Creative Interpretation 20%, Review and Reflection 30%, Interpretative Study 20%. External Assessment 30% - Group Performance OR Individual Investigation and Presentation.

**Pathways**
Provides background for university, vocational education and training and employment in Theatre and the Arts industries.

**Special Requirements**
$20-$30 for theatre excursions. After school rehearsals.

**ENSEMBLE PERFORMANCE**
LENGTH Full Year
SACE CREDITS 10
Recommended Background
C grade or better in Stage 1 Music
Course description
Students will rehearse and perform in an ensemble of their peers, performing both in class and to the school community. They will rehearse a total of 20 minutes of contrasting work, presenting 10-12 minutes of repertoire for their final examination.

**Assessment**
3 Practical Examinations: 70% school assessment, 30% external assessment
Special Requirements
Instrumental lessons and $20 - $30 for excursion/s to live performance/s.

SOLO PERFORMANCE
LENGTH Full Year
SACE CREDITS 10
Recommended Background
C grade or better in Stage 1 Music
Course description
Students will develop practical skills on their chosen instrument in both classroom and instrumental lessons. They will rehearse a total of 18 minutes of contrasting work, presenting 10-12 minutes of repertoire for their final examination.
Assessment
3 Practical Examinations: 70% school assessment, 30% external assessment
Special Requirements
Instrumental lessons and $20 - $30 for excursion/s to live performance/s.

VISUAL ART – ART (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20
Recommended Background
C grade or better in Stage 1 Visual Art
Course description
In Visual Arts, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.
Assessment
School-based - Folio 40%, Practical 30%.
External - Visual Study 30%.
Pathways
Provides a background for university, vocational education and training and employment in the visual arts.
Special Requirements
An excursion to a gallery and the SACE Board Art Show forms part of the course.

VISUAL ART - DESIGN (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20
Recommended Background
C grade or better in a Stage 1 Visual Art
Course description
Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.
Assessment
School based – Folio 40%, Practical 30%, External – Visual Study 30%
Pathways
Provides background for university, vocational education and training and employment in the visual arts.
Special Requirements
An excursion to a gallery and the SACE Board Art Show forms part of the course.
CURRICULUM AREA
BUSINESS, ENTERPRISE and TECHNOLOGY

NOTE: Technology subjects in Year 10, 11 and 12 will incur some additional costs, for advanced or personalised projects. These costs must be paid prior to the commencement of such projects.

In Business, Enterprise and Technology students learn and apply the knowledge, skills and understandings that are common to this group of subjects and those that are unique to the discipline that they have chosen. Depending on the subjects chosen students will learn about business in local, national and global contexts, specific small business skills, the world of work at a personal legal and social level, information processing, and PC technical skills. They will develop expertise in appropriate software packages. In Technology Studies, students learn how to implement the ‘critique, design, and make’ process as they apply to products, processes, and systems.

YEAR 7

TECHNOLOGY

LENGTH Term

Course Description
Students develop their design skills with a variety of materials to solve complex design problems through the creation of prototype models. They will be introduced to numerous hand tools and machinery in the workshop with a strong focus on safety. Students will develop hand drawing and sketching skills along with measurement skills in preparation for year 8.

Assessment
Design skills, practical skills, drawing skills

Pathways
Provides background for Year 8 Technology

Special Requirements
Nil

YEAR 8

TECHNOLOGY

LENGTH Semester

Course Description
Students are introduced to the fundamental skills and processes in a number of areas which may include wood, metal, plastic and electronics. Students will learn key elements of design and use a variety of hand tools and machinery to develop their skills in marking out, cutting, shaping and joining techniques. In addition students will use digital information to make prototypes and create

YEAR 9

YEAR 10

SACE STAGE 1

SACE STAGE 2
solutions to real world problems through 3 dimensional modelling.

**Assessment**
Written assignments, designing skills, practical skills.

**Pathways**
Provides background for Year 9 Technology Studies.

**Special Requirements**
Nil.

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**YEAR 9**

**METAL TECHNOLOGY**
**LENGTH** Semester

**Recommended Background**
C grade or better in Year 8 Technology

**Course description**
This is an introductory metalwork course. Students use specialised tools and equipment such as sheet metal equipment and gas welding equipment which is used in the metal work industry to complete a number of projects. Students will also learn about different design and manufacturing processes currently used in industry.

**Assessment**
Written assignments, designing skills, practical skills.

**Pathways**
Provides background for Year 10 Technology.

**Special Requirements**
Nil.

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**WOOD TECHNOLOGY**
**LENGTH** Semester

**Recommended Background**
C grade or better in Year 8 Technology

**Course Description**
This is an introductory woodwork course. Students use a range of hand tools and static machines to develop their skills and create a variety of projects. Students are also introduced to technical drawing and design processes. Students will have the opportunity to design, make and evaluate their own project to a set criterion.

**Assessment**
Written assignments, drawing skills, practical skills.

**Pathways**
Provides background for Year 10 Technology.

**Special Requirements**
Nil.

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**YEAR 10**

**METAL TECHNOLOGY**
**LENGTH** Semester

**Recommended Background**
C grade or better in Year 9 Technology

**Course description**
This course is a general metal work course. Students will learn a number of techniques and processes that are used in the metal industry which will include the use of welding and sheet metal equipment to fabricate different projects. Students are given the opportunity to be involved in the planning and designing of projects and recording the design process.

**Assessment**
Written research assignments, designing planning and graphics, practical skills.

**Pathways**
Provides background for Stage 1 Metal Technology.

**Special Requirements**
Nil.

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**WOOD TECHNOLOGY**
**LENGTH SEMESTER**

**Recommended Background**
C grade or better in Year 9 Technology

**Course description**
This course is a general woodwork course. Students will learn a number of techniques and processes that are used in the furnishing and carpentry industries. This will include the use of hand and power tools as well as static machines. Students are given the opportunity to design, plan and evaluate their individual work.

**Assessment**
Written assignments, designing, planning and practical skills.

**Pathways**
Provides background for Stage 1 Furniture Construction.

**Special Requirements**
Nil.

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**STAGE ONE**

**BUSINESS AND ENTERPRISE**
**LENGTH** Semester

**SACE CREDITS 10**

**Recommended Background**
An interest in learning about Business and Enterprise

**Course description**
Students learn about the successful management of business and enterprise and local, national and global issues in personal, business and social contexts. Students have the opportunity to acquire knowledge of business operations and practices while gaining business, financial and technological skills so they can participate in the planning, development, control and evaluation of business activities, practices and decisions. The core topics may include: Introduction to Business and Enterprise and Business and Enterprise in Practice. The option topics may include: Establishing a Business, Business Plans, Business Management and Communication, Financial Planning and Management, Technology for Business, Marketing, Employment Relations, Entrepreneurship: The Enterprising Person and Global Business.

**Assessment**
Folio, Practical and Issue Study.

**Pathways**
Provides background for Stage 2 Business and Enterprise, Certificate Courses in Business at TAFE and other training institutions.

**Special Requirements**
Possible excursion.

**WELDING AND FABRICATION**
**LENGTH** Semester
**SACE CREDITS** 10

**Recommended Background**
C grade or better in Year 10 Metal Technology

**Course description**
In this course students will use a range of processes, techniques, materials, tools and equipment that are used in the metal work industry. This includes sheet metal guillotines, folders and rollers in addition to welding and fabricating tools and equipment. Students will further their understanding of these processes and materials through the use of a design process in which students design, make and evaluate a product.

**Assessment**
Skills and Application Tasks 20%, Folio 30%, Product 50%.

**Pathways**
Provides background for Stage 2 Business and Enterprise, Certificate Courses in Business at TAFE and other training institutions.

**Special Requirements**
Nil.

**FURNITURE CONSTRUCTION**
**LENGTH** Semester
**SACE CREDITS** 10

**Recommended Background**
C grade or better in Year 10 Wood Technology.

**Course description**
In this course students will use a range of manufacturing technologies such as hand tools, power tools, static machines and equipment with resistant materials. Students will further their understanding of these processes and materials through the use of a design process in which students design, make and evaluate a product.

**Assessment**
Skills and Application Tasks 20%, Folio 30%, Product 50%.

**Pathways**
Provides background for Stage 2 Technology Studies – Material Products, vocational education, training and employment in the building and furnishing trades.

**Special Requirements**
Nil.

**DIGITAL PHOTOGRAPHY**
**LENGTH** Semester
**SACE CREDITS** 10

**Recommended Background**
Nil.

**Course description**
Students focus on capturing and manipulating digital images. Students will learn basic digital camera functions and photographic techniques. They will also gain experience in manipulating images using Photoshop.

**Assessment**
Skills and Application Tasks 20%, Folio 30%, Product 50%.

**Pathways**
Provides background for vocational education, training and employment in the Media and Communication Industry.

**Special Requirements**
Nil.

**CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY**
**LENGTH** Full Year
**SACE CREDITS** 55 at Stage 1 (Full certificate)

**Recommended Background**
No prior IT knowledge necessary but a basic familiarity with computers is assumed.

**Course description**
Students will gain units of competency towards the Certificate II in Information Technology. They will also gain knowledge of Occupational Health and Safety regulations in a computer and office environment. They will gain skills in word processing, spreadsheets and databases. To complete the full Certificate II, this course must be taken for a full year.

Assessment
Written assignments and practical tests.

Pathways
Provides background for further vocational education and training in information technology.

Special Requirements
Nil

WORKPLACE PRACTICES
LENGTH Semester
SACE CREDITS 10
Recommended Background Nil
Course description
Workplace Practices gives students the opportunity to learn about and participate in employment in a challenging and changing world in Australian Society. It will give students the confidence to develop transferable work skills; to investigate processes and issues related to work, industry and the workplace; and to review and reflect critically on their interests, abilities and aspirations in planning for future pathways whether that be in the workforce or further post-secondary education.

There are 3 areas of study:
1. Industry and Work Knowledge – the nature, type and structure of the workplace
2. Vocational Learning including casual or part-time paid employment or voluntary participation in a community organisation
3. VET – enrolment and participation in any accredited training package with an accredited Registered Training Organisation (RTO)

Assessment
There are 3 areas of assessment –
Type 1 – Folio
Type 2 – Performance
Type 3 – Reflection

Pathways
Preparation for Stage 2 Workplace Practices. Also provides background and skills for entry to the workforce or for further TAFE or University studies.

Special Requirements
It would be to a student’s advantage to be in casual or part-time employment; or be willing and able to volunteer their time in the community; or be participating in VET learning Structured Workplace Learning

STAGE TWO

BUSINESS AND ENTERPRISE (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20
Recommended Background
An advantage to have studied Business and Enterprise at Stage 1 but not essential

Course description
This course provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of seven option topics. The core topic (The Business Environment) provides knowledge and understanding of business concepts and techniques and the functions and processes of business organisations. Two option topics are studied from; People, Business, and Work, Business and the Global Environment, Business and Finance, Business, Law, and Government, Business, Ethics and Technology, Business and Marketing, Business Research Task/Practical Application.

Assessment
Folio 30%, Practical 20%, Issues Study 20%, Report (External Assessment) 30%.

Pathways
University courses in Commerce and Business. Certificate and Associate/Diploma courses at TAFE and other training organisations.

Special Requirements
Nil.

CERTIFICATE III INFORMATION, DIGITAL MEDIA AND TECHNOLOGY
LENGTH Full Year
SACE CREDITS 10 Stage 1 and 40 Stage 2 if Certificate 2 has been completed. 10 Stage 1 and 50 Stage 2 if Certificate 2 has not been completed
Recommended Background
Successful completion of Certificate II Information, Digital Media and Technology or equivalent.

Course description
This qualification provides skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. The competencies include techniques in installing and configuring hardware and operating systems, supporting users by troubleshooting software, hardware and peripheral faults, producing digital images for the web, building and maintaining websites. A person with these competencies would have skills in working effectively in an IT environment and knowledge of environmentally sustainable work practices, occupational health and safety processes and copyright and privacy concerns.

Assessment
Written assignments and practical tests.

Pathways
Provides background for further vocational education and training in information technology.

Special Requirements
Nil

TECHNOLOGY - MATERIAL PRODUCTS
(Wood/Metal) (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20

Recommended Background
C grade or better in Stage 1 Furniture Construction or Welding and Fabrication.

Course description
Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, and wood.

Assessment
Skills and Applications tasks 20%, Product 50%, External Assessment (Folio) 30%.

Pathways
Employment, apprenticeships and vocational training in a range of trade related pathways such as carpentry, fitting and turning, furniture making.

Special Requirements
Possible materials cost depending on project.

WORKPLACE PRACTICES (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20

Recommended Background
Nil

Course description
This subject has three areas of study. In the 20 credit subject, the teaching and learning will program will include the Industry and Work Knowledge area of study, and one or both of the Vocational Learning and VET areas of study.

1 Industry and Work Knowledge:
Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: Negotiated Topics

2 Vocational Learning:
Casual or part-time employment, enterprise (actual or virtual), or project-based employment, work experience, including work-shadowing or observation, worksite visits, voluntary participation in a community organisation/project, formal high-level training/performance programs (e.g. sporting or dance) events coordination or management, the provision of primary care-giving or parenting.

3 VET:
Vocational Education and Training includes any accredited training provided under the AQF.

Assessment
School-based Assessment (70%)
1: Folio (25%)
2: Performance (25%)
3: Reflection (20%).
External Assessment (30%)
4: Investigation (30%).

Pathways
Provides background to making informed choices in education, training and work.

Special Requirements
Nil
In Cross-disciplinary subjects students undertake a program around a chosen learning interest that cannot be studied within the one learning area. In some cases students will work as individuals on a project of specific interest to themselves. In other cases a class may agree on an issue as a starting point for collaborative work. The learning interest is a topic, issue, practical or theoretical challenge that extends over the duration of the program. Here is the opportunity for students to come to terms with a complex modern day issue such as climate change or perhaps to learn about something closer to home.

**YEAR 10**

**PERSONAL LEARNING PLAN – PLP** (compulsory Stage 1 credits)

**LENGTH Semester**

**SACE CREDITS 10**

**Recommended Background**

Nil.

**Course description**

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to: identify appropriate future options, choose appropriate subjects and courses for their SACE, review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies, identify goals and plans for improvement, monitor their actions and review and adjust plans as needed to achieve their goals. Students must complete the Personal Learning Plan with a C grade or better to gain their SACE.

**Assessment**

Reports, Oral Presentations, Round Table Discussions, Multimedia Presentation.

**Pathways**

Provides background to make informed choices in education, training and work.

**Special Requirements**

Possible Excursions.

**STAGE ONE**

**COMMUNITY STUDIES A**

**LENGTH Semester**

**SACE CREDITS 10**

**Recommended Background**

Nil.

**Course description**

In Community Studies students will learn about things that are of genuine interest to them. To do this they negotiate a contract of work that matches their personal interests and abilities. To be successful students will need to demonstrate that they have completed the contract. An essential part of their contract involves working with a community member or organisation. They will develop independent and collaborative working skills. Students can select from a range of areas in which
to work including technology, business, work, the arts, hospitality, health, the environment, design and communication.

**Assessment**
Contract of Work, Folio, Community Activity, Reflection.

**Pathways**
Provides background for Stage 2 Community Studies, community based work and study and courses in vocational education and training.

**Special Requirements**
May involve out of school activity.

**COMMUNITY STUDIES B**
**LENGTH** Semester
**SACE CREDITS** 10
**Recommended Background**
Nil.

**Course description**
In Community Studies students will learn about things that are of genuine interest to them. To do this they negotiate a contract of work that matches their personal interests and abilities. To be successful students will need to demonstrate that they have completed the contract. An essential part of their contract involves working with a community member or organisation. They will develop independent and collaborative working skills. Students can select from a range of areas in which to work including technology, business the arts, hospitality, health, recreation and lifestyle.

**Assessment**
Contract of Work, Folio, Community Activity, Reflection.

**Pathways**
Provides background for Stage 2 Community Studies, community based work and study and courses in vocational education and training.

**Special Requirements**
May involve out of school activity.

**RESEARCH PRACTICES**
**LENGTH** Semester
**Recommended Background**
Nil.

**Course Description**
Students explore research processes and practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their findings. Focused study topics can be selected from the following areas of study:

At least one topic from Exploring Research Approaches which include (The Value of Research, Research Methods, Research and 21st Century Skills, Researchers in Society). At least one topic from Exploring Research Skills which include (Planning Process, Development Process, Synthesis Process and Evaluation Process). Topics can be taught through the development of: An investigation, performance, product, inquiry or research project.

**Assessment**
At least two tasks from a folio which could include, a survey, mock interview or a report. Two tasks from a sources analysis which could include, a review of sources, an analysis and interpretation of data, an oral presentation, a commentary.

**Pathways**
Provides background for Stage 2 Research Project

**Special Requirements**
Nil.

**STAGE TWO**

**CERTIFICATE III in HEALTH SERVICES ASSISTANCE and ALLIED HEALTH ASSISTANCE (TAS)**
**LENGTH** Two years for the full certificates
**SACE CREDITS** 70 at Stage 2 (Full certificate)

**Recommended Background**
An interest in careers in the health and community services employment sector.

**Course description**
This course will introduce students to multi-skilled work roles in the health industry. Students will gain both qualifications over two years, preparing them for pathways into nursing and allied health assistant roles. Employees work under the supervision of a health professional, providing assistance in patient care in hospitals, community health centres, aged care, disability and private practices.

**Assessment**
Competency based assessment.

**Pathways**
Further vocational training in health and community services at TAFE. Employment in health support services, youth support services, aged care support, disability services.

**Special Requirements**
Structured workplace learning. Additional costs apply to this course. Speak to the Flexible Learning Coordinator.
COMMUNITY STUDIES A (non TAS)
LENGTH Semester
SACE CREDITS 10
Recommended Background
Nil.
Course description
In Community Studies students will learn about things that are of genuine interest to them. To do this they negotiate a contract of work that matches their personal interests and abilities. To be successful they will need to demonstrate that they have completed the contract that has been written. An essential part of their contract involves working with a community member or organisation. Students will develop independent and collaborative working skills. They select from a range of areas in which to work including technology, business, the arts, hospitality, health, recreation and lifestyle.
Assessment
Assessment is based on preparatory activities, a detailed record of evidence, a community activity, a presentation reflecting on their learning.
Pathways
Provides background for community based work and study and courses in vocational education and training.
Special Requirements
May involve out of school activity.

COMMUNITY STUDIES B (non TAS)
LENGTH Semester
SACE CREDITS 10
Recommended Background
Nil.
Course description
In Community Studies students will learn about things that are of genuine interest to them. To do this they negotiate a contract of work that matches their personal interests and abilities. To be successful they will need to demonstrate that they have completed the contract that has been written. An essential part of their contract involves working with a community member or organisation. They will develop independent and collaborative working skills. Students can select from a range of areas in which to work including technology, business, the arts, hospitality, health recreation and lifestyle.
Assessment
Assessment is based on preparatory activities, a detailed record of evidence, a community activity, a presentation reflecting on their learning.

RESEARCH PROJECT (TAS or non TAS)
(Compulsory SACE subject)
LENGTH Semester
SACE CREDITS 10
Recommended Background
Stage 1 Research Practices
Course description
Students will choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context. Students learn and apply research processes and the knowledge and skills specific to their research topic. They record their research and evaluate what they have learnt. Students work independently and with others to initiate an idea, 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 and evaluate the research processes used and their chosen capability. Students may choose either Research Project A or Research Project B, with Research Project B offering a university pathway. Students must complete the Research Project with a C- grade or better to gain their SACE.
Assessment
Folio 50%, Research Outcome 20%, External Assessment – Evaluation 30%.
Pathways
Careers involving Research Skills. B course option can contribute to the university ATAR.
Special Requirements
Nil
The study of English helps young people to develop the knowledge and communication skills needed for education, training and the workplace. English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. We aim to create confident communicators, imaginative thinkers and informed citizens who are able to analyse, understand, communicate and build relationships with others and the world around them.

YEAR 7
INTEGRATED DIGITAL TECHNOLOGY
LENGTH Full Year
Course Description
Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Learning in Integrated Digital Technology focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students will have opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. This is an introductory course for all year seven students. In this course, the students will become familiar with the school network and the software. They will learn about the ethical use of computers and become proficient in the use of various applications. Students will be introduced to multimedia and program creation.
Assessment
60% Practical digital technologies projects, 40% Theory
Pathways
Provides a background for further studies in Literacy, Numeracy and Technology.
Special Requirements
Nil

ENGLISH
LENGTH Full Year
Course Description
Students will develop an understanding of a range of texts, their purpose and how these texts can influence an audience. They will develop an understanding of how the choice of language features, images and vocabulary affects meaning. They will listen to, read, view, interpret and evaluate a range of texts such as novels, multimodal texts and websites. Students will create a range of imaginative, factual and persuasive texts for a range of purposes and audiences.
Assessment
Text response, oral and multi-media presentations, written pieces of work.
Pathways
Provides a background for Year 8 English
Special Requirements
Possible excursions / performances

YEAR 8
ENGLISH
LENGTH Full year
Course description
Students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating by engaging with a range of imaginative, informative and persuasive texts. Using the Year 8 English Is text book, they will listen to, read, view, interpret and evaluate a range of spoken, written and multimodal texts e.g. early adolescent novels, poetry, magazines, newspapers, websites,
non-fiction texts and dramatic performances. Students will create a range of imaginative, informative and persuasive texts for different purposes and audiences e.g. narratives, explanations, recounts, reports and discussions.

Assessment
Text responses, creation and presentations (oral, written and multimedia)

Pathways
Provides background for Year 9 English

Special Requirements
Possible excursions / performances

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YEAR 9

**ENGLISH**

LENGTH Full year

Recommended Background
C grade or better in Year 8 English

Course description
Year 9 English builds upon the Year 8 course and continues to develop students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Using the Year 9 English Is textbook, students will read, view, interpret and evaluate a range of spoken, written and multimodal texts e.g. novels, poetry, magazines, newspapers, websites, non-fiction texts and dramatic performances. Students will create a range of imaginative, informative and persuasive texts that respond to issues, interpreting and integrating ideas from other texts e.g. narratives, explanations, recounts, reports, discussions, literary analyses and reviews.

Assessment
Text responses, creation and presentations (oral, written and multimedia)

Pathways
Provides background for Year 9 English

Special Requirements
Possible excursions / performances

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YEAR 10

**ENGLISH**

LENGTH Full Year

Recommended Background
C grade or better in Year 9 English

Course description
Year 10 English builds upon the Year 9 course and further develops students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Using the Year 10 English Is textbook, students will read, view, interpret and evaluate a range of more challenging spoken, written and multimodal texts e.g. novels, poetry, magazines, newspapers, websites, non-fiction texts and dramatic performances. Students will create a range of imaginative, informative and persuasive texts that respond to and articulate complex ideas and issues e.g. narratives, explanations, recounts, reports, discussions, critical essays and reviews.

Assessment
Text responses, creation and presentations (oral, written and multimedia)

Pathways
Provides background for Stage 1 English

Special Requirements
Possible excursions / performances

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STAGE ONE

**ENGLISH**

LENGTH 2 Semesters

SACE CREDITS 20

Recommended Background
C grade or better in Year 10 English

Course Description
In English, students explore human experience and the world through reading and examining a range of texts and making intertextual connections. The interrelationship between author, text and audience is analysed, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context and audience is applied in students’ own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral or multimodal.

Achieving a C grade or better in this subject will meet the compulsory literacy requirement of the SACE.

Assessment
Assessment tasks in Stage 1 English include: Responding to Texts, Creating Texts and Intertextual Study.

Pathways
Provides background for Stage 2 English or English Literary Studies.

Special Requirements
Excursions may be required.
ESSENTIAL ENGLISH
LENGTH 2 Semesters
SACE CREDITS 20
Recommended Background
Nil
Course Description
Students respond to and create written, oral and/or multimodal texts for a range of personal, social, cultural and workplace contexts. Students understand and interpret information, ideas and perspectives in texts and also consider ways in which language choices are used to influence opinions and decisions. This subject is suitable for those students who have identified literacy skills as an area for development. Achieving a C grade or better in this subject will meet the compulsory literacy requirement of the SACE.
Assessment
Responding to Texts and Creating Texts. Students’ written text responses and text productions are generally no longer than 500 words.
Pathways
This subject prepares students for further study at TAFE and for entering the workforce. It does not prepare students for the study of English at Year 12 or University.
Special Requirements
Nil

STAGE TWO

ENGLISH (TAS)
LENGTH Full year
Recommended Background
B grade or better in Stage 1 English
Course Description
Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.
Assessment
Responding to Texts 30%, Creating Texts 40%, Comparative analysis 30% (externally assessed)
Pathways
This is a useful general qualification for most university and vocational education and training courses and has particular relevance for university Arts and Language courses.
Special Requirements
Nil

ESSENTIAL ENGLISH (TAS)
(This course also caters for the leaning needs of English as an Additional Language students)
LENGTH Full Year
SACE CREDITS 20
Recommended Background
Satisfactory achievement in Stage 1 English, Essential English or EAL.
Course Description
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.
Assessment
School Assessed: Responding to Texts 30% and Creating Texts 40%
External Assessment: Investigation 30%
Pathways
This is a useful general qualification for most university and vocational education and training courses.
Special Requirements
Possible excursions
Learning in Health and Physical Education promotes a balance of economic, physical, political and cultural factors that produce satisfaction and well-being in an individual. An increased awareness of health and lifestyle issues enables people to improve their health status and interact positively with others and their environment improving their quality of life. Students can participate in areas including health education, physical education, home economics, outdoor education and sport. Students study physical activity and participation, personal and social development and health of individual and communities.

### YEAR 7

**FOOD FOR THOUGHT**

**LENGTH 10 weeks**

**Course description**

Students will learn about food safety, equipment safety, healthy eating, preparation & production of healthy recipes and the benefits of different ingredients and products. Students will investigate how to keep their bodies healthy. They will also evaluate their skills and abilities for future improvements.

**Assessment**

Practical cooking session, theory tasks, research assignment and evaluations.

**Pathways**

Provides background for Year 8 Health Heart, Healthy Body

**Special Requirements**

Purchase a hairnet – available from the teacher

### YEAR 8

**HEALTHY HEART, HEALTHY BODY**

**LENGTH 10 weeks**

**Course description**

Students will learn about food safety, equipment safety, healthy eating, preparation & production of heart smart recipes. Students investigate the ways in which products evolve locally, regionally and globally to provide a sustainable future. Students will also create action plans to promote successful outcomes when cooking. Students lean to employ strategies to evaluate their skills and abilities for future improvements.
Assessment
Practical cooking session, theory tasks, Action plan and research assignment
Pathways
Provides background for the two Year 9 courses - ‘Food & Culture’ and ‘Food, Fun & Festivals’
Special Requirements
Purchase a hairnet – available from the teacher

HEALTH and PHYSICAL EDUCATION
LENGTH Semester
Course description
Students are involved in practical activities, spending two to three weeks on each sport. The course will focus on skills, rules and tactics. The sports expected to be covered are volleyball, tennis, touch, basketball and netball, table tennis, badminton, soccer, hockey, softrosse and ultimate frisbee. In Health students will learn about their own physical, mental and social well-being through investigations of healthy lifestyles. Topics include relationships and Sexual Health and Drugs and Alcohol.
Assessment
PE: skill development, participation and tactical understanding (80%). Health: worksheets, involvement in group discussions and activities, assignments (20%).
Pathways
Provides background for Year 9 Health and Physical Education.
Special Requirements
Nil.

YEAR 9
FOOD AND CULTURE
LENGTH Semester
Recommended Background
C grade or better in Year 8 Food Technology
Course description
Students learn about multicultural food and its impact on Australian cuisine and culture. Students through their research and practical tasks explore taste of spices and how these have become a part of the Australian cuisine.
Assessment
Practical cooking session, theory tasks, Action plan, Evaluations and research assignment
Pathways
Provides background for Year 10 Home Economics
Special Requirements
Purchase a hairnet

FOOD, FUN AND FESTIVALS

LENGTH Semester
Recommended Background
C grade or better in Year 8 Food Technology
Course description
Students learn about the importance of eating breakfast and explore through taste breakfasts from around the world. Students investigate festive occasions globally and the significant role food plays in these occasions through theoretical and practical tasks. Students gain new skills and techniques by preparing “Just desserts.”
Assessment
Practical cooking session, theory tasks, Action plan, Evaluations and research assignment.
Pathways
Provides background for Year 10 Buffets, Special Diets and Proteins and High Tea, Fast Food and Safety
Special Requirements
Purchase a hairnet

YEAR 10
BUFFETS, SPECIAL DIETS AND PROTEINS
LENGTH Semester
Recommended Background
C grade or better in Year 9 Food and Culture or Food, Fun and Festivals
Course description
Students will learn about special dietary requirements in order for all people to be healthy. Students will investigate the need for protein intake in a broad range of dietary options through research and practical activities. They will look at different dining experiences such as buffets and prepare food for a shared class buffet.

**Assessment**
Practical cooking sessions, Practical exams, Research Tasks, Action Plans and evaluations.

**Pathways**
Provides background for Stage 1 Food and Hospitality

**Special Requirements**
Purchase a hairnet

### HEALTH AND PHYSICAL EDUCATION

**LENGTH Semester**

**Recommended Background**
C grade or better in Year 9 Health and Physical Education.

**Course description**
Students will participate in practical and theory work. They are involved in practical activities covering four sports over the semester. The course will focus on tactics, umpiring and technical skill development. The sports expected to be covered are hockey, soccer, basketball, badminton. The theory components will cover sports injuries and sports issues.

**Assessment**
Practical Skills checklists for each sport 80%, Theory assignments and tests 20%.

**Pathways**
Provides background for Stage 1 Physical Education

**Special Requirements**
Nil.

### HIGH TEA, FAST FOOD and SAFETY

**LENGTH Semester**

**Recommended Background**
C grade or better in Year 9 Food and Culture or Food, Fun and Festivals

**Course description**
Students will investigate food safety, spoilage and poisoning through safe food preparation, handling and storage. Students will learn about fast foods and the effects they have on their bodies. Healthy alternatives will be investigated through research and practical activities. Students will look at and make foods for special occasions such as High Teas.

**Assessment**

### PHYSICAL EDUCATION

**LENGTH Semester**

**Recommended Background**
C grade or better in Year 9 Health and Physical Education. An interest in physical activity and further study in Physical Education at Stage 1 and 2.

**Course description**
Students will participate in practical and theory work. They are involved in practical activities covering four sports over the semester. The course will focus on tactics, umpiring and technical skill development. The sports expected to be covered are volleyball, table tennis, softrosse, and netball. An optional bushwalking camp may be offered. The theory component will cover personal training.

**Assessment**
Practical Skills checklists for each sport 80%, Theory assignments and tests 20%.

**Pathways**
Provides background for Stage 1 Physical Education

**Special Requirements**
Nil.

### STAGE ONE

#### FOOD AND HOSPITALITY A

**LENGTH Semester**

**SACE CREDITS 10**

**Recommended Background**
C Grade or better in Year 10 Home Economics subjects

**Course description**
Students will undertake practical and theory components of Food and Hospitality. They will investigate the role of the ‘Food Stylist’ in the impact it has on the food industry. Students work independently and collaboratively to achieve common goals. Students develop skills in safe work practices through the preparation, storage and handling of foods. Practical activities could include catering for groups, working with pastry and finger foods.

**Assessment**
Practical Activities 50%, Group Activities 25% and Investigation 25%

**Pathways**
Provides background for the Stage 2 course, Food & Hospitality and VET courses.

Special Requirements
Specialised materials $25 (approximate cost). Also to purchase a hair net (available from the teacher).

FOOD AND HOSPITALITY B
LENGTH Semester
SACE CREDITS 10
Recommended Background
C Grade or better in Year 10 Home Economics subjects

Course description
Students will undertake practical and theory components of Food and Hospitality. They will investigate the factors that influence people’s food choices and the health implications of these choices. Students work independently and collaboratively to achieve common goals. Students develop skills in safe work practices through the preparation, storage and handling of foods, complying with current health and safety legislation. Practical activities could include catering for groups, working with whisking techniques and chocolate work.

Assessment
Practical Activities 50%, Group Activities 25% and Investigation 25%

Pathways
Provides background for the Stage 2 course, Food & Hospitality and VET courses

Special Requirements
Nil.

PHYSICAL EDUCATION A
LENGTH Semester
SACE CREDITS 10
Recommended Background
C Grade or better in Year 10 Physical Education.

Course description
Students will participate in practical and theory work in Physical Education. The practical component consists of three sports and is expected to be indoor soccer, badminton and touch. The theory components are skill learning and coaching. A 750 word issues analysis essay is a compulsory part of the course.

Assessment
Practical Skills checklists for each sport 60%, Theory assignments and tests 40%.

Pathways
The theory components provide background for Stage 2 PE.

Special Requirements
Nil.

STAGE TWO

FOOD AND HOSPITALITY (20 credits for TAS)
LENGTH Semester or Full Year
SACE CREDITS 10 or 20
Recommended Background
C grade or better in Stage 1 Food and Hospitality A or B.

Course description
This subject allows students to develop and gain further knowledge of the food and hospitality industry, to advance and improve practical skills, research skills and working collaboratively. Current Australian Food and Hospitality issues and trends are a focus through different areas of study that include; Political and Legal influences, Socio-cultural influences, Technological influences, Economic and Environmental influences and Contemporary and Future issues. Practical activities include catering for the school’s Open Night, signature dishes and multi-cultural food presentations.

Assessment
University courses, Certificate and Diploma courses at TAFE, Traineeships and Apprenticeships and employment in the Food and Hospitality Industry.

Special Requirements
Specialised materials $35 and to purchase a hairnet (Approximate cost).
PHYSICAL EDUCATION (TAS)
LENGTH Full Year
SACE CREDITS 20
Recommended Background
C grade or better in Stage 1 Physical Education A and/or B.

Course description
Students will study practical and theory components of Physical Education. Practical (50%): They will cover three sports / activities over the year. The course focuses on tactics, umpiring and technical skill development. Expected sports are Volleyball, Table Tennis and Theory (50%): They will have three theory lessons each week. The topics are Exercise, Energy systems, Training and evaluation, Factors affecting performance, Patterns in physical activity, Skill learning and Biomechanics.

Assessment
Practical Work 50%, Issues Analysis Essay 10%, Examination 30%.

Pathways
University courses, vocational education and training and employment in fields such as physiology, sport, recreation.

Special Requirements
Workbook (approximate cost $45)
Humanities and Social Sciences (HASS) is concerned with how people function in groups and how these groups interact with and influence the world around them. It investigates the structures and systems of these groups and the interactions within and among them. Looking at how individuals communicate and share their needs, values, and beliefs forms the basis of cultural studies. Areas of study included are geography, history, tourism, legal studies and sustainable futures. In HASS students study **Time, Continuity and Change, Place, Space and Environment, Societies and Cultures and Social Systems**.

### GEOGRAPHY

**LENGTH** Semester

**Course description**

There are two units of study in the Year 7 curriculum for Geography: **Place and Liveability** and **Water in the World**. **Place and Liveability:** Students examine where people live and the features of those places. They develop their skills in interpreting maps (Street Maps), statistics and geographical features through their local community. They explore factors that influence decisions about where to live. Students also investigate ways in which people contribute to their community and care for their local environment. They develop understanding of the ways in which we connect with our local community and environment ie: the human role we play in providing the resources needed for living things to survive.

**Water in the World:** Students examine water as an environmental resource and the processes of the water cycle. They explore the importance of water for sustaining life and where their fresh water comes from – is it accessible and available? They investigate how people use the water resources available to them. They use maps and plans to identify locations of water sources and learn to appreciate the value of water to different people globally. They explore the importance of water for sustaining life. Students build an understanding of citizenship matters through designing and participating in a campaign to encourage their school community to conserve water.

**Assessment**

Research Assignments, Power Point and Oral Presentations, Poster Work, Case Studies and Practical Activities.

**Pathways**

Provides background for further studies in Humanities and Social Science.

**Special Requirements**

Possible excursion

### HISTORY

**LENGTH** Semester

**Course description**

Students study from the time of the earliest human communities to the end of the ancient period (approx.60,000 BCE – c.650 CE). The study of the Ancient World includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about the period of history in a range of societies including Egypt, Greece, Rome, China and India. The content provides opportunities to develop historical understanding through concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts will be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

**Assessment**
Timelines, Map Work, Oral Presentations, Research Projects, Web Quests, Brochures, Flag and Stamp designs

Pathways
Provides background for further studies in Humanities and Social Science particularly History

YEAR 8

GEOGRAPHY
LENGTH Semester
Course description
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations. Landforms and landscapes: This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards and management. Students explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. Students study the process of urbanisation and study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. Students investigate the reasons for the high level of urban concentration in Australia and compare Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China. The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. Geography is taught for approximately 14 weeks followed by Economics and Business which is taught for approximately 6 weeks. Economics and Business topics include: markets within Australia, including traditional Aboriginal and Torres Strait Islander markets, the rights, responsibilities and opportunities that arise for businesses, consumers and governments and the influences on the ways individuals work now and into the future.

Assessment
Research Assignments, Investigations, PowerPoint and oral presentations, Poster Work, Case Studies, Photo stories and practical activities.

Pathways
Provides background for further studies in Humanities and Social Science.

Special Requirements
Possible excursion

YEAR 9

HISTORY
LENGTH Semester
Course description
The course content overview covers the period c.650 CE – 1750, ancient to the modern world. (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Mongols, Yuan and Ming dynasties, Aztec and Inca). There are three depth studies with electives in each and one elective is studied in detail.
1 The Western and Islamic World
Choice from the Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire.
2 The Asia Pacific World
Choice from the Angkor/Khmer Empire, Shogunate Japan, the Polynesian expansion across the pacific.
3 Expanding Contacts
Choice from the Mongol Expansion, the Spanish conquest of the Americas, the Black Death in Asia, Europe and Africa. The history course will be taught for approximately 13 weeks followed by Civics and Citizenship for approximately 6 weeks. Civics and Citizenship provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Assessment

Pathways
Provides a background for Year 9 History.

Special Requirements
Possible Excursion
Course content provides opportunities to develop historical understanding through key concepts like evidence gathering, continuity and change, cause and effect, perspectives, etc. The history content involves 2 interrelated strands: Historical Knowledge & Understanding and Historical Skills. Both these are taught in an integrated way to give an overview identifying important features during the years 1750 - 1918.

Overview content for the making of the modern world includes the following: the nature and significance of the Industrial Revolution and how it affected living and working conditions; the movement of people (slaves, convicts and settlers); European imperial expansion including the Asian region; nationalism; the emergence of significant economic, social and political ideas.

The overview allows for three depth studies to be completed from the following – Progressive ideas and movements (1750-1918); The Industrial Revolution (1750 -1914); Movement of peoples (1750-1901); Asia and the world; Making a nation; World War 1 (1914-1918).

Assessment
A variety of tasks including: research reports, investigations, power point presentations, oral presentations, case studies, source analysis, collaborative poster work, surveys / interviews, practical activities.

Pathways
Provides background for Year 10 History

Special Requirements
Possible excursions.

GEOGRAPHY
LENGTH Semester
Course Description
There are two units of study:

- Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

- Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

Assessment
A variety of tasks including: research reports, investigations, power point presentations, oral presentations, case studies, source analysis, collaborative poster work, surveys / interviews, practical activities.

Pathways
Provides background for Yr 10 Geography

Special Requirements
Nil
Provides historical skills and understandings useful for further study in History.

Special Requirements
Nil

STAGE 1

HISTORY

LENGTH Semester

Course Description
Students explain how particular societies in selected periods and places since 500 AD have been shaped by both internal and external forces. They identify and explain historical concepts and apply hypotheses and/or focusing questions to guide historical inquiry. They analyse and evaluate sources and understand and appreciate the role of particular individuals and groups in history. They communicate informed and relevant arguments, using subject-specific language and conventions.

Assessment
3 assessment types - Folio, Sources Analysis and Investigation each with a minimum weighting of 20%.

Pathways
Leads to further study in Stage 2 History subjects

Special Requirements
Nil
In a global community, learning a language other than English gives students a competitive edge through access to communication and culture. Importantly, it promotes an understanding of different attitudes and values within our multicultural Australian society. The language that we offer is Modern Standard Chinese. This language has particular significance for Australians as China figures prominently as a neighbour and trading partner. Our students access the School of Languages if they wish to continue with a language other than Chinese, perhaps to maintain their mother tongue. The Chinese course is based on the Australian Curriculum. Communicating and Understanding are the main strands/objectives of the Chinese Learning Program. Communication includes: Socialising, Informing, Creating, Translating and Reflecting. Understanding includes understanding the System of Language, Language Variation and Change and the Role of Language and Culture.

YEAR 7

CHINESE
LENGTH Semester
Course description
Students will study the four dimensions of Language Learning, i.e. reading, writing, listening and speaking. The program of study will focus on developing students’ ability in Chinese language for communication as well as understanding Chinese language and culture. Students engage in a range of different teaching and learning activities to use Chinese language in different contexts and the use of ICT learning objects and tools (will be incorporated).
Themes:
• Numbers and colours
• Greetings
• Self and family
• Hobbies
• Time and school life
• Foods.

Assessment
• Role plays
• Projects
• Vocabulary tests
• Reading comprehension tests
• Unit tests

Pathways
Provides background to Year 8 Chinese.

Special Requirements
Possible Excursions and Guest Speakers

YEAR 8

CHINESE
LENGTH Full Year
Course description
Students will study the four dimensions of Language Learning, i.e. reading, writing, listening and speaking. The program of study will focus on developing students’ ability in Chinese language for communication as well as understanding Chinese language and culture. Students engage in a range of different teaching and learning activities to use Chinese language in different contexts and including the use of ICT learning objects and tools.
Themes:
• Numbers and colours
• Greeting
• Self and family
• Pets,
• Time and school life
• Foods.

Assessment
• Role play
• Project
• Vocabulary test
• Reading comprehension test
• Unit test

Pathways
Provides background to Year 9 Chinese.

Special Requirements
Possible Excursions and Guest Speakers

YEAR 9

CHINESE
LENGTH Full Year
Recommended Background
C grade or better in Year 8 Chinese.
Course description
Students will study the four dimensions of Language Learning, i.e. reading, writing, listening and speaking. The program of study will focus on developing students’ ability in Chinese language for communication as well as understanding Chinese language and culture. Students engage in a range of different teaching and learning activities to use Chinese language in different contexts and including the use of ICT learning objects and tools.
Themes:
- Making appointments
- Phone a friend
- Daily routine
- Location and place
- Weather and clothes.
Assessment
- Role play
- Project
- Vocabulary test
- Reading comprehension test
- Unit test
Pathways
Provides background to Year 10 Chinese.
Special Requirements
Possible Excursions and Guest Speakers.

YEAR 10

CHINESE
LENGTH Full Year
Recommended Background
C grade or better in Year 9 Chinese
Course description
Students will study the four dimensions of Language Learning, i.e. reading, writing, listening and speaking. The program of study will focus on developing students’ ability in Chinese language for communication as well as understanding Chinese language and culture. Students engage in a range of different teaching and learning activities to further develop and extend their ability to utilize Chinese language in different subject specific contexts and including the use of ICT learning objects and tools.
Themes:
- Leisure life
- Shopping
- Place and distance
- Seeing a doctor
- Traveling.
Assessment
- Role play
- Project
- Vocabulary test
- Reading comprehension test
- Unit test
Pathways
Provides background for Stage 1 Chinese.
Special Requirements
Possible Excursions and Guest Speakers.

STAGE ONE

CHINESE (available through the School of Languages)
LENGTH Full Year
SACE CREDITS 20
Recommended Background
C grade or better in Year 10 Chinese.
Course description
Students will develop vocabulary and grammatical knowledge and link this with inter-cultural knowledge. Students will develop reading, writing, listening and speaking skills to enable effective communication in Chinese, in different contexts for different audiences
Pathways
Provides background for Stage 2 Chinese.
Special Requirements
Students attend the course offsite.

STAGE TWO

CHINESE (TAS) (available through the School of Languages)
LENGTH Full Year
SACE CREDITS 20
Recommended Background
C grade or better in Stage 1 Chinese.
Please note: This subject is available for study through the School of Languages. Students will be assisted with their enrolment into this course.
An understanding of Mathematics is essential in modern society. It plays a vital role in study, training, work and for personal and community life. Problem solving and analytical skills associated with Mathematics are increasingly important in today’s society, as is the use of appropriate technologies to facilitate calculations and analysis. In Mathematics students study Number, Measurement, Algebra, Geometry, Statistics, Probability, Functions and Modelling. Students learn and apply Mathematical procedures and develop problem solving skills to negotiate tasks with real life applications.

**YEAR 7**

**INTEGRATED DIGITAL TECHNOLOGY**

**LENGTH Full Year**

**Course Description**

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Learning in Integrated Digital Technology focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students will have opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. This is an introductory course for all year seven students. In this course, the students will become familiar with the school network and the software. They will learn about the ethical use of computers and become proficient in the use of various applications. Students will be introduced to multimedia and program creation.

**Assessment**

60% Practical digital technologies projects, 40% Theory

**Pathways**

Provides background for further studies in Literacy, Numeracy and Technology.

**Special Requirements**

Nil

**MATHEMATICS**

**LENGTH Full Year**

**Course description**

Year 7 Mathematics enables students to further develop their understanding of mathematical ideas and procedures and promotes effective use of mathematical literacy. There is an emphasis on consolidating basic mathematical techniques which can then be extended to more complex procedures, according to individual student's level of understanding. Problem solving skills are developed in a range of real life contexts. Technology is used to facilitate some procedures. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

**Assessment**

Tests, Assignments, Directed Investigations

**Pathways**
YEAR 8

MATHEMATICS
LENGTH Full Year
Course description
Year 8 Mathematics enables students to build on their current understanding of mathematical ideas and techniques and to develop mathematical literacy. There is an emphasis on consolidating basic mathematical procedures which can then be extended to more complex procedures. Students develop their problem solving techniques in a range of real life contexts. Where appropriate they use technology to facilitate some procedures. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.
Assessment
Tests, Assignments, Directed Investigations.
Pathways
Provides background for Year 9 Mathematics.
Special Requirements
Scientific Calculator.

YEAR 9

MATHEMATICS
LENGTH Full Year
Course description
Year 9 Mathematics continues to build an understanding of mathematical ideas and techniques and further develops mathematical literacy and problem solving skills applied in a range of real life contexts. Students use technology to facilitate some procedures. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are grouped into appropriate classes according to results in Year 8 Mathematics.
Assessment
Tests, Assignments, Directed Investigations.
Pathways
Provides background for Year 10 Mathematics.
Special Requirements
Scientific Calculator.

YEAR 10

MATHEMATICS
LENGTH Full Year
Recommended Background
C grade or better at Year 9 Mathematics
Course description
Year 10 Mathematics continues to build an understanding of mathematical ideas and techniques and further develops mathematical literacy and problem solving skills applied in a range of real life contexts. Students use technology to facilitate some procedures. Topics in Mathematics A and B include Graphing and Solving Linear Equations, Indices, Measurement, Trigonometry, Surds, Networks, Simultaneous Equations, Statistics and Quadratics. Topics in Mathematics C include Consumer Maths, Measurement, Statistics, Linear Equations, Geometry and Trigonometry. Students are grouped into appropriate classes according to results in Year 9 Mathematics.
Assessment
Tests, Assignments, Directed Investigations.
Pathways
Maths A provides suitable foundation for Stage 1 Mathematics, General Mathematics. Maths B provides suitable foundation for Stage 1 General Mathematics or Essential Mathematics.
Special Requirements
Graphics Calculator (Maths A)
Scientific Calculator (Maths B)

STAGE ONE
Note: A ‘C’ grade or better in any of the following Stage 1 Maths subjects will achieve the compulsory numeracy requirement of the SACE.
MATHEMATICS
LENGTH 2 or 3 Semesters
SACE CREDITS 20 or 30 (20 credits is essential preparation for Year 12 Mathematical Methods)
Recommended Background
B grade or better in Year 10 Mathematics
Course Description
Builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematics is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. There is a progression of
content, applications and level of sophistication and abstraction.
Key concepts from 10A Mathematics in the Australian Curriculum are required for the study of Stage 1 Mathematics.

**Topic 1: Functions and graphs**
**Topic 2: Polynomials**
**Topic 3: Trigonometry**
**Topic 4: Counting and Statistics**
**Topic 5: Growth and Decay**
**Topic 6: Introduction to Differential Calculus**
**Topic 7: Sequences and Series**
**Topic 8: Geometry**
**Topic 9: Vectors in the Plane**
**Topic 10: Further Trigonometry**
**Topic 11: Matrices**
**Topic 12 Real and Complex Numbers.**

Students who want to undertake Stage 2 Mathematical Methods should study at least 20 credits (6 topics) of Stage 1 Mathematics. Students who want to undertake Stage 2 Specialist Mathematics should study at least 10 additional credits (3 topics).

**Assessment:**
Skills and applications tasks, Directed Investigations.

**Pathways:**
Provides background for Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

**Special Requirements:**
Graphics calculator

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**GENERAL MATHEMATICS**
**LENGTH** Semester or Full Year
**SACE CREDITS** 10 or 20 (it is highly recommended to take the 20 credit course)
**Recommended Background** C grade or better in Year 10 Mathematics

**Course Description**
This course allows students to extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:
**Topic 1: Calculations, Time, and Ratio**
**Topic 2: Earning and Spending**
**Topic 3: Geometry**
**Topic 4: Data in Context**
**Topic 5: Measurement**
**Topic 6: Investing**
**Topic 7: Open Topic**

Programs for a 10-credit subject will include at least three topics. Topics may be studied in their entirety or in part, taking into account student interests, and preparation for pathways into future study of mathematics. Programs for a 20-credit subject will be made up of at least six topics.

**Assessment**
Skills and applications tasks, Directed Investigations and folio of work.

**Pathways**
Provides background for Stage 2 Essential Mathematics.

**Special Requirements**
Graphics calculator

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**ESSENTIAL MATHEMATICS**
**LENGTH** Semester
**SACE CREDITS** 10

Students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. In this subject there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following seven topics:
**Topic 1: Calculations, Time, and Ratio**
**Topic 2: Earning and Spending**
**Topic 3: Geometry**
**Topic 4: Data in Context**
**Topic 5: Measurement**
**Topic 6: Investing**
**Topic 7: Open Topic**

Programs for a 10-credit subject will include at least three topics. Topics may be studied in their entirety or in part, taking into account student interests, and preparation for pathways into future study of
mathematics. Programs for a 20-credit subject will be made up of at least six topics.

**Assessment**
Skills and applications tasks and folio of work.

**Pathways**
This course leads to employment opportunities and does not prepare students sufficiently to study any Year 12 Mathematics course

**Special Requirements**
Scientific calculator

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### STAGE TWO

**ESSENTIAL MATHEMATICS (20 credits for TAS)**
LENGTH Semester or Full Year
SACE CREDITS 10 or 20

**Recommended Background**
C grade or better in Stage 1 General Mathematics (20 credits) or Mathematics (20 or 30 credits) or an A grade in Stage 1 Essential Mathematics

**Course description**
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Topics include: Scales Plans and Models, Measurement, Business Applications, Statistics, Investment and Loans.

**Assessment**
4 Skills and Assessment Tasks 30%, 3 Folio Tasks 40%, 2 hour external exam 30%.

**Pathways**
This subject is intended for students planning to pursue a career in a range of trades or vocations.

**Special Requirements**
Graphics Calculator

**MATHEMATICAL METHODS (TAS)**
LENGTH Full year
SACE CREDITS 20

**Recommended Background**
B grade or better in Stage 1 Mathematics (20 or 30 credits)

**Course description**
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

**Assessment**
Skills and Applications Tasks 50%, Folio 20%, External Exam 30%.

**Pathways**
Provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

**Special Requirements**
Graphics Calculator, Revision Guide.

**MATHEMATICS SPECIALIST (TAS)** (this subject will be taught off site)
LENGTH Full Year
SACE CREDITS 20

**Recommended Background**
B grade or better in Stage 1 Mathematics (30 credits)

**Course Description**
Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

**Assessment**
Skills and Applications Tasks 50%, Folio 20%, External Exam 30%

**Pathways**
The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

**Special Requirements**
Graphics Calculator, Revision Guide
Science provides a structured way of understanding ourselves and the world around us and the ability to investigate new ideas. It allows us to improve the quality of life for humans while also caring for our planet. Science also underpins the development of new technologies which are an integral part of modern life. It is therefore important for all students to be scientifically literate and to understand scientific concepts and investigative techniques. Students learn new ideas and practical procedures while developing their problem solving skills. They work collaboratively to research ideas and resolve challenging problems.

**YEAR 7**

**SCIENCE**

**LENGTH Full Year**

**Course description**

Students study a variety of topics in the areas of Biology, Chemistry, Earth Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop introductory inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

**Assessment**

Tests, Assignments, Research Investigations, Practical reports

**Pathways**

Provides background for Year 8 Science

**Special Requirements**

Nil

**YEAR 8**

**SCIENCE**

**LENGTH Full Year**

**Course description**

Students study a variety of topics in the areas of Biology, Chemistry, Earth Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

**Assessment**

Tests, Assignments, Practical reports

**Pathways**

Provides background for Year 9 Science

**Special Requirements**

Nil

**YEAR 9**

**SCIENCE**

**LENGTH Full Year**

**Course description**

Students study a variety of topics in the areas of Biology, Chemistry, Earth Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.
conducted investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life. Students are grouped into appropriate classes according to Year 8 results.

Assessment
Tests, Assignments, Practical Reports.

Pathways
Provides background to Year 10 Science.

Special Requirements
Nil.

YEAR 10

SCIENCE
LENGTH Full Year
Recommended Background
C grade or better in Year 9 Science.

Course description
Students study a variety of topics in the areas of Biology, Chemistry, Earth Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life. Students are grouped into appropriate classes according to Year 9 results.

Assessment
Tests, Assignments, Practical Reports.

Pathways
Provides background to Year 10 Science.

Special Requirements
Nil.

STAGE ONE

BIOLOGY A
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Science.

Course description
Students will study the structure and function of plants, animals and microorganisms and how they interact with each other and their environments. They will learn and apply concepts, undertake practical investigations and develop research and problem solving skills. They will communicate their understanding and make informed comment on social and environmental issues related to Biology. They will learn about the safe storage and handling of chemicals. Topics may include Cell Processes, Circulatory System, Coordination and Sensory Perception and Ecology.

Assessment
Skills and Applications Tasks, Investigations Folio.

Pathways
Provides background for Stage 1 Biology.

Special Requirements
Possible excursion.

BIOLOGY B
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Science.

Course description
Students will study the structure and function of plants, animals and microorganisms and how they interact with each other and their environments. They will learn and apply concepts, undertake practical investigations and develop research and problem solving skills. Topics may include Nutrition and the Digestive System, Disease, Genetics and Biotechnology and Plant Biochemistry.

Assessment
Skills and Applications Tasks, Investigations Folio.

Pathways
Provides background for Stage 2 Biology.

Special Requirements
Possible excursion.

CHEMISTRY A
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Science.

Course description
Students will learn about the structure, properties and behaviour of substances and how an appreciation of the principles of Chemistry allows us to better understand the chemical, physical and biological world. They will learn the fundamental concepts of Chemistry and apply these to problem solving tasks, practical investigations and research. Students will communicate their understanding and make informed comment on social and environmental issues related to Chemistry. They will learn about the safe storage and handling of chemicals. Topics may include Structure & Function of Atoms, Bonding, Formulae and Chemical Equations.

Assessment
Skills and Applications Tasks, Investigations Folio.

Pathways
Provides background for Stage 1 Chemistry B.

Special Requirements
Possible excursion.
CHEMISTRY B
LENGTH Semester 2
SACE CREDITS 10
Recommended Background
C grade or better in Stage 1 Chemistry A.
Course description
Students will learn about the structure, properties and behaviour of substances and how an appreciation of the principles of Chemistry allows us to better understand the chemical, physical and biological world. They will learn the fundamental concepts of Chemistry and apply these to problem solving tasks, practical investigations and research. Students will communicate their understanding and make informed comment on social and environmental issues related to Chemistry. They will learn about the safe storage and handling of chemicals. Topics may include; Acids & Bases, Electrochemistry, Qualitative & Quantitative Calculations and Organic Chemistry.
Assessment
Skills and Applications Tasks, Investigations Folio
Pathways
Provides background for Stage 2 Chemistry
Special Requirements
Possible excursion

PHYSICS A
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Year 10 Advanced or Standard Science and Maths.
Course description
Students will study the topics of Motion, Newton's Laws, Electricity and Circuits. They will acquire knowledge of these topics, communicate this knowledge and apply it in problem solving activities. They will also participate in and design practical investigations.
Assessment
Skills and Applications Tasks, Investigations Folio.
Pathways
Provides background for Physics B and for vocational education and training in electrical and mechanical trades.
Special Requirements
Excursion

PHYSICS B
LENGTH Semester
SACE CREDITS 10
Recommended Background
C grade or better in Stage 1 Physics A.
Course description
Students will study the topics of Vectors, Projectile Motion, Waves and Nuclear Energy. They will acquire knowledge of these topics, communicate this knowledge and apply it in problem solving activities. They will also participate in and design practical investigations.
Assessment
Skills and Applications Tasks, Investigations Folio.
Pathways
Provides background for Stage 2 Physics and for vocational education and training in electrical and mechanical trades.
Special Requirements
Nil.

PSYCHOLOGY
LENGTH Semester
SACE CREDITS 10
Recommended Background
An interest in learning Psychology and an aptitude in Science
Course Description
Students demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between
people and give examples of how these factors affect the behaviour of themselves, others, and groups. They analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence. Students demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations. They make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations. Students search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts. They undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

**Assessment**
2 assessment types – Investigations Folio, Skills and Applications Tasks

**Pathways**
Leads to further study in Psychology at Stage 2.

**Special Requirements**
Nil

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### STAGE TWO

**BIOLOGY (TAS)**  
**LENGTH** Full Year  
**SACE CREDITS** 20  
**Recommended Background**
C grade or better in a Stage 1 Science subject.  
**Course description**
Students will study the structure and function of organisms on four levels or themes; Macromolecules, Cells, Organisms and Ecosystems. They will learn and apply concepts, undertake practical investigations and develop research and problem solving skills. Students will research and write an essay on some aspect of human awareness of biological issues.

**Assessment**
Skills and Applications Tasks 30%, Investigations Folio 40%, External Exam 30%

**Pathways**
University courses, vocational education and training courses and employment in Botany, Zoology, Physiology, Ecology and other science related fields

**Special Requirements**
Workbook $40, Revision Guide $25 (approximate costs). Possible excursion

**CHEMISTRY (TAS) (may be taught onsite)**  
**LENGTH** Full Year  
**SACE CREDITS** 20  
**Recommended Background**
C grade or better in Stage 1 Chemistry.  
**Course description**
Students will study the topics of Elemental and Environmental Chemistry, Analytical techniques, Using and Controlling Organic and Biological Chemistry and Materials. They will build on their knowledge of Stage 1 Chemistry and develop a more sophisticated understanding of the subject. Students will also demonstrate effective communication of their knowledge and understanding.

**Assessment**
Skills and Applications Tasks 30%, Investigations Folio 40%, External Exam 30%

**Pathways**
University courses, vocational education and training courses and employment in chemistry, ecology, physiology and the environment

**Special Requirements**
Workbook $40, Revision Guide $25 (approximate costs). Possible excursion

**NUTRITION (TAS)**  
**LENGTH** Full Year  
**SACE CREDITS** 20  
**Recommended Background**
C grade or better in a Stage 1 Science subject.  
**Course description**
Students study the fundamentals of Human Nutrition including diet, food selection and dietary evaluation, health, lifestyle and lifestyle diseases. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world. The study of nutrition will assist students to reinforce or modify their own diet and lifestyle habits to maximise their health outcomes.

**Assessment**
Investigations Folio 40%, Skills and Applications Tasks 30%, External exam 30%

**Pathways**
University courses, vocational education and training courses in Food and Hospitality, Health and Care, Diet and Nutrition of individual and groups and related fields.
Special Requirements
Possible excursion, optional revision guide.

PHYSICS (TAS) (may be taught offsite)
LENGTH Full Year
SACE CREDITS 20

Recommended Background
B grade or better in Stage 1 Physics.

Course description
Students will study the topics of Projectiles, Uniform Circular Motion, Momentum, Electric and Magnetic Fields, the Wave-like and Particle-like Properties of Electromagnetic Radiation, The Atom and Nuclear Physics. They will build on their knowledge from Stage 1 and develop a more sophisticated understanding of Physics, recognise patterns and use mathematical skills and logical thinking to solve problems. Students will also demonstrate effective communication of their knowledge and understanding.

Assessment
Skills and Applications Tasks 30%, Investigations Folio 40%, External Exam 30%

Pathways
Provides background for university courses and vocational education and training in the electrical and mechanical trades

Special Requirements
Revision Guide (approximately $30)