Thank you for choosing Balaklava High School to begin or continue your child’s secondary education. The school provides a wide range of quality programs and subject offerings that support student learning and provides the opportunity for students to successfully pursue academic and vocational pathways. Indeed, we have a proud tradition of student success in both these broad pathways and look forward to your child’s success and positive contribution in their Senior School years at Balaklava High School.

The aims of this handbook are:

1. to provide information about courses offered at Balaklava High School
2. to show how courses are chosen.

This booklet is supplemented with detailed course selection sheets. These will explicitly explain the ‘rules’ for course selection for each year level.

Subject choice is very important to students. In making choices, students should seek the advice of their parents, Homegroup Teachers, Subject Teachers, Year Level Coordinators and the subject counselling team.

For parents to assist their children they must be aware of their children’s interests and also their future aspirations. Parents also need to have information about the courses offered at Balaklava High School and other avenues of assistance which are available. This handbook attempts to provide some of that information for parents as well as students.

The following questions are offered as guides to parents and students in assisting them to make their subject choices.

1. What are my ambitions and/or employment prospects? In what subjects do I need to be successful to achieve these ambitions or improve my prospects?
2. In what Learning Areas am I succeeding?
3. In what Learning Areas do I need to attempt some semesters of work to achieve a balanced secondary education?
4. What skills do I need to develop to allow me to utilize my leisure time to my satisfaction and enjoyment?
5. What do I need to know to better understand and influence the world in which I live?

All courses offered from Year 8 to Year 11 are of a semester length, except, Agriculture and Home Economics at Years 8 and 9, which are a term in length. A semester equates to approximately twenty weeks of study. Some courses, while offered, may not run. This will depend on the number of students choosing each course. At Year 12 all subjects, except the Research Project if not undertaken in Year 11, are full year courses.

To use this system and gain the full benefit from it, students and parents are advised to read the handbook carefully, and to discuss the options thoroughly, before making their decision. If you need more information or wish to have further explanation of courses, then please seek the advice of your child’s Homegroup Teacher and/or Year Level Coordinator.

Mark Healy
Principal
Students in Year 10, 11 and 12 are in their senior years of schooling and have unique developmental and academic needs as they prepare for life in the community, work or further study. Our senior school teachers provide many and varied opportunities for students to meet the requirements of the South Australian Certificate of Education (SACE). This certificate is awarded to students upon successful completion of their schooling.

All students are encouraged to pursue their interests and to strive for excellence as they prepare for life beyond school. The success of our senior school is based upon a strong partnership between parents, teachers and students who work together to establish a culture of academic success, responsible behaviour and personal growth.

Our curriculum is based on that provided by the State accredited SACE Board of SA and the Australian Curriculum. It provides students with a range of learning experiences both within and outside the school.

### Progress & Promotion in Senior School

The selection of Stage 1 subjects depends on the successful completion of subjects in Year 10. Students must successfully pass the majority of their Year 10 subjects (i.e., achieve a “C” or better) to be able to progress into Year 11.

Similarly when selecting Stage 2 subjects, students must have successfully passed (i.e., a “C” or better) the majority of their Stage 1 subjects, particularly those they wish to continue in Year 12 and have attained a “C” or better in both the compulsory Stage 1 numeracy and literacy requirements.

If successful grades are not being achieved at the time of course counselling, subject selections for the following year will be either delayed until later in Term 4 when grades are available, or a decision will be made to repeat the current year level.

All subject selections are reviewed at the end of the year based on final results.
Student Counselling

Where an issue exists at any time during the year, the school will be pleased to arrange for interviews with the Student Counsellor or other staff at a convenient time. Students are encouraged to discuss their concerns with their Homegroup Teachers and/or Senior School Coordinators.

Pastoral Care

A whole-school program that fosters individual growth and community spirit. Various activities and options are undertaken as a Homegroup, year level, mixed year levels and whole school. Foci are traditional pastoral care programs, assemblies, curriculum enrichment, career counselling and community service.

At Year 10, all students throughout the year will undertake the compulsory subject, Personal Learning Plan (PLP), as a key element of Pastoral Care.

Parent Teacher Interviews

Interviews are held twice per year and all caregivers are encouraged to attend. Parents or teachers may request interviews at any stage during the school year if changes need to be considered or there is concern over a student’s progress.

Certificates of Achievement

1. HIGH ACHIEVER CERTIFICATES are awarded to students in all year levels to acknowledge excellence in their overall performance for each reporting period.

2. IMPROVER CERTIFICATES are awarded to students in all year levels to acknowledge a significant improvement from the previous reporting period.
Assessment & Reporting

An assessment plan will be given to each student at the beginning of each semester. Detailed reports are issued at the end of each semester. Students' grades are based on a combination of tests, assignments, projects, practicals and exercises.

The use of grades is designed to serve two purposes. Firstly, the grade is a statement about subject promotion, and tells the students whether he or she is able to continue the study of that subject area at a higher level. Secondly, the grade is a statement about the student's level of achievement within the subject.

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<th>SACE Subject Grading</th>
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South Australian Certificate of Education (SACE)

This certificate is awarded as the result of completing the final years of secondary education. Students may take more than two years to do this.

The two year levels are known as Stage 1 and Stage 2. The SACE Certificate is awarded to students who meet all of the requirements. It will include a statement of results that will show complete details of subjects taken.

Year 12 SACE Results

On completion of this year, students have the opportunity to receive the South Australian Certificate of Education (SACE).

All students are assessed according to the SACE Board approved courses.

The determination of the level of achievement, as assessed against the Performance Standards for each subject, will be allocated from A+ to E-.

A transcript of achievement is available for those students who leave school before completing SACE requirements.
Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

To be awarded the SACE, students must:

- Complete 200 credits of subjects
- Achieve a grade of C or better in all compulsory subjects
- Achieve a grade of C or better in an additional 60 credits in Year 12

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy - at least 20 credits from a range of English subjects/courses (Stage 1)
- Numeracy - at least 10 credits from a range of Mathematics subjects/courses (Stage 1)
- Research Project - an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totaling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

Students will receive a grade - from A to E - for each subject, as assessed against the Performance Standards. For all compulsory subjects, they will need to achieve a C grade or better.
What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, 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.

What is the Research Project?

The Research Project is a compulsory subject at Stage 2 level but can be chosen at Stage 1. It contributes 10 credits to the SACE. Students will need to achieve a grade of C or better.

This subject gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

TAFE Entrance Requirements

The entry requirements for TAFE courses vary. It is advisable to carefully read the TAFE Course and Admissions Guide for specific details.

For more information, contact a Senior School Coordinator.

University Entrance Requirements

Selection into university courses is based on eligibility and rank. Eligibility allows a student to be considered for selection; rank determines whether a student is competitive enough to be selected.

To be eligible you must:
- Qualify for the SACE
- Obtain an Australian Tertiary Admission Rank (ATAR)
- Meet any prerequisite subject requirements for the course

Tertiary Admissions Subjects (TAS)

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

The SATAC University Guide has more details about individual course requirements.

For more information, contact a Senior School Coordinator.
Note:

1. The above structure does not indicate a line structure, nor does it indicate in which semester courses will occur. Each block represents a semester of work.

2. Five choice semesters

3. Personal Learning Plan (PLP) is worth 10 credits and is a compulsory SACE Stage 1 subject. Students must achieve a grade of C or better.

Subject Descriptions

All subjects are listed in alphabetical order.

Many descriptions are preceded by either:

1. PREREQUISITE: Students MUST have satisfied the stated requirements.

2. HIGHLY RECOMMENDED: Students who have satisfied the stated requirements will have a significant advantage in the study of this course.

3. RECOMMENDED: The stated requirements would be of some advantage in the study of this course.
ARable

Recommended: Satisfactory completion of Year 9 Agriculture.

In Agriculture we learn about managing food production enterprises with particular emphasis on those of local significance. We include sheep and wool, cattle, and broadacre cropping.

Students are encouraged to participate in all practical aspects of managing the school’s enterprises as well as investigating the background theory.

ART

Highly recommended: Satisfactory completion of Year 9 Visual Art unit.

Year 10 Art focuses on the extension of students’ skills learned at Year 9 and explores art concepts through problem solving and creative thinking. Projects take the form of painting, printmaking, drawing and sculpture. The emphasis of this course is in the conceptualization and development of preliminary work leading to final pieces. Assignments are linked to art theory which explores movements, different cultural perspectives and historical and contemporary practice.

DESIGN

Highly recommended: Satisfactory completion of Year 9 Visual Art unit.

Year 10 Design focuses on the extension of students skills learned at Year 9 and explores design concepts through problem solving and creative thinking. Students will have the opportunity to pursue studies within areas such as graphic design, interior design or architectural design and develop skills within Photoshop and Illustrator. Students will be expected to produce work that reflects their understanding of the design process. Students must do research, generate and develop ideas, produce a final design outcome and then evaluate this process. Students are introduced to the history of design and are set specific assignments that require investigation into contemporary design practice.

DRAMA

Prerequisite: Successful completion of Year 9 Performing Arts.

This course is a prerequisite for Year 11 Drama.

This course is designed to prepare students for senior school Drama Studies; there is a significant theoretical component in preparation for this. Through studying specific genres of theatre, students will develop their ability to write academically using arts-specific terminology and style; particular emphasis is placed on analysis and evaluation. Practical work aims to improve students’ stagecraft and performance ability in a variety of contexts. Students will continue to develop their practical skills in a collaborative performance piece. Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately $20.00-$25.00 are a possibility.
ENGLISH

English is compulsory for a full year.

Courses will prepare students for either pathway at Year 11 or 12 in accordance with the Australian Curriculum.

Students will read, discuss, present and write detailed responses to various texts. Critical thinking and polished writing skills will be developed, along with analytical reading and writing. Students will also complete informal and formal oral presentations. Texts may include novels, short stories, poetry, drama, film, media and everyday texts.

Students are encouraged to read widely and independently and to challenge their thinking and perspectives on social issues. Various speaking and writing competitions are also available to participate in.

ENGLISH A

Core genres may include:
- Essay
- Letter to Editor
- Poetry
- Everyday Texts
- Expository Writing

ENGLISH B

Core genres may include:
- Narrative Writing
- Advertising
- Review Writing
- Play Study
- Public Speaking
- Film Study
- Novel Study

Participation in the English Competition is optional at an approximate cost of $4.00.

Students are expected to sit an exam.

FRENCH

Two semesters are to be chosen.

Prerequisite: Strong pass in Year 9 French

FRENCH A

Speaking, reading, writing and listening skills are all emphasized through the use of the Touché 5/6. This includes language topics on personality, country vs city, free time and leisure activities, along with various grammatical ideas. Cultural topics include: film, songs and a general interest project.

Students are to purchase Touché 5/6 at an approximate cost of $35.00.
FRENCH B

This second semester completes our preparation for Stage 1 French and develops language skills further through the continued use of the text Touché 5/6. Language topics include: holidays, the body and illness, parties and celebrations. These are enhanced by the cultural study of French traditions and celebrations.

Students are to purchase Touché 5/6 at an approximate cost of $35.00.

GEOGRAPHY

Students will complete one compulsory semester of Geography, which has been developed as part of the Australian Curriculum.

The two topics of study are Environmental Change and Management and Geographies of Human Wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of one environment, such as coastal ecosystems. The environmental functions of this environment, challenges to sustainability and opinions that influencing how people respond to these challenges will be investigated.

Geographies of human wellbeing focuses on investigating global, national and local difference in human wellbeing between places. Students will explore the spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They will explore programs designed to reduce the gap between differences and investigate examples from across the world.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral reports, posters and pamphlets.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approx. $15.00.

HISTORY

Students will complete one compulsory semester of History, which has been developed as part of the Australian Curriculum.

This course will focus on Australia in the Modern World from 1901 to the present. The twentieth century was an important period in Australia’s social, economic, political and cultural development.

Topics may include:

• Treaty of Versailles
• The Roaring 20s
• WW2 and the Pacific
• Cold War
• Pop Culture in the 1960s
• The Stolen Generation

Students will complete a variety of assessment tasks including oral presentations, posters and pamphlets in order to develop sound research and analytical skills.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience. This excursion will cost approximately $20.00.
HOME ECONOMICS A—Food and Fabrics

In this subject students will do one term of Food and Nutrition and one term of Clothing and Textiles. Students will develop their skills in food preparation and presentation using a wide variety of basic skills and techniques. The emphasis will be on demonstrating safe food handling and hygiene as they develop sound management practices. They will work both individually and in small groups to develop food preparation skills. Technological developments in food and appliances will be investigated.

Machine skills and techniques and new textiles will be the focus. Students will have the opportunity to experiment with a variety of techniques and textiles before completing at least one article.

Students may be required to purchase fabrics and trimmings.

HOME ECONOMICS B—Child Studies

Issues relating to parenting and child development will be explored. Students will have an opportunity to further develop skills in food preparation and presentation that would suit the needs of babies, toddlers and their families. Pregnancy, childbirth and the factors affecting foetal development will be explored. Parenting roles and responsibilities, safety, nutrition and clothing needs are included.

Computerized infant simulators may be part of this course. A weekend experience is planned.

Students will also construct textile articles using machine or hand stitching principles, suitable for babies or young children.

Students are required to purchase all fabrics and trimmings and cover the hire fee for the infant simulators at an approximate cost of $30.00.

INFORMATION PROCESSING

Students will use a variety of hardware and software to further develop skills, knowledge and understandings of Information Processing & Publishing. A greater emphasis will be placed on topics that will lead students to study in Year 11 Information Technology Processing & Publishing.

Topics include:

- Word Processing
- Desktop Publishing
- Spreadsheets
- Webpage Design
- Issues relevant to today’s technological society

Assessment will take the form of practical exercises, research tasks and project work.
MATHEMATICS

Mathematics is compulsory for a full year.

MATHEMATICS — General

This course will prepare students for a pathway into Year 11 Essential or General Mathematics.

All students will study the same core topics during the year and the content continues to build students’ knowledge in the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability, as outlined by the Australian Curriculum framework.

It is an expectation that all students will have a scientific calculator to support their learning for the year.

MATHEMATICS — Advanced

The 10 Advanced Mathematics course requires students to complete all of the content of the Year 10 General course as a base. Within each topic there is additional content to be covered that will assist students in being able to complete Stage 1 Mathematics.

This course will be recommended for those students who have completed Year 9 Mathematics with excellent grades.

MUSIC

Students can choose one or two semesters of Music. If only one, it must be Music A.

Prerequisite: Successful completion of Year 9 to continue into Year 10.

MUSIC A

Solo and ensemble performances within the class and as part of a school band, ensemble group or singing group is compulsory. Performances (tours, assemblies, concerts and special events) are also a part of the assessment process. Each student will be required to perform for the class on their own instrument at least twice per term and perform at the Balaklava Showcase.

Theory of music uses the AMEB Grade Two and Three course, including aural acuity, rhythmic and melodic dictation, interval identification and tonality. Elementary arrangement of simple tunes and developing composition skills are focused on, along with written responses to music recordings and performances. Song writing may also be undertaken.

Prerequisite: Successful completion of Music A to continue into Music B.

MUSIC B

This course continues from the first semester, with students continuing to develop skills on their own instrument, and in ensembles. Public performances are required as individuals and as part of a school band, ensemble or singing group.

Theory of music uses the AMEB Grade Three course, with focus on knowledge needed for Stage 1 Music Advanced and Stage 1 Music Experience. Aural acuity continues to be developed with the Stage 2 syllabus giving the direction. Written responses to music recordings and performances are also part of the written assessment.
PHYSICAL EDUCATION/HEALTH A

Physical Education/Health A is a compulsory subject that is run in Semester 1. It will still have an emphasis on participation and effort and involve a combination of practical and theory topics.

The practical topics will allow students to participate in more traditional sports as well as learning new skills in less traditional sports which are becoming increasingly popular.

- Swimming
- Athletics
- Basketball
- Badminton
- Touch Football
- Volleyball
- Soft Crosse
- Floor Hockey

The theory topics will examine a variety of issues relevant to sport, health and the community. These may include:

- Basic Anatomy
- Nutrition
- Shine SA Curriculum on Relationships and Sexual Health

Assessment will be based upon effort, participation and preparation in practical and theory lessons, with some emphasis on practical skills and completion of the required theory work.

PHYSICAL EDUCATION B

Highly Recommended: Satisfactory completion of Physical Education/Health A in Semester 1 and an interest in pursuing Physical Education in Stage 1.

Physical Education B is a choice subject that is run in Semester 2. Its aim is to prepare students for Stage 1 Physical Education with a greater emphasis on theory work, as well as practical skills.

The practical topics will allow students to develop skills in a number of less traditional sports while progressing their skills in sports that may be undertaken in Stage 1.

These may include:

- Archery
- Golf
- Team Handball
- Futsal
- Table Tennis
- Gaelic Football

The theory topics will involve an introduction into the concepts to be covered in Stage 1.

These may include:

- Sports Injuries/First Aid
- Key Performance Indicators (KPIs)
- Skill Acquisition Labs
- Issues Analysis

Assessment will have an emphasis on practical skills and completion of the required theory work along with effort, participation and preparation in practical and theory lessons.
The Personal Learning Plan is a compulsory subject that must be passed with a “C” grade or better to achieve the SACE. The focus is to prepare students for their place in the workplace and society.

The topics covered include community service, cover letter and resume writing, developing a personal statement, preparing and completing at least one week of work experience, and a career investigation. Using these and other materials, students produce a personal portfolio.

Students will also:

- 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 and reflect upon their week of work experience
- Investigate emerging industries and jobs that are in demand
- Identify areas for improvement
- Review and adjust their plans to achieve their educational and employment goals.

Students have the option of completing another week of work experience during their own time. At the end of the year, students present their work to a panel for assessment via a presentation.

**SCIENCE**

Science is **compulsory** for a full year.

Students will build on the skills, knowledge and processes developed in Year 9 through the study of a range of topics.

If a student is wishing to do Physics, Chemistry or Biology in Year 11 and 12, they will need satisfactory completion of Year 10 Science.

**SCIENCE A**

Topics include:

- Road Science
- Investigating Reactions
- The Structure of Matter
- Our Energy Future

**SCIENCE B**

Topics include:

- Inheritance
- Evolution
- Earth Systems
- Space Science
TECHNICAL STUDIES

TECHNICAL STUDIES A - Woodwork, Metalwork and Clean Technologies

Prerequisite: Satisfactory completion of Year 9 Technical Studies.

Woodwork
A brief introduction to preparing sheet materials and a study of the associated joints and processes will be undertaken. Power tools are used in the production of box-like articles with student planning activities included.

A material research project will be studied.

Metalwork
This unit will introduce students to a range of welding techniques. The development of oxyacetylene gas and MIG welding skills will be developed using both solid and tubular materials.

Design and production of a stool will be completed. CNC plasma cutting may be undertaken.

There will be a focus on working safely in the workshop and studying basic WHS principles and procedures.

Clean Tech
A range of clean technologies will be researched culminating in making and racing a solar boat.

TECHNICAL STUDIES B - Woodwork

Prerequisite: Satisfactory completion of Year 9 Technical Studies

A skills development course developing frame construction techniques.

Topics may include:
- Design of Frame Construction
- Frame Construction
- Joint Construction
- Gluing Up
- CNC Routing

An issues assignment on timber production will be undertaken.

Design and production of a stool or coffee table will be completed.

There will be a focus on working safely in the workshop studying WHS principles and procedures.
**Year 11 Subject Descriptions**

**AGRICULTURE A**
**AGRICULTURE B**

*Highly recommended:* Successful completion of Year 10 Agriculture, if not passes at Year 10 English and Science will be negotiated.

This subject can be taken as a one or two unit course, and both are highly recommended for students contemplating the study of Agriculture at Stage 2.

All students will be involved in managing the school’s cropping and livestock programs, as well as gaining skills in machinery and chemical use.

Topics may include:
- Farm Systems
- Nutrition
- Technology
- Chemical Use
- Soils and Environment
- Sheep and Wool
- Reproduction
- Cropping
- Pests and Diseases

**ART A**
**ART B**

*Prerequisite:* Satisfactory completion of any Year 10 Art A or B

This course has a skills development focus and aims to allow students to develop artistic capability and skill within chosen art mediums. Students operate as artists, communicating personal ideas in visual form by using a range of expressive mediums. Students are required to produce 2 practical artworks which they will exhibit at the end of the semester. Projects are teacher directed and will be developed from the mediums of Painting, Sculpture, Ceramics, Photography and Printmaking.

Students will create a Visual Thinking Folio both in development of and in preparation for their practical artworks. This will allow students to develop an understanding of the artistic process, problem solving and documenting and recording visual ideas.

A broader awareness of art and artists within society is developed through the production of a Visual Study. This will allow students to explore art movements, concepts, techniques and analyze artists and their works.

On completion of the practical requirements, students must produce a written reflection on their work in the form of a Practitioner’s Statement.

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Visual Thinking Folio
- 2 Practical Works
- Visual Study Folio
BIOLOGY

Highly Recommended: Successful completion of Year 10 Science

Biology is the study of living things and how they interact with each other and their environment.

Learning is demonstrated through completion of Practical Investigations, Human Endeavour Investigations and Skills and Applications Tasks.

BIOLOGY A

Topics covered are:

• Cells and Micro-organisms
• Infectious Disease

BIOLOGY B

Recommended: Successful completion of Biology A

Topics covered are:

• Multicellular Organisms
• Biodiversity and Ecosystem Dynamics

CHEMISTRY

CHEMISTRY A

Prerequisite: Successful completion of Year 10 Science

Chemistry is the study of matter and energy, involving a consideration of the composition of substances from the physical and biological world, their preparation, and their effects on one another.

Learning is demonstrated through completion of Practical Investigations, Human Endeavour Investigations and Skills and Applications Tasks.

Topics covered are:

• Materials and their Atoms
• Combinations of Atoms
• Molecules

CHEMISTRY B

Prerequisite: Successful completion of Chemistry A

Topics covered are:

• Mixtures and Solutions
• Acids and Bases
• Redox Reactions
COMMUNITY STUDIES 10 Credits

**Prerequisites:** Self-motivation and organisation

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program.

They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students prepare a contract of work to develop a community activity from any of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community.

Assessment is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

- Contract of Work
- Folio
- Community Activity
- Reflection (a piece of writing of up to a maximum of 500 words)

COMPUTER AIDED DESIGN AND DRAFTING 10 Credits

**Prerequisite:** Satisfactory completion of Year 10 Technical Studies

This course will cover the geometric concepts of drawing to a technical specification using hand equipment and computer graphics software. The details of line type, dimensioning, isometric, orthographic and perspective will form the basis for this unit. Students will become proficient in the use of Autocad for 2D drawing and Inventor for 3D modelling and assembly. The extension of CAD drawing into Computer Aided Machining (CAM) will also be introduced.

DESIGN A 10 Credits

**Prerequisite:** Satisfactory completion of any Year 10 Design A or B

Students will have the opportunity to do 2 teacher directed projects based on: Architecture, Interior Design, Graphic Design, Product Design or Fashion Design. Students will experience the complete process involved in making and presenting; formulating a design brief, researching, generating ideas through a variety of methods, then developing and presenting a final design with an evaluation.

Students will create a Visual Thinking Folio both in development of and in preparation for their practical design work. This will allow students to develop an understanding of the design process, problem solving within design and documenting and recording visual ideas. Students will be introduced to digital imaging software and digital photography techniques.

A broader awareness of design and designers within society is developed through the production of a Visual Study. This will allow students to explore design in everyday life, design movements, concepts, techniques and analyse designers and their works.

On completion of the practical requirements, students must produce a written reflection on their work in the form of a Practitioner’s Statement.

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

- Visual Thinking Folio
- 2 Practical Works
- Visual Study Folio
DRAMA A

Prerequisite: Successful completion of Year 10 Drama

It is a prerequisite of Year 12 Drama to successfully complete both semesters at a Year 11 level. This course develops students' abilities as performers, practitioners and theorists. Students are asked to generate, analyze and evaluate ideas and dramatic work of self and others. Through the practical performance requirements of this course, students develop their characterization skills through reflection and work collaboratively in a group production for public performance. There is a significant theoretical component which involves practitioner and text study as well as written analysis and evaluation of dramatic work. Evening and/or weekend commitments to rehearsals/performances will be required. Excursion costs of approximately $20.00-$25.00 to review performances are required.

DRAMA B

Prerequisite: Successful completion of Stage 1 Drama A.

It is a prerequisite of Year 12 Drama to successfully complete both semesters at a Year 11 level. This course continues the work from Semester One, developing students' written and practical skills. Similar tasks to first semester are required. Evening and/or weekend commitments to rehearsals/performances will be required. Excursion costs of approximately $20.00-$25.00 to review performances are required.

ENGLISH

Students will undertake two semesters of English from the following subject options:

- English
- Essential English

ENGLISH

This subject leads to both English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

ESSENTIAL ENGLISH

This subject is designed for:

1) Students who are seeking to meet the SACE literacy requirement
2) An English language development focus for students who are new arrivals in Australia
3) Students who are planning to pursue a career in a range of trades or vocational pathways

There is an emphasis on communication, comprehension, analysis, and text creation.
FOOD AND HOSPITALITY 10 Credits

Highly recommended: Successful completion of Year 10 Home Economics

In this subject students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in preparation, storage, and handling of food, complying with current health and safety legislation.

Students examine some of the factors that influence people’s food choices and the health implications of these choices. Food presentation skills will be developed. They also gain an understanding of the diversity of the industry in meeting the needs of people.

Areas of study include:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Foods and Culture
- Food and Safety
- Food and Hospitality Careers

Assessment will include:
- One Investigation
- One Group Activity
- Two Practical Activities

FRENCH

Both semesters must be chosen.

FRENCH CONTINUERS A 10 Credits

Prerequisite: A strong pass in Year 10 French

The first semester of French continues to develop students’ speaking, reading, writing and listening skills with the help of the text “Ca y est”.

Topics include:
- School and Daily Routines
- Travel
- Friendship
- Relationships (language for social interaction, sharing information and personal expression)
- Cultural Study

Students are required to purchase their workbook at an approximate cost of $33.00.

FRENCH CONTINUERS B 10 Credits

Prerequisite: A pass in Stage 1 French A

This second semester further explores French language and culture.

Topics include:
- Going Out
- French Explorers
- Careers
- Future Study
GEOGRAPHY  

10 Credits

**Prerequisite:** Successful completion of Year 10 Geography.

Students will gain an understanding of the interdependence of natural and human environments, explore contemporary geographical issues and develop skills in field work and the use of spatial technologies. The three main themes for this course are Sustainable Places, Hazards and Contemporary Issues.

Students are required to complete at least four assessment tasks, two tasks from Type 1 and two tasks from Type 2.

- Assessment Type 1 - Geographical Skills and Applications
- Assessment Type 2 - Fieldwork

Local and out of the area excursions will provide essential experience and information at an approximate cost of $20.00.

HEALTH  

10 Credits

**Prerequisites:** Willingness to discuss issues and share ideas is expected for a successful experience in the course.

Health focuses on issues relating specifically to adolescence. Students will be able to increase their communication skills and work collaboratively with others. They will acquire knowledge to be able to make informed and appropriate lifestyle choices.

Topics will include:
- Ways of defining Health
- Health Literacy
- Health and Relationships
- Mental and Emotional Health

Assessment will include issue responses, a group activity and an investigation.

HISTORY  

10 Credits

**Prerequisite:** Successful completion of Year 10 History

Through studying History, students will develop a sound knowledge and understanding of how past events have changed the world.

Topics may include:
- Civil Rights Movement (Social Movements)
- The Vietnam War (Decolonization)

Assessment will involve:
- 3 Historical Skills Assignments
- 1 Individual Historical Study

Students will also have the opportunity to attend an excursion to enhance their learning experience at an approximate cost of $25.00.
INFORMATION PROCESSING AND PUBLISHING 10 Credits

The two topics studied in this course are Personal Publishing and Business Publishing. The topics have a practical basis and emphasize the development of skills and understanding in designing, making and critiquing publications and presentations.

Personal Publishing involves the use of software appropriate to paper-based publications. It also provides a sound basis for the investigation and use of new personal publishing tools in the future. Students follow the design process to produce (for personal use) paper-based publications such as letters, reports, flyers, menus and invitations.

Business Publishing involves the use of information processing and publishing tools in a business context. Students will have the opportunity to develop paper-based publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms and brochures.

Students are required to complete three forms of assessment in this course:
- Practical Tasks
- Issues Analysis
- Product and Documentation

MATERIAL PRODUCTS A - Welding/Machining 10 Credits

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This course consists of a core subject based on gas welding and electric welding, together with machining. A design brief will give opportunities for other metal technologies to be used. The main focus is on skill development with practical problem solving, safety and industrial practices. Different forms of welding (arc, gas, mig and oxy cutting) are developed. Basic machining skills using the lathe will be introduced.

An issues written assignment needs to be completed.

A design and a material studies folio will be produced.

There may be a small charge for projects.

MATERIAL PRODUCTS B - Frame and Carcase Construction 10 Credits

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This unit is based around the construction of a small cabinet with a drawer. The design process will be used in much greater detail than in previous year levels. It will incorporate skills in using both fixed and portable power machinery with strong emphasis on safety. A written research assignment will be undertaken incorporating a range of current issues, and a materials research. Safe working habits using power tools and machinery are developed.

There will be a materials charge for the furniture produced. Cost of items will be calculated and a deposit paid before the project is started.
MATHEMATICS  

10 Credits

Prerequisite: A strong pass in Year 10 Advanced Mathematics

Stage 1 Mathematics provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics, which will be taught as part of the curriculum for the first time in 2017. This course will cover relevant topics such as statistics, functions, calculus and geometry that can lead to studies in Economics, Computer Science, Space Science and Physics, or careers that may involve the use of statistics.

If you are going to study Mathematical Methods at Stage 2, then you will also be required to select three semester courses at Stage 1 Mathematics.

GENERAL MATHEMATICS  

10 Credits

General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

This subject leads to Stage 2 General Mathematics.

ESSENTIAL MATHEMATICS  

10 Credits

This subject is designed for:

- Students seeking to meet the SACE numeracy requirement, or
- Students who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on extending students’ mathematical skills in ways that apply to practical problem-solving in everyday workplace contexts, in flexible and resourceful ways.
Music Advanced programs are designed for students who have substantial background in Music. They provide a pathway to the full range of Stage 2 subjects.

Both semesters must be chosen to continue Stage 2 Music.

**MUSIC ADVANCED A**  
**MUSIC ADVANCED B**

**Prerequisite:** A strong pass in Year 10 Music (both units)

The course may include:

- Theory and Aural Studies (e.g.; arrangements & compositions)
- Performance Studies (including the ability to appraise works and performances)
- Ensemble and Solo Performances
- Historical and Analytical Studies

Students are **expected** to undertake lessons on their chosen instrument. This is a private expense.

It is expected that students will perform at Music concerts and various events (some of which will occur out of normal school hours), individually and as part of a school band, ensemble or singing group.

**MUSIC EXPERIENCE**

**Prerequisite:** Satisfactory completion of both units of Year 10 Music. Open to students with modest ability.

Students are expected to undertake lessons on their chosen instrument. Basic Theory and Aural exercise will supplement the practical activities. It is expected that students will perform at Music concerts and various events (some of which will occur out of normal school hours), individually and as part of a school band, ensemble or singing group.
PHYSICAL EDUCATION A

10 Credits

Highly Recommended: Satisfactory completion of Health and Physical Education A in Semester 1.

Physical Education A is a choice subject that is run in Semester 1. This course has a large practical element that combines community sporting activities with outdoor education.

Topics include:

- Hiking
- Cycling
- Orienteering
- Community Sports and Coaching
- Aquatics
- Skill Acquisition

There will be a charge of approximately $140.00 for the Aquatics Camp. This is payable at the beginning of the semester and is non-refundable.

Assessment of this course will follow SACE guidelines.

PHYSICAL EDUCATION B

10 Credits

Highly Recommended: Satisfactory completion of OPEB in Semester 2 and an interest in pursuing Stage 2 Physical Education in Year 12.

Physical Education B is a choice subject that is run in Semester 2. Its aim is to prepare students for the expectations and demands of Stage 2 Physical Education. Students will complete an exam at the end of the semester.

The practical topics are similar to those studied at Stage 2 level and are assessed using the SACE Skills Criteria Checklist for Stage 2 Physical Education. These may include:

- Basketball
- Aquatics
- Badminton
- Touch Football
- Lawn Bowls

The theory topics are an introduction into the examination topics studied in Stage 2 Physical Education and are assessed using the SACE guidelines. These topics include:

- Exercise Physiology and Training
- Sports Psychology
- Biomechanics of Movement
- Issues Analysis

PHYSICS A

10 Credits

Prerequisite: Successful completion of Year 10 Science and Pure Mathematics.

Physics, as a branch of Science, uses the language of algebra and trigonometry to communicate key facts and solve problems. It is important to Medicine, Engineering and apprenticeship areas such as mechanics and electronics. In this course, students revise and extend their understanding and ability to solve problems.

Topics include:

- Motion and Forces
- Charge and Electric Circuits
- Heat

PHYSICS B

10 Credits

Prerequisite: Successful completion of Physics A.

This second unit will cover the topics of:

- Power and Energy
- Momentum
- Waves and Light
- Nuclear Power
This subject is a compulsory element of the SACE and can be taken at either Yr11 or Yr12. Students must achieve a C grade or better to gain their SACE.

Students will:

- choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- learn and apply research processes and the knowledge and skills specific to their research topic
- record their research and evaluate what they have learnt.

The term “research” is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:

- work independently and with others to initiate an idea, and to plan and manage a research project
- demonstrate the learning capability and one other chosen capability
- analyze information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- communicate and evaluate their research outcome
- evaluate the research processes used and their chosen capability.

Students follow the research framework below as a guide in completing their work:

- initiating, planning, and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research.

School-based assessment:

- Folio: Preliminary ideas and research proposal, research development and discussion 30%
- Research Outcome 40%

External Assessment:

- Evaluation—including written summary 30%

TOURISM 10 Credits

Prerequisite: Successful completion of Year 10 History and Geography.

Through this semester course students will develop knowledge and understanding of tourists, tourism and the tourism industry at a local, national and global level.

Students will gain an understanding of the influence of tourism on social, cultural, environmental and economic conditions within a community and assess issues associated with Tourism.

The assessment components include:

- Case Study 25%
- Source Analysis 25%
- Practical Activity 25%
- Investigation 25%

Local and out of the area excursions will provide essential experience and information at a cost of approximately $25.00.
Many of our students gain an apprenticeship during their last two years of schooling. They can choose to stay at school as a school-based trainee and finish Year 12 or leave school and become a full time apprentice.

There is a process for entry into these courses. One of the methods may be participating in an interview.

Students should be able to demonstrate that they are ready for training outside the school environment. They must also show that they have the maturity to represent the school in the wider community.

WORKPLACE PRACTICES

Prerequisite: Satisfactory pass of an interview where a genuine interest in an industry area is displayed. Willingness to do a minimum of 10 days work placement per semester in the industry in which they have expressed an interest.

Each Semester consists of 4 parts:
- Assignments relating to the world of work in their industry,
- Reflection and Journal of the two work placements (at least 10 days per semester)
- Employer’s Report from each work placement
- Satisfactory Report from a Registered Training Organisation.
  (Vocational work may be at a school or may be at a training organisation.)

The school may fund some VET training. Payment will be negotiated and a materials fee may be charged.

It is compulsory that students undertake work placement each semester, half to be completed in their own time.
ALL SUBJECT EXCEPT FOR COMMUNITY STUDIES COUNT TOWARDS AN ATAR

AGRICULTURE AND HORTICULTURAL MANAGEMENT 20 Credits

Highly Recommended: Satisfactory completion of at least one semester of Stage 1 Agriculture and Horticulture.

All students will be involved in managing the school’s cropping and livestock programs, as well as gaining skills in machinery and chemical use.

Topics may include:
- Farm Systems
- Nutrition
- Technology
- Chemical Use
- Soils and Environment
- Sheep and Wool
- Reproduction
- Cropping
- Pests and Diseases

Opportunities exist within the course to complete Agriculture VET Competencies. These are part of the Primary Industry Pathway, but are also available as stand-alone competencies.

School-based Assessment:
Assignments
Oral Presentation 70%
Tests

External Assessment:
Experimental Investigation 30%

BIOLOGY 20 Credits

Prerequisite: Satisfactory completion of at least one Stage 1 of Biology.

This course presents an overview of the structure and function of living things, their interdependence, and their place in the environment. It gives a framework for studying life processes at the molecular level as well as the organizational levels of cells, organisms, populations and communities. This course provides students with an opportunity to develop an understanding of basic biological concepts, to appreciate the interactions of organisms with each other and the environment, and to see the links between advances in Biology and the social issues that can arise from these advances.

The scientific method in designing and carrying out experiments, making observations, collecting, recording and analyzing data, and evaluating the results are integral to this course.

School-based Assessment:
Practical Tasks
Issues Investigation 70%
Tests

External Assessment:
Exam (3 hour) 30%
CHEMISTRY  

**Prerequisite:** Successful completion of Stage 1 Chemistry A and Chemistry B.

This course gives students the opportunity to work in the laboratory as they develop skills and investigative techniques.

The topics covered are:
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

**School-based Assessment:**
- Practical Tasks
- Issues Investigation
- Tests 70%

**External Assessment:**
- Exam (3 hour) 30%

Chemistry leads on to tertiary studies in Science, Oenology and Viticulture (Wine Studies), Pharmacy, Medicine, Dentistry and Engineering.

COMMUNITY STUDIES  

**This is a Non-TAS and so cannot be used to gain an ATAR.**

**Prerequisites:** Self-motivation and organization.

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program.

They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students prepare a contract of work to develop a community activity from any of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

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

**School-based Assessment:**
- Contract of Work
- Folio
- Presentation

**External Assessment:** Reflection (a piece of writing of up to a maximum of 1000 words)
COMPUTER AIDED DESIGN AND DRAFTING  

Prerequisite: Successful completion of Stage 1 Technical Studies.

This course covers manual drafting techniques using AS1100 standards. Drafting will be undertaken using the computer software Autodesk Inventor to produce a wide range of drawings.

The subject requires students to undertake a range of activities and experiences including designing and using information and systems relating to Engineering Graphics with CAD (Computer Aided Drafting) being the central feature of the course. The program will examine some 3D modelling features of CAD and the benefits that they offer to the design and production processes in engineering.

School-based Assessment:
- Assignments
- Investigations
- Design Research

External Assessment:
- Folio

DRAMA  

Prerequisite: Successful completion of Stage 1 Drama A and B

This course is predominantly grounded in theoretical work with some practical application. There is a significant collaborative production (in either on-stage or off-stage capacity) for public performance that is externally assessed. Evening and/or weekend commitments to rehearsals/performances will be required. Excursion costs of approximately $20.00-$25.00 to review performances are required.

School Based Assessment:
- Group Presentation 20%
- Folio: Comprising of Reviews and Production Report 30%
- Interpretative Study 20%

External Assessment:
- Performance 30%

ENGLISH  

Prerequisite: A strong pass in 2 units of Stage 1 English is a requirement.

English is a 20-credit subject at Stage 2. In English students analyze 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. Students who complete this subject with a C-grade or better will meet the literacy requirement of the SACE.
ENGLISH LITERARY STUDIES

20 Credits

Prerequisite: A strong pass in 2 units of Stage 1 English is a requirement.

Stage 2 English Literary Studies will be taught for the first time in 2017. English Literary Studies is a 20-credit subject at Stage 2.

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

This subject develops confidence and competence in using the English language. This is achieved through a variety of activities involving reading, writing, viewing, listening and speaking.

School-based Assessment:

- Text Analysis 20%
- Text Production 20%
- Communication Study 30%

External Assessment:

- Folio 30%

FOOD AND HOSPITALITY

20 Credits

Highly Recommended: Successful completion of Stage 1 Food and Hospitality

This subject focuses on the contemporary nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Students may be required to participate in activities outside school hours, both within the school and wider community.

The five areas of study are:

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

School based Assessment:

- Practical Activity 50%
- Group Activity 20%

External Assessment:

- Investigation 30%

Students will need to self-fund excursions to places such as Adelaide at an approximate cost of up to $50.00.
GEOGRAPHY  
20 Credits

Highly recommended: Successful completion of Stage 1 Geography

Students study a compulsory core topic - Population, Resources and Development, which introduces the processes involved in population change. An awareness of the impacts of population and consumption on the environment are important aspects of the course. The use of water is a focus study.

Two option topics (from a choice of 12) are studied and these are assessed through Fieldwork and Inquiry Reports. The interpretation of maps, photographs, graphs, statistics and diagrams are important aspects of this course.

The assessment components include:

- Fieldwork Report 25%
- Inquiry Report 20%
- Folio of Course Work 25%
- Exam (2 hour) 30%

Local and out of the area excursions will provide essential experience and information at a cost of approximately $25.00.

HEALTH EDUCATION  
20 Credits

Recommended: Successful completion of Stage 1 Health.

This subject is of great value for students seeking employment or further study in healthrelated industries. It will also be of help to students personally, as they live through the pressures of being a young person in Australia.

The course topics include:

- Mental Health
- Nutrition
- Diversity
- Drugs and Alcohol
- Cyberbullying
- First Aid

Assessment is through four externally moderated components plus additional formative assessment pieces.

Assessment will include:

- Group Communication Exercise 30%
- Analytical Folio 20%
- Practical Exercise 20%
- Investigation 30%

The practical exercise component requires completion of a certificate course at a cost of approximately $130.00.
INFORMATION PROCESSING AND PUBLISHING 20 Credits

Highly Recommended: In selecting this course priority will be given to students who have completed either Year 11 Information Processing or Year 11 Design.

Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create hard copy text-based publications and evaluate the development process. They use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

In this subject, two focus areas are studied: Business Documents and Desktop Publishing.

School-based Assessment:

| Practical Skills | 40% |
| Issues Analysis  | 30% |

External Assessment:

| Product and Documentation | 30% |

MATERIAL PRODUCTS - Metal 20 Credits

Prerequisite: Satisfactory completion of Stage 1 Metalwork.

This subject requires students to build on the design, manufacture and appraisal approach in order to fulfil a series of design tasks from the Engineering and Fabricating areas of study. The open nature of the design tasks builds on students’ interest and skills and will continue to develop a range of fabricating, welding and machining skills to a high level. It is a skills priority course with SACE components, including a written study. This unit will assist students in covering some of the requirements of the Metals, Engineering and Manufacturing Industry Competency Standards.

School-based assessment:

| Major Product Manufacture |
| Minor Product Manufacture |
| Practical Skills Assignments |
| A written Issues Assignment |

External assessment:

| Design Folio |

A small materials cost for projects will need to be covered by students. The major project is a vice.

MATERIAL PRODUCTS - Wood 20 Credits

Prerequisite: Yr10 Woodwork

This course has been developed to enable students to gain an understanding of the concepts of design and technology in society and manufacture. The course will be based around designing and constructing a major item of furniture. Topics covered will be Design, Carcase Construction (major), Frame Construction (minor) Practical Joint exercises and a written issues assignment. A folio of the year's work will be assessed externally. NOTE - Prices for sheet and solid materials will need to be ascertained and cost of materials paid in full prior to items being supplied. Costs may be up to $100.00 depending on project size.
MATHEMATICS - All Courses

For all Mathematic courses it is expected by the SACE Board that all students will have access to a Casio Graphics Calculator Model 9860G AU at all times. It is therefore essential that students will purchase or lease a Graphics Calculator. These are available through the school at a cost of approximately $195.00 to purchase and paying by instalments can be arranged. Alternatively they can be hired for a fee of approximately $130.00 a year, of which approximately $30.00 will be refunded when the calculator is returned in good working order.

MATHEMATICS - GENERAL 20 Credits

Prerequisite: Satisfactory completion of any two Stage 1 Mathematics units.

This subject is a continuation from the topics covered in Stage 1 General Mathematics. General Mathematics extends students’ mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Assessment consists of:

- Final Exam: 30%
- Supervised Tests: 40%
- Projects and Investigations: 30%
The assessment components include:

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Folio of Course Work</td>
<td>50%</td>
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<tr>
<td>Individual Investigation</td>
<td>20%</td>
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<tr>
<td>Exam (3 hours)</td>
<td>30%</td>
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**MUSIC**  
20 Credits

**Prerequisite:** A strong pass in Stage 1 Music.

Stage 2 Music involves selection of two 10 credit subjects from the following options.

**Ensemble Performance:**

Develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

- School-based Assessment: Students prepare and present two public performances.
- External Assessment: One final externally assessed performance.

A minimum of 20 minutes of repertoire is required.

**Music Individual Study:**

Allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning.

Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

Students undertake an individual study on a topic of their choice. This may be an area in which they are interested or in which they have special talent.

**Suggested Topics:**

- Tutoring
- Community
- Build/Restore an Instrument
- Music and Cultures
- Music Industry

**Assessment:**

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<tr>
<td>Folio</td>
<td>30%</td>
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<td>Product</td>
<td>40%</td>
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<td>Report (External)</td>
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**Solo Performance:**

Develops students’ skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance.

**Assessment:**

Students prepare and present three public performances.  
A minimum of 18 minutes of repertoire is required.
PHYSICAL EDUCATION  

**Highly recommended:** Successful completion of Stage 1 Physical Education B.

A strong sporting background is essential, as is an interest in theoretical aspects of this subject. This course is recommended for students who wish to pursue careers in teaching PE, or seek employment in the leisure, recreation and fitness industries.

Two key areas of study include:

- **Practical Skills and Applications**
  Students will complete 3 practicals. One of these will be Aquatics and one selected from a list of centrally may be a negotiated topic. Others will be developed topics.

- **Principles and Issues (Theory)**
  Exercise Physiology and Physical Activity
  The Acquisition of Skills and the Biomechanics of Movement
  Issues Analysis
  Sports Psychology
  Physiological factors that affect performance

**School Based Assessment:**
- Practical 50%
- Folio of up to 6 tasks 20%

**External Assessment:**
- Exam 30%

The 3-day aquatics camp is an integral component of the course. This costs approximately $200.00 for hire of equipment, food and accommodation. This may increase depending on numbers and transport availability. **This is payable at the start of the year and non-refundable once bookings have been made.**

PHYSICS  

**Prerequisite:** Successful completion of Stage 1 Physics A and B.

This subject covers four topic areas:

- Motion in 2D (projectile motion, circular motion, gravity and satellites)
- Electric and Magnetic Fields
- Light and Matter
- Atoms and Nuclei

There is a strong emphasis on everyday applications for each topic studied. Skill in algebra and trigonometry is a prerequisite for problem solving.

**School Based Assessment:**
- Research Investigations } 70%
- Experiment Reports } 70%
- Topic Tests }

**External Assessment:**
- Exam 30%
This subject is a compulsory element of the SACE and can be taken at either Yr11 or Yr12. Students must achieve a C grade or better to gain their SACE.

Students will:
- choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- learn and apply research processes and the knowledge and skills specific to their research topic
- record their research and evaluate what they have learnt.

The term “research” is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:
- work independently and with others to initiate an idea, and to plan and manage a research project
- demonstrate the learning capability and one other chosen capability
- analyse information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- communicate and evaluate their research outcome
- evaluate the research processes used and their chosen capability.

Students follow the research framework below as a guide in completing their work:
- initiating, planning, and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research.

School-based assessment:
- Folio: Preliminary ideas and research proposal, research development and discussion 30%
- Research Outcome 40%

External Assessment:
- Evaluation—including written summary 30%
TOURISM

Recommended: Successful completion of Stage 1 Tourism or Geography

“The Tourism Industry will play a significant part in the shaping of our economic, social, political and cultural future.”

Students will identify and explain the diverse nature of tourists, tourism and the tourism industry and develop an understanding of the impacts of Tourism. Contemporary issues at local, national and global levels will be analyzed.

There is an emphasis on a variety of communication skills and practical skills, such as researching, analyzing, interpreting, evaluating and reviewing which will enable students to meet the challenges of a dynamic and evolving industry.

The assessment components include:
- Folio - Critical Analysis of Articles 20%
- Practical Activities 25%
- Individual Investigation 25%
- Exam (2 Hours) 30%

Local and out of the area excursions will provide essential experience and information at a cost of approximately $25.00.
VISUAL ARTS - Art

Prerequisite: Satisfactory completion of any Year 11 Visual Arts A or B.

The course includes three topics:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In Visual Thinking, students will follow creative and problem solving processes apply critical thought in responses to visual works, visually record ideas and thoughts and develop/refine practical ideas.

Art - For artists these processes and responses can be either sequentially logical or more unpredictable and spontaneous, depending on the individual or nature of the project.

Practical Resolution carries on from Visual Thinking and makes the refined idea a reality. The final products may be made entirely of a single medium or a combination of various media.

Visual Study involves students’ exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their analysis of visual works on the work of other practitioners and will be individually researched. An A3 folder containing a maximum of 20 A3 pages, along with a 2000 word maximum written text is usual for this assessment type.

School-based Assessment:
- Visual Thinking Folio (lead up work) 30%
- Practical (including practitioner’s statement) 40%

External Assessment:
- Visual Study 30%

VISUAL ARTS - Design

Prerequisite: Satisfactory completion of any Year 11 Design A or B.

The course includes three topics:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In Visual Thinking, students will follow creative and problem solving processes apply critical thought in responses to visual works, visually record ideas and thoughts and develop/refine practical ideas.

Design - For designers this means developing and forming briefs that specify parameters for the task as well as following structured design process through to a resolved idea.

Practical Resolution carries on from Visual Thinking and makes the refined idea a reality. The final products may be made entirely of a single medium or a combination of various media.

Visual Study involves students’ exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their analysis of visual works on the work of other practitioners and will be individually researched. An A3 folder containing a maximum of 20 A3 pages, along with a 2000 word maximum written text is usual for this assessment type.

School-based Assessment:
- Visual Thinking Folio (lead up work) 30%
- Practical (including practitioner’s statement) 40%

External Assessment:
- Visual Study 30%
Vocational Pathways

These courses are designed for students who wish to gain industry qualifications while completing their SACE. Students who wish to join Pathways at Stage 2 may do so if they undertake the introductory interview. However, their Australian Qualification Framework (AQF) qualification for the pathway they choose may not be as high as for students who began at Stage 1.

Pathways are available in Automotive, Engineering, Hospitality, Retail, Business Administration, Community Services, Construction and Building, and Primary Industries (Agriculture). This is a rapidly expanding area of the curriculum and new courses may be added at any time.

In general, the vocational certificate will be one level higher than that gained at Stage 1, but this will vary. In Hospitality for example, the students gain introductory qualifications at Stage 1 and Certificate 1 or 2 at Stage 2.

TAFÉ lecturers or their equivalent will teach vocational training at Stage 2. There is a charge for this and the cost may be met, in part, by the school. Students may be asked to contribute.

As in Stage 1, a large part of the course includes structured learning in the workplace. A completed logbook and journal will be presented as evidence that the student has gained competence in the skills required for the relevant industry.

The vocational units may be embedded in a full year subject (20 units) known as Workplace Practices.

An alternative structure is for a student to gain a contract of training with an employer as a school-based apprentice or trainee. This structure may be preferable because the student achieves the same results as above, with the added bonus of paid work and contact with a potential future employer.

WORKPLACE PRACTICES

Prerequisite: To undertake this course students complete a minimum of 10 days placement each semester and at least 20 hours of competency learning.

Students are given an opportunity to learn about the world of employment. Learning will be based on the workplace and will include opportunities to discuss and reflect on students’ working experiences.

Industrial Safety, Technological Changes, Economic Practices and Theories, Legal Requirements and Protection, Relationships in the Workplace and the Roles of Unions and Employer Groups all have a place in the course. An opportunity to consider work in the future will broaden students’ perspectives and allow them to relate what they see and hear in the workplace to future possibilities. Attention is paid to basic skills of literacy, communication and problem solving.

Students will spend approximately 30% of their time in an actual experience of work or enterprise. Part of that experience may include planning, organizing, documenting, evaluating and sharing their learning. Work placement and journals make up a large part of each course.

SCHOOL BASED APPRENTICESHIPS

A feature of Vocational Pathways is the opportunity to continue at Stage 2 level and gain successful employment whilst completing the SACE. This is where students have up to two days per week with the employer, one day at TAFE and two or three days at school. In real terms, students begin their apprenticeship competencies, which are recognized in industry, and here at school. An example of this is the Engineering Pathway course. It prepares students as ‘work ready’ young adults. The course researches in-depth issues, surrounding a manufactured product.
The Lower North Centre of Trade Training comprises Balaklava High School as the lead school, Burra Community School, Clare High School and Riverton and District High School.

Each site offers a range of different Vocational Education and Training (VET) packages that students from each school can access through a combination of on site and remote delivery options.

It will be expected that students who elect to undertake VET programs at other sites of the LNCTT will organise their own travel to access them.

Students may choose:

<table>
<thead>
<tr>
<th>School</th>
<th>Course</th>
<th>Competencies Delivered from:</th>
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<tbody>
<tr>
<td><strong>Balaklava High School</strong></td>
<td>Engineering</td>
<td>Certificate II in Engineering Pathways</td>
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<tr>
<td></td>
<td>Agriculture</td>
<td>Cert II in Agriculture</td>
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<td></td>
<td>Hospitality</td>
<td>Cert II in Kitchen Operations</td>
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<td>Building and</td>
<td>Cert III in Hospitality - Commercial Cookery</td>
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<td></td>
<td>Construction</td>
<td>Cert II in Construction Pathways</td>
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<tr>
<td><strong>Burra Community School</strong></td>
<td>Agriculture</td>
<td>Cert II in Shearing</td>
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<td>Cert II in Rural Operations</td>
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<tr>
<td><strong>Clare High School</strong></td>
<td>Building and</td>
<td>Cert II in Construction Pathways</td>
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<td></td>
<td>Construction</td>
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<tr>
<td>**Riverton &amp; District High</td>
<td>Automotive</td>
<td>Cert II in Automotive Mechanical Technology</td>
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<tr>
<td><strong>School</strong></td>
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**Note:** It is expected that each site of the LNCTT will be able to deliver some Level 1 and 2 competencies on their own site in most of the broad course areas with students requiring to travel to the designated focus school to undertake higher level training.

These courses taken as stand-alone subject will count towards Apprenticeship qualifications and TAFE entry.

Contact the VET Coordinator to discuss course options.
Agricultural Studies

Year 8

Integrated with Science

Year 9

Agriculture

Year 10

Agriculture

Year 11

Agriculture A

Agriculture B

Year 12

Agriculture and Horticulture Management
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<tr>
<th>Year 8</th>
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<td>Community Studies</td>
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</table>

Community Studies
French

Year 8

French

Year 9

French

French A

French B

Year 10

French A

French B

Year 11

French Continuers A

French Continuers B

Year 12
Health and Physical Education

Year 8
- Home Economics
- Physical Education/Health

Year 9
- Home Economics A
- Physical Education/Health

Year 10
- Home Economics A
- Physical Education/Health

Year 11
- Food and Hospitality
- Health

Year 12
- Food and Hospitality
- Health
Humanities and Social Sciences

Year 8
- Geography
- History

Year 9
- Geography
- History

Year 10
- Geography
- History

Year 11
- Geography
- History
- Tourism

Year 12
- Geography
- Modern History
- Tourism
# Information Technology

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<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td>Information Processing</td>
<td>Information Processing and Publishing</td>
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Performing Arts

Year 8: Performing Arts
Year 9: Performing Arts, Drama
Year 10: Drama, Drama A, Drama B
Year 11: Music Experience, Music Advanced A, Music Advanced B
Year 12: Music
# Vocational Studies

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