Thank you for choosing Balaklava High School for 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, in their senior years, to pursue both academic and vocational pathways in the Senior School years. We have a proud tradition of student success in both these broad pathways and look forward to your child’s success and positive contribution at Balaklava High School.

The aim of this handbook is to provide information about courses offered at Balaklava High School.

At Year 8 and 9, students are offered a “fixed menu” of subject to both consolidate their learning and prepare them for Senior School. Students entering the school from Year 7 will be grouped according to information provided by Year 7 teachers. The aim of this process is to enhance positive working relationships and successful achievement within classes.

While subject choice does not occur until Year 10, prior to this, students need to apply themselves to their studies in Year 8 and 9 to ensure they develop the necessary skills, knowledge and understanding to enable them to be successful in Senior School subjects.

For parents to assist their children in their schooling, it is important that they support the school’s expectations of positive behaviour and focus on learning. Student choice and entry into Senior School is dependent on success in Year 8 and 9 and it is important that parents are aware of their children’s interests, abilities, and possible aspirations for the future.

- When in Year 9, the following questions are offered as guides to parents and students in assisting them to make their Year 10 subject choices:
- 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?
- In what Learning Areas am I succeeding?
- In what Learning Areas do I need to attempt some semesters of work to achieve a balanced secondary education?
- What skills do I need to develop to allow me to utilise my leisure time to my satisfaction and enjoyment?
- What do I need to know to better understand and influence the world in which I live?

Most courses offered from Year 8 to Year 11 are of a semester length. A semester equates to approximately twenty weeks of study. Some courses while offered, may not run. This, particularly in the Senior School will depend on the number of students choosing each course. A small number of subjects, particularly in Years 8 and 9 are of term length only. These include Agricultural Studies, Home Economics, Drama and Music.

If you need more information or wish to have further explanation of courses, then please seek the advice of your child’s Home Group Teacher and/or Year Level Coordinator.

Mark Healy
Principal
Induction of Year 7 students into Balaklava High School involves visits to each feeder primary school by the Deputy Principal and Year 8 Coordinator and members of their team. They will explain the semester structure and outline changes that students can expect upon arrival at Balaklava High School. Students will also be given the outline of the Year 8 and Year 9 curriculum structure at this time.

These visits will occur during Terms 3 or 4 each year, and will be followed by Year 7 parent meetings early in Term 4 to outline the semester structure and answer any questions parents may have about Balaklava High School and its curriculum.

All students will visit the High School in Term 4 as part of our transition program to meet teachers and use many of our facilities.

Student Counselling

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

Parent - Teacher Interviews

Parent/Caregivers interviews are held twice through the year. All caregivers are encouraged to attend these. If changes need to be considered or there is concern over a student’s progress, interviews may be requested by teachers, parents or students at any stage during the school year.

Homegroups and Classes

When establishing classes and Homegroups the main consideration is to ensure that students are placed with other students who will positively support their achievement at school. Some consideration is given to maintaining friendship groupings but only if they promote positive behaviour and learning.

Information from their Primary School regarding general attitude and how well they work with other students is a key feature in determining student placement in class and home groups.

Home groups are kept as small as possible, which allows students to form stable, close and mutually respectful relationships with their Home Group teacher and peers.
Middle School

Students in Year 8 and 9 are in their Middle Years of schooling and have unique developmental and academic needs. Students will be undergoing significant growth and changing intellectually, physically and emotionally. Middle Schooling is about meeting the needs of students in these year levels.

At Balaklava High School we aim to do this by:

- Having fewer teachers with each class so that positive relationships between teachers and students are better able to develop
- Keeping class sizes small
- Celebrating successes in various ways throughout the year
- Talking with students about what they will learn and exploring how they learn best
- Having teachers working together in teams
- Developing positive links between school and home.

Our Middle School teachers provide a well-planned curriculum, use a variety of teaching and assessment strategies, and delivery systems to foster a positive and collaborative climate in our middle school setting.

Middle years should be seen in context with a student’s whole school life. Primary school provides a very stable environment where, each week, students generally remain in the same class and are taught by very few different teachers. Through Year 8 and 9, the Middle Years:

- Class groupings are kept largely the same
- There is no subject choice as students experience subjects from all 8 Learning Areas
- Students are taught by fewer teachers than they would normally experience in senior secondary school but more than in primary school.

In Senior School (Years 10 - 12) subject choice is far greater and students are taught by a wide range of different teachers throughout the year depending on the subject choices they have made.

All students are provided with opportunities to achieve success and are encouraged to strive for academic excellence. Student success is recognised and valued through our reward and incentive programs. Our learning programs ensure students are given opportunities to think critically, lead a healthy life, behave ethically and promote values for citizenship.

Middle School students’ positive academic effort and achievement and an ongoing positive involvement in the broader school community could be rewarded in their nomination to attend the Middle School Success Camp. This three day aquatics camp to Pt Vincent occurs in Term 4 each year, and is provided at no cost to successful students who have been nominated by their teachers.

Attendance

It is extremely important that students attend school and all their lessons every school day. When illness or urgent family business prevents students from attending school, a note explaining the absence must be given to the student’s home group teacher.

A text message will be sent automatically to a parent/guardian’s mobile phone reporting a student’s absence and requesting a reason for that absence. Students who attend school regularly are much more likely to be successful than those who often miss school.
Authentic Assessment Program

All students in Years 8 and 9, at the end of the year, are required to present a talk on aspects of their learning.

The program is designed to enable students to:

- Make connections between their subjects and what they learn
- Have more choice in what they choose to present
- Provide a much more “meaningful”, “real” or “authentic” means by which students demonstrate their learning and skills.

At Year 8 the talk is 5 to 7 minutes in length and delivered to the student’s Homegroup. A panel of adults comprised of teachers and community members will assess the presentations.

At Year 9 the oral presentation is 7 to 10 minutes in length and is delivered to an assessment panel only.

Parents are encouraged to attend and/or be involved in the assessment panels. Student assessment sheets are sent home with student reports at the end of the year.

Pastoral Care

Pastoral care is 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.

Middle School Graduation Certificate

A Middle School Graduation Certificate was introduced in 2007 to recognise the successful participation of Year 8 and 9 students in their education. This has been done to encourage and reward students for their efforts in all areas of school life.

The categories are:

- Academic achievement, based on grades
- Personal commitment to the school, as shown by attitude, behaviour, diary use, uniform, Homegroup participation etc
- Authentic Assessment program, whereby students present their learning at the end of Years 8 and 9
- Wider school involvement, including Student Council, sports, academic competitions, music and broader school activities.

There are different levels of achievement within the Middle School Certificate: Distinction, Credit and Pass. A formal graduation ceremony will take place near the end of the year for Year 9 students who successfully graduate from Middle School.

Certificates of Achievement

Certificates of Achievement are presented to students to acknowledge their academic success at the end of each term.

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 and Reporting

An assessment plan will be given to students 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 and is based on the Australian Curriculum assessment criteria.

The grade represents a statement about the student’s level of achievement within the subject as defined in the following table.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has performed very well. He/She understands the concepts and can apply them well. The student is well equipped to cope with this subject at the next ability level.</td>
</tr>
<tr>
<td>B</td>
<td>The student has performed well. He/She understands most of the concepts and can apply them to most situations. The student has passed and is capable of coping with this subject at the next ability level.</td>
</tr>
<tr>
<td>C</td>
<td>The student has performed to a satisfactory standard. He/She understands a number of the concepts and can apply them in many situations. The student has passed and is able to proceed to the next ability level.</td>
</tr>
<tr>
<td>D</td>
<td>The student has experienced difficulty with much of the work and cannot achieve a pass. A modified program may be required at the next level.</td>
</tr>
<tr>
<td>E</td>
<td>The student has made little attempt to do the work and understands few of the concepts. The student has NOT passed this subject and may need to repeat the subject. An increased personal effort is required before the student can proceed to the next ability level.</td>
</tr>
<tr>
<td>U/C</td>
<td>Unclassified indicates the student has been absent for an extended period through illness, or is a new enrolment.</td>
</tr>
</tbody>
</table>
The school’s curriculum is based on the Australian Curriculum and, where these are still being developed, the state accredited South Australian Curriculum and Accountability Frameworks (SACSA) and provides students with a range of learning experiences both within and outside the school. Year 8 and 9 English, Maths, Science and History will follow the Australian Curriculum.

In Years 8 and 9 students have the opportunity to study in 8 learning areas: Arts (Visual Arts and Performing Arts), English, Health and Physical Education (Physical Education, Home Economics, Health), Languages Other Than English (French), Humanities and Social Sciences (Geography and History), Mathematics, Sciences (Science, Agriculture), Design Technology (Technical Studies).

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 but in the cases of Home Economics, Agriculture, Drama and Music courses are each a term in length.

2. Year 8 and 9 - fixed curriculum

3. Performing Arts:
   - Drama
   - Music

4. Visual Arts:
   - Art
   - Design

5. HPE incorporates:
   - Physical Education
   - Health Education.

The following Year 8 and 9 Subject Descriptions are listed in alphabetical order.
Year 8 Subject Descriptions

8AGRA  AGRICULTURE
Students will be introduced to the production of food and fibre, focusing on farm safety and the development of practical skills. Aspects of managing livestock and cropping systems, both broadacre and intensive, will be covered. Students can expect to work with sheep, cattle, pigs, poultry, vegetables, broadacre crops and the orchard.

8DRAA  DRAMA
This offers an introduction to the foundational terminology and skills of the drama and performing arts discipline. Students will work collaboratively and individually to apply their theoretical learning in practical situations in order to further develop their performance skills and abilities. Students are expected to participate in the practical performance aspect of the course as well as complete the required theory components. Out of school hours rehearsals/performances may occur.

8ENGA  ENGLISH
8ENGB  ENGLISH
This course covers the areas of reading, viewing, writing, speaking, listening and grammar, and will reflect the Australian Curriculum requirements. Students will be exposed to different genres of writing, and be expected to respond to, and produce, their own texts in both written and oral forms.

Analytical reading and writing along with basic drafting skills will be developed. Texts may include novels, short stories, poetry, film, drama and media.

Core genres will include:
- Language Study
- Poetry
- Public Speaking
- Simple Essay
- Recount
- Expository Writing
- Film Review

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year. Students will also complete both informal and formal oral presentations.

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

8FREA  FRENCH
This semester of French provides an introduction to the study of French language and culture. We will explore real communication in spoken and written French.

Language topics may include:
- Greetings
- Describing People
- Family
- Animals

Cultural topics may include:
- History
- Geography
- Francophones
- General Knowledge

We may also watch our first film and examine simple readers.

Students are expected to purchase their Touché 1 workbook at an approximate cost of $15.00.
8GEOA  GEOGRAPHY

The two units of study are *Landforms and Landscapes* and *Changing Nations*.

*Landforms and Landscapes* develop students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people. The 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. The process of urbanisation and the level of concentration in Australia will be compared to other countries and regions.

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 report, 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 approximately $15.00.

8HISA  HISTORY

This course, which has been developed as part of the Australian Curriculum, will focus on the Pre-Modern Period between 500 AD - 1750 AD. This span of human history was the period when the modern world began to take shape, through expanding horizons and increasing differentiation of societies.

Topics may include:

- What is History
- Medieval Europe
- Tokugawa Japan
- The Black Death

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.

8HECA  HOME ECONOMICS/HEALTH

This subject provides an introduction to the technology, processes and basic skills used in the kitchen and textiles area. Hygiene, safety, healthy eating and cooperation will be emphasised throughout the course. Aspects of the 2015 Australian Health Curriculum may also be incorporated into this subject.

The 2015 Health and Physical Education course is still currently under construction. Aspects of the mentioned course may change as a result.
8MAT1 MATHEMATICS
8MAT2 MATHEMATICS

This course builds on the skills learnt in the final years of Primary School and continues the development of concepts stated in the Australian Curriculum. Emphasis is placed on number, geometric and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the year to enhance learning experiences. Students will be expected to be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, classwork and weekly homework tasks.

Participation in the Maths Competition is expected at an approximate cost of $4.00.

8MUSA MUSIC

This one term introduction to Music as a school subject includes keyboard skills, drumming, elementary guitar and bass guitar skills. It also incorporates music reading and writing. There will be study of musical instruments and contemporary artists. Students will be encouraged to perform as part of an ensemble. Any advanced music students will be extended in all areas including performing on their solo instrument. Students also have an option to audition for the Specialist Music Program.

8PEDA PHYSICAL EDUCATION/HEALTH

Activities in this semester will prepare students for participation in the school and interschool sporting competitions (Swimming and Athletics). Minor games taught will develop ball and hitting skills and encourage students to participate. Team and movement skills will be developed to enhance their sense of self and group identity. Students will also be involved in theoretical topics throughout the semester in areas such as Anatomy and Health.

Activities that may be offered may include:

- Swimming
- Athletics
- Gymnastics
- Football Codes
- Fitness
- Human Anatomy
- Health and Fitness

The 2015 Health and Physical Education course is still currently under construction. Aspects of the mentioned course may changed as a result.

8SCIA SCIENCE A

The course is linked to the Australian Curriculum. Students will develop laboratory skills and understanding of the way the world works through the study of Science at Work, Cells, Chemical Reactions, Energy in Our Lives and Particles.

8SCIB SCIENCE B

This course is linked to the Australian Curriculum. Students will develop laboratory techniques and knowledge of everyday Science through the study of Elements and Compounds, Heat, Body Systems, and Rocks.
8TECA   TECHNICAL STUDIES

In this introductory unit to the area of Design and Technology, students will experience a wide variety of hands on theoretical skills from the areas of Woodwork, Plastics and Metalwork. Technical graphics using Computer Aided Design software may combine with manual drawings to form part of the design process. A range of projects will be made in the workshop together with various research tasks. Emphasis is placed on working safely in the workshop and studying basic OHSW principles and ideas. An Issues Research Task covering an aspect of contemporary society in technology will be undertaken.

8VARA   VISUAL ARTS

The Visual Arts course encompasses areas within Art and Design. Students are exposed to areas of learning such as Drawing, Painting, Printmaking and Sculptural techniques in Art. In Design, students will explore and develop ideas and skills in Graphic Design and/or Product Design. Students will also have the opportunity to study a unit of Digital Photography. This subject involves both practical and theoretical components.
9AGRA AGRICULTURE
Students will focus on two intensive production systems - pigs and market gardens. Animal welfare principles will be explored and managing an enterprise for profit is featured. In addition, students can expect to work with our other enterprises including sheep, cattle, poultry, broadacre crops and the orchard as needed.

9DRAA DRAMA
Students will continue to develop their practical performance skills introduced in Year 8 with both scripted and improvised work. Practical work aims to improve students’ stagecraft and performance ability in a variety of contexts. In the theory components of this topic, emphasis is placed on the students’ ability to evaluate performance and experience using an analytical writing style. Out of school hours rehearsals/performance may occur. Excursion costs of approximately $20.00 -$25.00 are a possibility.

9ENGA ENGLISH
9ENGB ENGLISH
The areas of reading, viewing, writing, speaking, listening and grammar are covered and will develop the Australian Curriculum requirements. Students will be exposed to different genres, and will respond to and produce their own texts in both written and oral forms. Analytical reading and writing along with effective drafting skills will be developed. Texts may include novels, short stories, poetry, drama, film and media.

Core genres will include:
- Formal Letter
- Poetry
- More Complex Essay
- Biography
- Expository Writing
- Newsroom
- First Person Narrative
- Public Speaking

Students are encouraged to read widely and independently and have the opportunity to participate in various writing and speaking competitions throughout the year.

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

9FREA FRENCH
In the semester course, students continue to build vocabulary and skill in spoken and written French using the text Touché 3: New Caledonia.

Language topics include:
- Clothing
- At Home
- Food
- Sport

Cultural topics include:
- New Caledonia
- Eating Habits
- National Sports

We branch out into readers, music and film. Students will also carry out a project on an aspect of French culture.

Students are to purchase their Touché 3 workbooks at an approximate cost of $16.00 each.
9GE0A GEOGRAPHY

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

Biomes and Food Security examines the role of the environment in food production and the challenges and constraints on expanding food production in the future. Investigation using examples from Australia and across the world are a focus for this topic.

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.

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 report, 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 approximately $15.00.

9HISA HISTORY

This course will focus on the Modern World and Australia from 1750 until 1901. This time period provides an understanding of Asian-European relations including the European discovery and settlement of Australia and the responses of Indigenous peoples.

Topics may include:

- Technological Progress and Social Change
- European Settlement of Australia
- Indigenous and Settler Relations
- Australian Gold Rush
- Nationalism and Federation
- World War 1

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.

9HECA HOME ECONOMICS

This subject provides a more advanced application to the technology, processes and basic skills used in the kitchen and textile area. Hygiene, safety, healthy eating and cooperation will be emphasised throughout the course.

Aspects of the 2015 Australian Health Curriculum may also be incorporated into this subject.

9MATA MATHEMATICS

This course builds on skills from Year 8 and works within the Australian Curriculum framework. Emphasis is placed on number revision, geometric, algebraic and measurement skills and how they may be applied to the real world. Information Communication Technologies will be used throughout the courses to enhance learning experiences. Students will be involved in group work, investigations and project tasks. They will be assessed through written reports, tests, class work and homework tasks.

Students are expected to purchase a scientific calculator for this course.

Participation in the Maths Competition is expected at an approximate cost of $4.00.
9MUSA MUSIC
This course involves a more advanced study in the student’s own instrument. Solo practice, ensemble work and participation in a School Band, and ensemble or singing group is compulsory, and performance at Music Concerts, Music tours, assemblies or special events is a part of the assessment process.

Music theory is undertaken and will be based on the AMEB Grade One and Grade Two courses. Aural skills will include interval recognition, rhythmic and melodic dictation and recognition of chords. Learning and reading of music are important parts of the course. Students will need to show some skill in playing an instrument.

There will be a major Research assignment on a famous musician as part of this course.

9PEDA PHYSICAL EDUCATION
All students are required to complete one semester of Health and Physical Education. Health and Physical Education offers a variety of practical and theoretical activities. These activities include a selection of ‘indoor’ and ‘outdoor’ activities as well as team orientated individual sports.

There will also be a greater emphasis on the learning of ‘Body Sciences’ preparing students for the future rigours of Stage 1 and Stage 2 Physical Education.

Assessment in this subject will be based on preparation for, and participating in lessons, cooperation and self-awareness and the completion of theory assessments.

The 2015 Health and Physical Education course is still currently under construction. Aspects of the mentioned course may change as a result.

9SCIA SCIENCE
This semester is designed to give students an essential background in Scientific studies.

Topics include:

- Light and Sound
- Microbes
- Inside the Atom
- Dynamic Earth

9SCIB SCIENCE
This semester further develops students’ knowledge and skills in all aspects of Science.

Topics covered include:

- Electricity
- Ecosystems
- Everyday Reactions
- Body Balance
9TECA   TECHNICAL STUDIES

This unit will cover skills and concepts from a wide variety of topics in the technology area. The main areas of study offered in this unit are Woodwork and Metalwork. Development of hand and machine skills will be extended with a strong emphasis on workshop and personal safety.

Topics may include:

- Box Construction
- Rebate and Housing Joints
- Hinging
- Wood Turning
- Graphic Communication and Interpretation of Drawings
- Oxy Acetylene Welding
- Scroll Metalwork
- Material Study Project

9VARA   VISUAL ARTS

The Visual Arts course encompasses areas within Art and Design. Students are exposed to areas of learning such as Drawing, Painting, Printmaking and Sculptural techniques in Art. In Design students will explore and develop ideas and skills in areas of learning such as Graphic Design, Product Design, Interior Design or Architecture. Students will also have the opportunity of studying units of Digital Photography.

All facets of the Visual Arts involve both practical and theoretical components. Practical work will involve the generation of ideas in a sketchbook before completing a final piece. Art / Design theory revolves around the study of both historical and contemporary practice as well as the technical approaches relating to these areas of study.
## Community Studies

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community Studies 1COM10</td>
<td>Community Studies 2COM20</td>
</tr>
</tbody>
</table>
Health and Physical Education

Year 8
- Home Economics/Health 8HECA
- Physical Education/Health 8PEDA

Year 9
- Home Economics 9HECA
- Physical Education A 9PEDA

Year 10
- Home Economics A 0HECA
- Physical Education A 0PEDA
- Physical Education B 0PEDB
- Outdoor Education 0OEDA

Year 11
- Food and Hospitality 1FOH10
- Health 1HEH10
- Physical Education A 1PHE10
- Physical Education B 1PHE10
- Recreation PE 1PEH10

Year 12
- Food and Hospitality 2FOH20
- Health 2HEH20
- Physical Education 2PHE20
Humanities and Social Sciences

Year 8
- Geography 8GEOA
- History 8HISA

Year 9
- Geography 9GEOA
- History 9HISA

Year 10
- Geography 0GEOA
- History 0HISA

Year 11
- Geography 1GYP10
- History 1HISY10
- Tourism 1TOS10
- Society and Culture 1SOR10

Year 12
- Geography 2GYP20
- Modern History 2MOH20
- Tourism 2TOS20
Information Technology

Year 8: Information Processing 0IPRA
Year 9: Information Processing and Publishing 1IPR10
Year 10: Information Processing and Publishing 2IPR20
Mathematics

Year 8

Mathematics 8MATA

Mathematics 8MATB

Year 9

Mathematics 9MATA

Mathematics 9MATB

Year 10

Mathematics 0MATA

Mathematics 0MATB

Year 11

Mathematical Studies A 1MAT10

Mathematical Studies B 1MAT10

Mathematical Studies C 1MAT10

Mathematical Applications A 1MCN10

Mathematical Applications B 1MCN10

Mathematical Pathways 1MPW10

Year 12

Mathematical Studies 2MDS20

Mathematical Applications 2MCN20
Technical Studies

Year 8
- Technical Studies
  8TECA

Year 9
- Technical Studies A
  9TECA
  - Technical Studies
    Wood & Metalwork
    0TECA

Year 10
- Metal Fabrication
  Welding
  1MMP10
  - Metal Fabrication
    Machining
    1MMP10
  - Woodwork
    Carcase Construction
    1MMP10
    - Woodwork
      Frame Construction
      1MMP10
    - Computer Aided
      Design & Drafting
      1CCP10
    - Energy Technology
      1MMP10

Year 11
- Metal Engineering
  2MMP20

Year 12
- Computer Aided Design
  2CCA20
## Vocational Studies

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
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</thead>
<tbody>
<tr>
<td>PLP/Workplace Practices 0PLP10</td>
<td>Workplace Practices 1WPS20</td>
<td>Workplace Practices 2WPS20</td>
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</tr>
</tbody>
</table>