Foreward

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 Co-ordinators and where necessary, the Student Counsellor.

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 utilise 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 Drama, Music, 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 most subjects offered 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.

Enrichment

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.

Parent Teacher Interviews

Interviews are held in Terms 1 and 3 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.

<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 worked conscientiously but 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>
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</tbody>
</table>

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 totalling 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.
SACE Curriculum Pattern (Cont)

What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

What is the Research Project?

The Research Project is a compulsory subject at Stage 2 level. 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.
### Year 10 Curriculum Pattern

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
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<tr>
<td>PLP/WPP</td>
<td>HPE</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Choice</td>
<td>Choice</td>
</tr>
<tr>
<td>Choice</td>
<td>Choice</td>
</tr>
</tbody>
</table>

**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.
OAGRA    AGRICULTURE

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.

OARTA    ART

Highly recommended: Satisfactory completion of any Year 9 Visual Arts unit.

Art focuses upon the extension of students’ skills learned at Year 9 and Year 10. Students can continue working within Drawing, Painting, Printmaking, Sculpture, and Photography. The various concepts of visual arts will be combined during the semester using a variety of multi-media technologies.

The emphasis of this course is in the conceptualisation and development of preliminary work leading up to final pieces. The course demands a distinct component of theoretical studies. Students produce written work that reflects their studies in Art appreciation. Students will look at Art movements, styles and individual artists and art from different cultures.

ODESA    DESIGN

Highly recommended: Satisfactory completion of any Year 9 Visual Arts unit.

Design focuses upon the extension of skills and techniques learned at Year 9 and Year 10 level. Students will have the opportunity to pursue studies within areas such as Graphic Design, Industrial Design, Fashion Design or Architecture. The various concepts of visual arts will be combined during the semester using a variety of multi-media technologies.

Students will be expected to produce work that reflects their understanding of the design process. Students must do research, generate ideas, develop ideas, produce a final design outcome and then evaluate this process. Students are introduced to components on the history of Design and are set specific assignments that require investigation into contemporary design practice.

ODRAA    DRAMA

Prerequisite: Successful completion of Year 9 Drama

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. Students will develop their ability to write academically using arts-specific terminology and style; particular emphasis is placed on analysis and evaluation. Students will continue to develop their practical skills in a collaborative performance piece. Out of school hours rehearsals/performances may occur. Excursion costs of approximately $20-$25 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.

**OENGA  ENGLISH**

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

**OENGB  ENGLISH**

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

**FRENCH**

Two semesters are to be chosen.

**Prerequisite:** Strong pass in Year 9 French

**OFREA  FRENCH**

Speaking, reading, writing and listening skills are all emphasised 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.

**OFREB  FRENCH**

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.
GEOA  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. The 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 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 approx. $15.

OHEAA  HEALTH

Students will complete one compulsory term of Health.

This unit has two major components. The first is a drug education focus, looking predominantly at smoking (tobacco), alcohol, cannabis and other party drugs, such as ecstasy, methamphetamine etc. The second focus is on Relationship and Sexual Health and is based on a program by SHINE SA.

Topics may include:

- Respect
- Power
- Sexualisation in Popular Media
- Diversity
- Sexually Transmitted Infections
- Contraception
- Negotiating Safer Sex
- Pregnancy Options
- Sex and Drugs
- Relationship
- Violence
- Support Services

Assessment will be through participation and a range of assignments.

OHISA  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.
OHECA 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. Technological developments in food and appliances will be investigated. Students will explore the factors affecting food selection and recent trends in foods.

Machine skills and techniques, new textiles and equipment, clothing design and construction will be the foci of this course. Students will have the opportunity to experiment with a variety of techniques and textiles before completing at least one article.

Students are required to purchase all fabrics and trimmings.

OHECB 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.

Computerised 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.

0IPRA INFORMATION PROCESSING

Highly Recommended: Satisfactory completion of Year 9 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.

Courses will prepare students for either pathway at Year 11 and 12, whether it be Mathematics Studies or Mathematical Applications.

All students will study the same core topics during the year. Students who have achieved very high results in Year 9 Mathematics will be recommended by their teachers to study at an extended level to cover the extra topics expected as a lead in to Mathematical Studies at Year 11 and 12 level. This follows the recommendation from the Australian Curriculum Framework.

**OMATA MATHS**

**OMATB MATHS**

Topics may include:
- Circle Geometry
- Car and Travel Maths
- Indices and Exponential Equations
- Linear Equations
- Managing Money
- Mensuration
- Probability
- Simultaneous Equations
- Statistics
- Trigonometry

**MUSIC**

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

**Prerequisite:** Students must gain a strong pass in Year 9 to continue into Year 10.

**OMUSA MUSIC**

Solo and ensemble work 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.

Alternatively, students can be offered an individual music program to suit their learning needs. This can be a more practical based course, however, learning and reading of music will still be a part of the course. Students will need to show some skill in playing an instrument. It will also be compulsory to participate in music performances.

**OMUSB MUSIC**

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 and Four 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.

Alternatively, students can be offered individualised programs based on areas of interest but must show strong interest and attitude to learning. Learning and reading of music will still be a part of the course, and students must show some skill in playing an instrument.
Class sizes are restricted and students must apply and may need to attend an interview whilst in Year 9 before being accepted into the course. This subject usually runs in Semester 1.

Activities aim to allow students to develop skills and an appreciation of the implications of lightweight expeditions and camping. Areas to be investigated will include: minimum impact camping, selection and maintenance of equipment, selection and preparation of food, navigation, first aid, clothing and trip planning. Expeditions may include bushwalking and/or cycling.

There are two compulsory excursions as part of this course; an overnight camp in the local area to prepare students, and a 4-day expedition. Students will need to have passed all basic competencies before being allowed on the 4-day camp and will also have to provide their own food for the excursions. There is a cost to students of approximately $100.00 (depending on transport) to cover hire of equipment, camping fees and travel. This is payable at the beginning of semester and is non-refundable.

The 4-day expedition can be very strenuous and may be undertaken in poor weather conditions. A reasonable level of fitness is assumed for students undertaking this course and it is expected that students will aim to improve their fitness during the course. The subject aims to provide students with skills to safely pursue leisure time activities independently in the future.

**OPEDA PHYSICAL EDUCATION A**

Physical Education A is a compulsory subject.

Practical topics will allow students to participate in both traditional and less traditional sports but ones which are becoming increasingly more popular.

These may include:
- Indoor Cricket
- Softball / Baseball
- Tennis
- Table Tennis
- Touch Football
- Swimming (This may be negotiated depending on which semester students are timetabled into this subject.)

A theory unit, “Sports Nutrition” will examine the role that diet plays in an athlete’s preparation for sport in today’s competitive arena.

Assessment will be through a range of assignments, skills’ checklists and teacher observations.

This subject is currently undergoing change for the Australian Curriculum ready for roll out in 2015. Aspects of this course will change accordingly.

**OPEDB PHYSICAL EDUCATION B**

*Highly Recommended:* Demonstrated interest and success in Physical Education in previous years.

Practical topics will allow students to develop skills in both individual and team sports.

These may include:
- Archery
- Badminton
- Basketball
- Golf
- Soft Crosse
- Volleyball

A theory unit, “Basic Human Physiology” will explore body systems and their link with a healthy lifestyle.

Assessment will be through a range of assignments, skills’ checklists and teacher observations.

This subject is currently undergoing change for the Australian Curriculum ready for roll out in 2015. Aspects of this course will change accordingly.
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.

**OSCIA SCIENCE**

Topics include:

- Genetics
- Motion
- Space Science
- Explaining Reactions

**OSCIB SCIENCE**

Topics include:

- Our Energy Future
- Periodic Table
- Earth Systems
- Evolution
**TECHNICAL STUDIES**

**OTECA TECHNICAL STUDIES - Woodwork and Metalwork**

*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 techniques will be done using both solid and tube materials. MIG welding skills are developed.

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

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

**OTECEB TECHNICAL STUDIES - Woodwork**

*Prerequisite:* Satisfactory completion of Year 9 Technical Studies

A skills development course developing frame construction and carcase construction skills.

Topics may include:

- Design of Frame Construction
- Frame Construction
- Joint Construction
- Gluing Up
- CNC Routering
- Issues assignment on timber production

There will be a focus on working safely in the workshop studying WHS principles and procedures.
**1ACG10 ACCOUNTING** 10 Credits

Students are given the opportunity to gain an insight into the world of accounting through the study of personal and business financial affairs. They will develop an understanding of accounting processes, the interpretation of financial statements, as well as develop an understanding of the ethical considerations that businesses face with regards to financial decision making.

Topics may include:
- The Environment of Accounting
- Personal Financial Management
- Business Documents
- Double Entry Recording
- Financial Reports and Analysis
- Interpretation of Financial Reports.

**1AHG10 AGRICULTURE & HORTICULTURE A** 10 Credits

**1AHG10 AGRICULTURE & HORTICULTURE B** 10 Credits

*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 and Horticulture 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

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.

**1VAA10 ART A** 10 Credits

**1VAA10 ART B** 10 Credits

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

This semester 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 analyse 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.

**1BIG10 BIOLOGY A**  
10 Credits

Topics covered are:
- Plant and Animal Cells
- Cell Processes - osmosis, diffusion, mitosis
- Respiratory System
- Digestive System
- Stem Cells

**1BIG10 BIOLOGY B**  
10 Credits

*Recommended: Successful completion of Biology A*

Topics covered are:
- Circulatory System
- Excretory System
- Classification of Living Things
- Ecosystems - focusing on Mangroves

**1BUE10 BUSINESS AND ENTERPRISE**  
10 Credits

*Recommended: Successful completion of Year 10 English. The course is language rich, as all assessment tasks are written.*

Business Studies is a study of the business world. Individuals in any walk of life interact with the business world as employers, employees or consumers and it is important that students understand both the framework and the processes of this activity.

This course aims to give students an insight into the complex world of business and the theoretical and practical background to the subject area.

Several aspects of the business world will be covered, focusing on topics that may include:
- The Business Environment
- Business in Practice
- Establishing a Business
- Financial Planning and Management
- Marketing
- Global Business
- Entrepreneurship
- Business Plans

**1CME10 CHEMISTRY A**  
10 Credits

*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.

Topics covered are:
- Atomic Theory
- Bonding
- Wine and Organic Chemistry

**1CME10 CHEMISTRY B**  
10 Credits

*Prerequisite: Successful completion of Chemistry A*

Topics covered are:
- Chemical Calculations
- Electrochemistry
- Water
1CCP10 COMPUTER AIDED DESIGN AND DRAFTING 10 Credits

Prerequisite: Satisfactory completion of a Year 10 Technical Studies or Art unit

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.

1COM10 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 ten areas of study:

- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- 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)

1VAD10 DESIGN A 10 Credits
1VAD10 DESIGN B 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
1DRM10 DRAMA A  10 Credits

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, analyse and evaluate ideas and dramatic work of self and others. Through the practical performance requirements of this course, students develop their characterisation 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-$25 to review performances are required.

1DRM10 DRAMA B  10 Credits

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-$25 to review performances are required.

1MMP10 ENERGY TECHNOLOGY  10 Credits

Prerequisite: Satisfactory completion of Year 10 Technical Studies

This subject involves the study of two and four stroke engines. Assignments include the making of a model two-stroke engine. During this time, the basic component parts of the engines and their materials will be studied in depth. The four stroke section will involve the dismantling and assembling of a four stroke motor. Students will study parts, tools and gain practical mechanical skills. Another requisite assignment for the course is a researched presentation which examines alternative energy generating methods.

ENGLISH

It is a requirement of SACE that all students complete two semesters (20 credits) of English at Stage 1, with an achievement of a C grade or better.

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

- 1EGH10 STAGE 1 ENGLISH - A
- 1EGH10 STAGE 1 ENGLISH - B
- 1EPW10 ENGLISH PATHWAYS
- 1LWC10 LITERACY FOR WORK & COMMUNITY LIFE
Stage 1 English - A 10 Credits

Prerequisite: A strong pass in Year 10 Academic English in Semester 1.

This course examines why people behave the way they do through in-depth studies of novels, plays, short stories, poetry and film. As this course has an academic orientation, it is recommended for students who enjoy reading and writing. Students are also expected to analyse texts critically.

Students are expected to sit an exam.

Stage 1 English - B 10 Credits

Prerequisite: Satisfactory completion of Stage 1 English in Semester 1.

Students who enjoy reading, discussing and writing responses to more complex texts will undertake a close study of literature through novels, drama, film and poetry. Extensive reading (shared and independent) is an integral part of this course, as is the analysis of how writers craft their work.

Students are expected to sit an exam.

English Pathways 10 Credits

Students will read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. The subject aims to use English to focus not only on traditional print and media texts but also texts that that have vocational issues as a focus. Students will examine a range of issues from sources such as novels, magazines, newspapers, advertising, film and other media.

Students will develop their reading, writing, speaking and listening skills in order to produce a range of texts that reflect their knowledge of the core themes of the course. There will also be a focus on using information and communication technologies to reflect on ways in which language is used in different social and cultural situations.

Literacy for Work & Community Life 10 Credits

Students will build their knowledge of the English language, and expand their literacy skills. Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts.

The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life. This subject provides opportunities for students to gain additional literacy support for their studies and future pathways.
FOOD AND HOSPITALITY

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. 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:
- Investigation
- Group Activity
- Two Practical Activities

FRENCH

Both semesters must be chosen.

1FRC10 FRENCH CONTINUERS A

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.

1FRC10 FRENCH CONTINUERS B

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
1GPY10  GEOGRAPHY

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

Students will gain an understanding of the interdependence of natural and human environments.

Key concepts include: location and distribution; natural environments at risk; people, resources and development, as well as contemporary issues for geographers.

The assessment components include:

- Skills and Applications Tasks 25%
- Inquiry Report 25%
- Fieldwork Report 25%
- Investigation 25%

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

1HEH10  HEALTH

**Prerequisites:** None, although a satisfactory completion of Year 10 Health course would be an advantage. 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.

1HISA  HISTORY

**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:
- Slavery
- Civil Rights Movement
- The Vietnam War

Assessment will involve:
- A Folio of Class Work
- Source Analysis
- Individual Investigation

Students will also have the opportunity to attend an excursion to enhance their learning experience at an approximate cost of $25.00.
The two topics studied in this course are Personal Publishing and Business Publishing. The topics have a practical basis and emphasise 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.

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**MATHEMATICS**

Students must be enrolled in at least two semesters of Maths, achieving a C grade or better in at least one semester.

1MAT10  MATHEMATICS STUDIES A  10 Credits
1MAT10  MATHEMATICS STUDIES B  10 Credits
1MAT10  MATHEMATICS STUDIES C  10 Credits

**Prerequisite:** A strong pass in Year 10 Pure Mathematics A and B

For this course 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.

This three-semester course is designed to provide students with the basis for the future study of Stage 2 Mathematical Studies and Specialist Mathematics and is meant to be taken as a co-ordinated sequence and not as stand alone units.

It aims to help students develop problem solving skills, improve their ability to use mathematics in a variety of situations, develop the skills of logical thinking and provide an environment which will encourage a positive and adventurous attitude towards mathematics.

Topics to be covered are:

- Statistics
- Geometry and Mensuration
- Models of Growth
- Polynomials
- Coordinate Geometry
- Functions and Graphs
- Planar Geometry
- Periodic Phenomena

**Participation in the Maths Competition is expected at an approximate cost of $4.00.**
This course is designed to provide students with the necessary skills to continue their study in Stage 2 Mathematical Applications or develop an awareness of mathematics in real life situations. These units are designed to provide students with skills in solving real life problems.

Topics to be covered include:
  • Earning and Spending
  • Saving and Borrowing
  • Statistics & Overseas Travel
  • Measurement and Geometry

Students who undertake an Engineering or Primary Industries Pathway MUST choose this combination of subjects for the full year.

This course is designed to provide students with the necessary skills to assist with their vocational studies in Stage 1 and 2. These units are designed to provide students with skills in solving real life applications of mathematics in real trade situations.

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This course consists of a core based on metal lathe work, milling and design which may include Computer Aided Drawing (CAD). The focus is on skills, problem solving and safety. MIG, Arc and oxy cutting will also be covered.

An Issues research task covering an aspect of contemporary society will be undertaken.

A design and a material studies folio will be produced.

There may be a materials cost involved for this course.

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This course consists of a core based on gas welding and electric welding, together with plasma and oxy cutting. 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.

An issues research task covering an aspect of contemporary society will be undertaken.

A design and a material studies folio will be produced.

There may be a small charge for projects.
**MUSIC**

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.

**1MUV10 MUSIC ADVANCED A** 10 Credits

**1MUV10 MUSIC ADVANCED B** 10 Credits

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

The course may include:

- Theory and Aural Studies (eg; 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 may be 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.

**1MUE10 MUSIC EXPERIENCE** 10 Credits

**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. Students will need to do at least two solo or ensemble performances each term. Students will also be required to complete a profile on a music performer.

**PHYSICAL EDUCATION**

**Highly recommended:** Satisfactory completion of previous PE courses. Students wishing to study Stage 2 Physical Education should select both courses.

Students will gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students will explore their own physical capacities and analyse performance, health and lifestyle issues. They will develop skills in communication, investigation, and the ability to apply knowledge to practical situations. The focus capabilities for this subject are communication, learning and personal development.

Two major areas of study are included in both units:

- Practical Skills and Application
- Principles and Issues

In each semester students will complete 3 practical activities, while theory requirements will comprise 40% of the course.

Assessment will be by means of a folio of theory work (written assignments, tests and an Issues Analysis) and practical skills checklists. An exam is included in both semesters.
1PHE10 PHYSICAL EDUCATION A  10 Credits

Practical Skills and Applications - Three practical areas will be negotiated from:
- Aquatics
- Soft-Crosse
- Basketball
- Lawn Bowls

Principles and Issues:
- The Nature of Physical Activity
- Body Systems
- Human Physical Performance
- Training Methods and Principles
- Issues Analysis—Drugs in Sport

There will be a charge of approximately $120.00 for the Aquatics Camp. This is payable at the beginning of semester and is non-refundable.

1PHE10 RECREATION PE  10 Credits

This course is a semester long course based upon the “Duke of Edinburgh - Bronze Award” and as such, students will undertake activities in the areas of Service, Expeditions, Skills and Physical Education. Participants will be eligible to receive the “Duke of Edinburgh - Bronze Award” upon completion of this course.

Year 10 Recreation PE aims to:
- Develop a sense of community service and responsibility to others.
- Encourage a spirit of adventure and discovery.
- Encourage the development of personal interests and practical skills.
- Encourage participation in physical recreation and improvement of performance.

The topics for this semester, along with suggested time allocation are as follows:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Cycling and Maintenance</td>
<td>15 hours</td>
</tr>
<tr>
<td>Physical Recreation</td>
<td>Orienteering, Aquatics</td>
<td>20 hours</td>
</tr>
<tr>
<td>Community Service</td>
<td>Sports Coaching, Collection of Re-Usable Goods and Books</td>
<td>15 hours</td>
</tr>
<tr>
<td>Adventure/Expedition</td>
<td>Bushcraft and Camping - Cycling Tour</td>
<td>12 hours + 2-night camp</td>
</tr>
</tbody>
</table>

Given the nature of this course there will be associated costs for various topics (e.g. orienteering and the cycling tour). It is anticipated that the cost of this course will be $150.00, not including the Duke of Edinburgh fees if your child chooses to gain this qualification.

1PYS10 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
- Vectors and projectiles
- Energy and Momentum

1PYS10 PHYSICS B  10 Credits

*Prerequisite:* Successful completion of Physics A.

This second unit will cover the topics of:
- Electric, Magnetic and Gravitational Fields
- Electric Circuits
- Waves and Optics
- Electrostatics
1SOR10  SOCIETY AND CULTURE  10 Credits

Prerequisite: Successful completion of Year 10 History and Geography.

By undertaking this course students will analyse the interactions of people, society, cultures and environment. An in-depth study of how societies are shaped or altered by social, political, historical, environmental, economic and cultural factors will also occur.

Students may study the following topics:
- A current Social Issue (i.e. teen drinking)
- Prejudice and Discrimination
- Relationships between Societies and the Natural Environment
- Power and Authority in Society
- The Media

The assessment components include:
- Source Analysis
- Group Activity
- Investigation

1TOS10  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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>25%</td>
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<tr>
<td>Source Analysis</td>
<td>25%</td>
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<tr>
<td>Practical Activity</td>
<td>25%</td>
</tr>
<tr>
<td>Investigation</td>
<td>25%</td>
</tr>
</tbody>
</table>

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

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.

**ENGINEERING PATHWAY (EPP)**

*Recommended:* Satisfactory completion of Year 10 Metalwork for Engineering courses or Year 10 Woodwork for Building and Timber based courses.

Both these pathways include the following activities and subjects as a package:

- Being placed in industry for at least 30 days per year
- OHS&W - compulsory course for ALL vocations
- Practical Outcomes (Projects) - hand tool - machine tools
- Industry Visits
- Maths/Maths Pathways
- English/English Pathways
- Industrial Design (CAD, Tech Drawing) (Communication Products 1CCP10A)
- Energy Technology (System and Control Products 1SSP10A)
- Industrial Welding (Material Products 1MMP10E)
- Industrial Machining (Material Products 1MMP10D)
- Building Wet Trades (1MMP10B)
- Building Carpentry (1MMP10A)

Students are expected to do the minimum of 30 days of work placement. These placements may be during the holidays. Students who wish to concentrate on a specific trade will have the opportunity to begin TAFE (Certificate 1 & 2).

**PRIMARY INDUSTRY PATHWAY PROGRAM (PIPP)**

*Recommended:* Satisfactory completion of Year 10 Agriculture

Students completing the PIPP will select a package of subjects that includes these compulsory subjects:

- Agriculture and Horticulture A
- Agriculture and Horticulture B
- English/English Pathways
- Maths/Maths Pathways
- Metal Fabrication—Welding (Material Products 1MMP10)

They will gain nationally recognised competencies in WH&S, machinery maintenance and operation, livestock handling, cropping, chemical use, soils, weather, computers and technology.

Students are also expected to complete a structured work placement in an Agricultural industry, usually for one day per week.
1MMP10 WOODWORK – Carcase Construction 10 Credits

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This unit is based around the construction of a small cabinet with door and 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 materials research. Safe working habits using power tools and machinery are developed.

There will be a materials charge for the furniture produced.

1MMP10 WOODWORK – Frame Construction 10 Credits

Prerequisite: Satisfactory completion of Year 10 Tech Studies

This unit is designed to complement the Carcase Construction course. This Framing course is centred around the construction of joints by hand and machine leading to the manufacture of a small framed piece of furniture. The design process is used extensively throughout the semester and students will undertake an issues investigation involving the materials used. Safe working habits using power tools and machines are further developed.

There will be a materials charge for the furniture produced.

1WPS20 WORKPLACE PRACTICES 20 Credits

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.

The course 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.
Year 12 Subject Descriptions

2AHC20 AGRICULTURE AND HORTICULTURAL SCIENCE (TAS) 20 Credits

Prerequisite: Satisfactory completion of Stage 1 Agriculture—passes in Year 11 Science and Maths will be negotiated.

This subject covers major principles and practices of Agriculture. Through integrated studies of Plant, Animal and Soil Sciences, Micro-organisms and Experimental design, students make informed decisions and communicate ideas clearly. They solve problems, work with others, have laboratory, field and industry experience, and complete assignments. Students will also sit an external examination.

2AHM20 AGRICULTURE AND HORTICULTURAL MANAGEMENT (TAS) 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.

Assessment will include:
- Assignments
- Tests
- Oral Presentations
- Practical and Experimental Skills
- Externally Assessed Investigation (30%)
**2BUE20 BUSINESS AND ENTERPRISE (TAS)**

**Highly Recommended:** Satisfactory completion of Stage 1 Business Studies

This course is a follow-on from Stage 1 Business Studies, and it is recommended for those who have an interest in business, management, marketing, commerce, or finance. This course is ideal for those who have an interest in business, and intend to follow any of the pathways mentioned above.

The course is structured to include the core topic “The Business Environment”, plus two option topics chosen from either:

- People, Business and Work
- Business and the Global Environment
- Business and Finance
- Business and Law
- Business and Technology
- Business and Marketing
- Business Research/Practical Application

Students will be assessed through both school-based and external tasks which include:

- Folio tasks
- Practical Application tasks
- Issues Study
- Business Report

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**2BIG20 BIOLOGY (TAS)**

**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 organisational 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 analysing data, and evaluating the results are integral to this course.

**School-based Assessment:**

- Practical Tasks
- Issues Investigation
- Tests

70%

**External Assessment:**

- Exam (3 hour)

30%

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**2CME20 CHEMISTRY (TAS)**

**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
The assessment tasks for the course are:
Tests
Practical Reports
Issues Investigation
Exam

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

2COM20 COMMUNITY STUDIES 20 Credits

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

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 ten areas of study:
• Arts and the Community
• Business and the Community
• Communication and the Community
• Design, Construction and the Community
• Environment and the Community
• Foods and the Community
• Health, Recreation and the Community
• Science and the Community
• 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)
2CCA20 COMPUTER AIDED DESIGN AND DRAFTING (TAS) 20 Credits

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 2D 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

2DRM20 DRAMA (TAS) 20 Credits

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-$25 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%

2ECS20 ENGLISH COMMUNICATIONS (TAS) 20 Credits

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

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%
**2END20 ENGLISH STUDIES (TAS)**

**20 Credits**

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

This subject extends awareness of and involvement in the critical analysis of literature and the use of language as a means of expression. Students study literature and learn to express perceptions and responses and make connections clearly and effectively (orally and in writing). Activities include reading selected texts of prose, drama, poetry, viewing and analysing film, discussions, various kinds of creative text production and essay writing.

Text Study involves shared studies of various texts and an individual study of two student-chosen texts.

Text Production involves the opportunity to compose various forms of texts, both written and oral.

**School-based Assessment:**
- Shared Studies 30%
- Individual Studies 20%
- Text Production 20%

**External Assessment:**
- Exam 30%

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

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**2FOH20 FOOD AND HOSPITALITY (TAS)**

**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 and Regency Park TAFE at an approximate cost of $50.00.

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**2GPY20 GEOGRAPHY (TAS)**

**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.

2HEH20 HEALTH EDUCATION (TAS) 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 consists of four topics:
- Determinants of Health - What is Healthy? Influences on health, self esteem, values and beliefs and personal health.
- Health Priorities in Australia - Current trends, disadvantaged groups, alternatives in health care, agencies and services.
- Challenge, Risk and Safety - Current health issues for young people, changing behaviour, lifestyle diseases, drug use and misuse and problem solving.
- Sexuality and Relationships - Stereotypes and role models, sexual identity, relationships, communication and sexual safety.

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

Assessment will include:

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

The practical exercise component requires completion of a certificate course at a cost of approximately $110.00.

2IPR20 INFORMATION PROCESSING AND PUBLISHING (TAS) 20 Credits

Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic 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%
2MCN20  MATHEMATICAL APPLICATIONS (TAS)  20 Credits

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

For this course 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.

This subject is a continuation from the topics covered in Stage 1 Mathematical Applications. The topics chosen are designed to provide students with an insight into real life applications of Mathematics. The course allows students to explore ideas such as home loans, share investment portfolios, financial reports for businesses and design ideas through geometry.

Topics covered are:
- Investment and Loans
- Mathematics and Small Business
- Share Investments
- Applied Geometry

Assessment consists of:
- Exams
- Supervised Tests
- Hands on Projects
- Directed Investigations

2MDS20  MATHEMATICAL STUDIES (TAS)  20 Credits

**Prerequisite:** Successful completion of all three Stage 1 Mathematics Studies units.

For this course 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.

This subject allows students to explore, describe and explain aspects of the world around them in a mathematical way. Students who wish to enter fields which require a highly developed competence in mathematics will choose this subject. A problem based approach will be basic to the development of the key ideas in each topic. Students will be expected to display a high level of mathematical thinking and understanding.

To be covered:
- Working with Statistics
  - Working with Statistics
  - Working with Functions and Graphs
  - Working with Linear Equations

2MMP20  METAL ENGINEERING - INCORPORATING ENGINEERING PATHWAYS (TAS)  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 Assignment

External assessment:
- Design Folio

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

2MOH20 MODERN HISTORY (TAS) 20 Credits

Highly recommended: Successful completion of Stage 1 History and high level English skills.

This course enables students to gain an understanding of how certain historical events have shaped the modern world. With a post 15th century focus, students will develop the skills needed to critically analyse and evaluate how different sources of information help paint a historical picture.

Students will undertake the following topics:
- The French or Russian Revolution
- The Great Depression
- Dictators (Hitler and Mussolini)
- World War Two

The assessment components include:
- Folio of Course Work 50%
- Individual Investigation 20%
- Exam (3 hours) 30%

2MUS20 MUSIC (TAS) 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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Folio</td>
<td>30%</td>
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<tr>
<td>Product</td>
<td>40%</td>
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<tr>
<td>Report (External)</td>
<td>30%</td>
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</tbody>
</table>

**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.

**2PHE20 PHYSICAL EDUCATION (TAS)**

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

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

**School Based Assessment:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical</td>
<td>50%</td>
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<tr>
<td>Folio of up to 6 tasks</td>
<td>20%</td>
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</table>

**External Assessment:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>30%</td>
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</tbody>
</table>
The 3-day aquatics camp is an integral component of the course. This costs approximately $150.00 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.

Students are required to purchase a Physical Education Workbook. This costs approximately $50.00 and is an excellent tool for revision and provides key course information.

2PYS20  PHYSICS (TAS)  20 Credits

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  
Experiment Reports  
Topic Tests  

) 70%

External Assessment:

Exam  

30%

2RPB10  RESEARCH PROJECT (TAS)  10 Credits

This subject is compulsory for all Year 12 students. 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%

2TOS20   TOURISM (TAS)   20 Credits

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 analysed.

There is an emphasis on a variety of communication skills and practical skills, such as researching, analysing, 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.
2VAA20 VISUAL ARTS - Art (TAS) 20 Credits

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%

2VAD20 VISUAL ARTS - Design (TAS) 20 Credits

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%
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 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.

TAFE 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.

**2WPC20 WORKPLACE PRACTICES (TAS)**

**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, organising, 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 recognised 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>
</tr>
</thead>
<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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<tr>
<td></td>
<td>Hospitality</td>
<td>Cert II in Kitchen Operations</td>
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<tr>
<td></td>
<td>Building and Construction</td>
<td>Cert III in Hospitality - Commercial Cookery</td>
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<tr>
<td></td>
<td></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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<tr>
<td></td>
<td></td>
<td>Cert II in Rural Operations</td>
</tr>
<tr>
<td><strong>Clare High School</strong></td>
<td>Building and Construction</td>
<td>Cert II in Construction Pathways</td>
</tr>
<tr>
<td><strong>Riverton &amp; District High School</strong></td>
<td>Automotive</td>
<td>Cert II in Automotive Mechanical Technology</td>
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</tbody>
</table>

**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
Agriculture 8AGRA

Year 9
Agriculture 9AGRA

Year 10
Agriculture 0AGRA

Year 11
Agriculture & Horticulture A 1AHG10
Agriculture & Horticulture B 1AHG10

Year 12
Agricultural and Horticultural Science 2AHC20
Agricultural and Horticultural Management 2AHM20
<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></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 A 9HECA
- Physical Education A 9PEDA
- Outdoor Education 0OEDA

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

Year 11
- Food & Hospitality 1FOH10
- Physical Education A 1PHE10
- Physical Education B 1PHE10

Year 12
- Food & Hospitality 2FOH20
- Physical Education 2PHE20
- Recreation PE 1PEH10
## Information Technology

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Processing 0IPRA</td>
<td>Information Processing and Publishing 1IPR10</td>
<td>Information Processing and Publishing 2IPR20</td>
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<td></td>
</tr>
</tbody>
</table>
Performing Arts

Year 8
- Drama 8DRAA
- Music 8MUSA

Year 9
- Drama 9DRAA
- Music 9MUSA

Year 10
- Drama 0DRAA
- Music 0MUS

Year 11
- Drama A 1DRM10
- Drama B 1DRM10
- Music Experience 1MUE10

Year 12
- Drama 2DRM20
- Music 2MUS20

Flow Charts
Flow Charts
Balaklava High School

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Phone: 08 8862 0600
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Email: admin@balakhs.sa.edu.au