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INTRODUCTION

This guide describes the curriculum offered in Years 8 to 12 at Findon High School for 2015. Subject selection at the secondary level is critical in shaping the future for all students. Its influences may determine future pathways and links between school, further study and the world of work. The information has been prepared to assist students and parents in considering the range of course options available to students at Findon High School.

The curriculum at Findon High School is rigorously aligned with both state and national expectations for schools. In order to meet these expectations and support all students in the transition to Australian Curriculum, a number of specific programmes are being tailored to meet the particular needs of our school community and the expressed needs of students and parents. The Australian Curriculum will gradually replace the South Australian Curriculum, Standards and Accountability Framework as the mandated curriculum. (Refer to page 6). The South Australian Teaching for Effective Learning Framework (TfEL) will support the implementation of the Australian Curriculum through a focus on pedagogy in the design of learning and teaching programs responsive to the needs of all learners.

Currently the South Australian Certificate of Education (SACE) continues to be the mandated curriculum in the senior years, but will gradually transition to align with the Australian Curriculum by 2016.

In keeping with the Melbourne Declaration on Educational Goals for Young Australians (2008), we aim to promote and to lead world’s best practice for curriculum delivery and assessment and improve the educational outcomes for all students. We want our students to graduate with 21st Century skills in order to succeed in work and life.
**WHAT IS THE AUSTRALIAN CURRICULUM?**

The Australian Curriculum sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

In 2008, the Australian education ministers agreed that a national curriculum would play a key role in delivering quality education and committed to the development of a Foundation to Year 12 national curriculum.

The Australian Curriculum initially developed for the areas of English, Mathematics, Science and History, has been followed by Geography, the Arts and Languages and the remaining learning areas focusing on Economics and Business, Civics and Citizenship, Health and Physical Education, Technologies (Design and Digital Technologies) were completed in 2015.

**WHY HAVE AN AUSTRALIAN CURRICULUM?**

An Australian Curriculum in the 21st century needs to acknowledge the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future. Education plays a critical role in shaping the lives of the nation’s citizens and to maintaining Australia’s productivity and quality of life. To play this role effectively, the intellectual, personal, social and educational needs of young Australians must be addressed at a time when ideas about the goals of education are changing and will continue to evolve.

Australia’s education ministers have identified contemporary views of education over the period 1989-2008 and documented those most recently in the 2008 Melbourne Declaration on Educational Goals for Young Australians. The Melbourne Declaration commits to supporting all young Australians to become successful learners, confident and creative individuals and active and informed citizens and promotes equity and excellence in education.
Developing an Australian Curriculum means that:

1. School and curriculum authorities can collaborate to ensure high quality teaching and learning materials are available for all schools.
2. Greater attention can be devoted to equipping young Australians with the skills, knowledge and capabilities necessary to enable them to effectively engage with and prosper in society, compete in a globalised world and thrive in the information-rich workplaces of the future.
3. There will be greater consistency for the country’s increasingly mobile student and teacher population.

WHAT DOES THE AUSTRALIAN CURRICULUM INVOLVE?

The Melbourne Declaration emphasised the importance of the knowledge, skills and understanding of various learning areas. To support the acquisition of new learning, the inclusion of general capabilities and cross-curricular capabilities are embedded in the Australian Curriculum design.

The General Capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.
Cross-curriculum Priorities

There are three Cross-curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Further information about the Australian Curriculum can be found by accessing the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Curriculum Overview

In Year 8 all students study the same subjects. In Year 9 there is a core of compulsory subjects: English, Mathematics, Science, Home Economics, Humanities and Social Sciences (Geography, History, Civics and Citizenship, Economics and Business) and Physical Education. At Year 10 the core compulsory subjects of English, Mathematics, Science, History and Physical Education remain. As students progress through their schooling they select an increasing number of choice subjects to ensure that they experience all areas of the curriculum.

Details of the compulsory subjects and choice subjects at each year level and an indication of how the subjects flow through the year levels is shown in our curriculum overview map, shown overleaf. Students can use this page to pencil in a possible course from Years 8 to 10 and at Stages 1 and 2 (Years 11 and 12) to help plan their choices for their future.

Throughout this booklet reference will be made to a “unit” which is a one semester subject at Years 8-10. In Stages 1 and 2 reference will be made to a “10 credits subject”. A “10 credits subject” is a one semester. Similarly a “20 credits subject” is a full year subject found and the majority of Stage 2 subjects fall into this category.

The school codes used for units in Years 8 to 10 have five characters and for Stages 1 and 2 have six characters to indicate the Year Level, the Learning Area and Semester.

For example
9ART1 and 9ART2 are two different units of Year 9 Art that are typically scheduled in Semesters One and Two respectively.
If only one unit of a particular subject is offered e.g. 8TST1, then it may be scheduled in Semester One or Two or both.
1BIG10 is a one semester, 10 credits unit of Biology at Stage 1.
The diagram illustrates the curriculum for Years 8, 9, 10, Stage 1, and Stage 2. It shows the compulsory full-year subjects in Science and the choice subjects in Creative Arts.

**Science Curriculum**:
- **Year 8**: Science
- **Year 9**: Science
- **Year 10**: Science
- **Stage 1**: Physics, Chemistry, Biology
- **Stage 2**: Physics, Chemistry, Biology, Psychology

**Creative Arts Curriculum**:
- **Year 8**: Art, Music
- **Year 9**: Art, Design, Music
- **Year 10**: Art, Design, Music
- **Stage 1**: Visual Art - Art, Visual Art - Design
- **Stage 2**: Visual Art - Design

- **Compulsory**: Full year
- **Choose one**: Semester each from the options

This diagram provides a clear overview of the subjects offered at each stage of the curriculum.
THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

A goal for all students is to complete their secondary education. In South Australia this means completing the SACE certificate which gives credit for work studied in the senior years of schooling. Details about this certificate follow.

The SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete their senior secondary education. Students from both government and non-government schools are eligible for the SACE, which is administered by the SACE Board of South Australia. Students studying for the SACE undertake a balanced course of subjects usually over two years - Stage 1 (Year 11) and Stage 2 (Year 12) starting however, with the PLP in Year 10.

Students who successfully complete the requirements of the SACE will receive a certificate that shows that they have formally completed secondary schooling. Students may take more than two years to gain the SACE. There is no time limit, only as long as it takes to complete 200 credits of study, some of which are compulsory.

Levels of Achievement in SACE subjects

SACE subjects are assessed by means of Performance Standards and the grades A, B, C, D, E, and N are assigned at Stage 1 and A+, A, A-..... E+, E, E-; I apply at Stage 2.

A, B & C indicate a “passing grade” while D and E do not

N indicates no work has been submitted or E grade has not been achieved at Stage 1.

I indicates insufficient information for a grade to awarded or E grade has not been achieved at Stage 2

Literacy and Numeracy

The SACE has compulsory literacy and numeracy requirements.

- Literacy – 20 credits from a range of English subjects at Stage 1 or Stage 2
• Numeracy – 10 credits from a range of Mathematics subjects at Stage 1 or Stage 2.

At Stage 1, students must achieve a C grade or better to achieve their SACE.

At Stage 2, the students must achieve a C- grade or better.

A minimum C grade in 20 credits of these Board-accredited subjects will meet the literacy requirement:

- English (Stage 1)
- English as a Second Language (Stage 1)
- English Pathways (Stage 1)
- Literacy for Work and Community Life (Stage 1)
- Any Stage 2 English subject.

A minimum C grade in 10 credits of these Board-accredited subjects will meet the numeracy requirement:

- Mathematical Studies (Stage 1)
- Mathematical Applications (Stage 1)
- Mathematics Pathways (Stage 1)
- Numeracy for Work and Community Life (Stage 1)
- Any Stage 2 Mathematics subject.

The SACE Board has endorsed the Australian Core Skills Framework level 3 descriptions in reading, writing and numeracy as reference points for the SACE literacy and numeracy benchmarks.

The SACE Board will moderate Stage 1 English and Mathematics subjects to confirm each school's use of the performance standards before students receive their final grades in the subject.
How can I qualify for the SACE?

There are a number of compulsory areas of study in the SACE and students must achieve a passing grade, ie C or better, in these subjects in order to receive their SACE.

These are:

- 10 credits of the Personal Learning Plan (mostly studied at Year 10)
- 20 credits of literacy (achieved at either Year 11 or 12)
- 10 credits of numeracy (achieved at either Year 11 or 12)
- 10 credits of the Research Project (studied in Year 11 or 12)
- 60 credits (3 full year subjects) at Stage 2 or approved VET
- 90 credits from either Stage 1 or Stage 2

Students must complete 200 credits in order to receive their SACE.
The SACE Requirements

There are two stages of the SACE:

- Stage 1, which usually begins in Year 10, with students studying the Personal Learning Plan, and continues through Year 11.
- Stage 2, which is usually undertaken in Year 12.

Each subject or course that is 'successfully' completed earns 'credits' towards the SACE. Students receive a final grade from A to E for each Stage 1 subject and A+ to E- for Stage 2 subjects.

To qualify for the SACE students must:

- complete a minimum of 200 credits
- achieve a C grade or higher in the Stage 1 compulsory subjects
- achieve a C- or higher in the Stage 2 compulsory subjects.

The compulsory requirements are:

- Personal Learning Plan – 10 credits at Stage 1
- literacy – at least 20 credits from a range of English subjects (Stage 1 or Stage 2)
- numeracy – at least 10 credits from a range of mathematics subjects (Stage 1 or Stage 2)
- Research Project – 10 credits at Stage 2
- other Stage 2 subjects – that total at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning) of a student's choice.
Assessment Plans

Detailed assessment plans will be given to all SACE students by their subject teachers at the beginning of each course of study. The assessment section gives a broad outline only of assessment expectations.

Submission of Work Policy

The SACE Board requires all schools to follow a common assessment policy for students doing the SACE. The SACE Board requires “that assignments or work requirements not presented at the expiration of deadlines must be awarded a zero (0) or “Not completed” for summative student achievement record purposes”. Findon High School staff will therefore set deadlines for summative work. Deadlines can be re-negotiated with teachers, but only where there is a genuine reason, and before the due date for that assessment item.

Homework

Success in study at school is strongly supported by hard work, and this includes regular homework. Although time spent on homework will vary depending on how successful students want to be, students in Years 11 and 12 should do 2-3 hours per night for five days of each week. Homework includes preparation, completing work, practising skills, revision and assignment work over a period of time.

SACE Board Online

SACE students in Years 11 and 12 (and younger students planning for their SACE years) can find vital information and download useful documents from the SACE Board web site. The site is for students and their families as well as the school. www.sace.sa.edu.au

Recognition of Community Learning

Students may also gain SACE units from their learning which is a result of following a structured, accredited, community-developed program and/or the result of following a personal learning program which is considered to be “community learning” and/or from completing Vocational Education & Training course and/or School Based Apprenticeships. Students will be informed via the SACE coordinator. This learning must be the equivalent of the learning expressed in SACE Board accredited subjects.
## SACE Planner

**Personal Learning Plan - 10 credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>10</th>
</tr>
</thead>
</table>

**Literacy - 20 credits**
Choose from a range of English subjects or courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subtotal</th>
<th>10</th>
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</thead>
</table>

**Numeracy - 10 credits**
Choose from a range of mathematics subjects or courses

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
</table>

**Stage 2 subjects or courses - 60 credits**
Choose from a range of Stage 2 subjects and courses

<table>
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<tr>
<th>Credits</th>
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</tr>
</thead>
</table>

**Research Project - 10 credits**

<table>
<thead>
<tr>
<th>Credits</th>
<th>10</th>
</tr>
</thead>
</table>

**Additional choices - 90 credits**
Choose from a range of Stage 1 and Stage 2 subjects and courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subtotal</th>
<th>70</th>
</tr>
</thead>
</table>

**To gain the SACE, you must earn 200 credits**

- Compulsory Stage 1
- Compulsory Stage 1 and/or Stage 2
- Compulsory Stage 2
- Choice of subjects and/or courses (Stage 1 and/or 2)

Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.

Students must achieve a grade or equivalent for subjects and/or courses selected.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subtotal</th>
<th>Total</th>
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<tr>
<td></td>
<td>90</td>
<td>200</td>
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</table>
VET in SACE

What is VET?
VET stands for Vocational Education and Training. The SACE Board has a policy called “Recognition of VET Outcomes Towards SACE”. This policy provides students with the opportunity to undertake VET as part of the South Australian Certificate of Education (SACE). It also acts as a bridge for students between school and gaining further qualifications in the tertiary sector or in work.

How Can VET help students?
Under the policy, students can:

- Explore vocational pathways
- Acquire industry-specific competencies
- Undertake a School Based Apprenticeship or traineeship within a broad general education
- Successful achievement in these areas will count towards the SACE.

What does “Embedded” mean?
Under the policy, schools can embed (or integrate) VET, which means that aspects of VET form part of a SACE subject. Therefore, SACE subjects can be designed with more focus on vocational and training pathways for students.

Different schools offer a variety of embedded VET. The variety and number of VET units of competency offered varies from school to school.

How does VET contribute to the SACE in its own right?
VET can be undertaken both within and outside of school through training programs that are based on nationally endorsed training packages. These training packages incorporate national...
competency standards and are endorsed within the Australian Quality Training Framework. The variety of units of competency offered is tailored to meet individual needs.

The school is best able to help students understand how this process operates, and will be able to form links with the appropriate registered training organisations.

Students completing VET independently of their SACE studies can be granted status for credits in the SACE. For every 70 hours of VET that students successfully complete, status for 10 SACE credits will be granted. In most cases Certificate 11 courses will gain credit at SACE Stage 1 level while Certificate 111 courses gain SACE Stage 2 credits.

To claim status in the SACE, students must provide the school with documents from their registered training organisation to show that they have successfully completed the VET they have undertaken. An application for status form is available from the school’s SACE coordinator.

The SACE Board will recognise successful completion of VET within the Australian Quality Training Framework as contributing towards the SACE.
Attention Year 9, 10 and 11 students

Please read for information about Regional VET (Vocational Education and Training) Programs and School-Based Apprenticeships in 2017

TRADE SCHOOLS FOR THE FUTURE, WESTERN ADELAIDE

Trade Schools for the Future, Western Adelaide, is a group of Department for Education and Child Development (DECD) secondary schools in Western Adelaide who work collaboratively to provide students with access to vocational learning across a wide range of industry areas, as part of the Western Adelaide Secondary Schools Network (WASSN).

Students are able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications through Vocational Education and Training (VET) programs and School-Based Apprenticeships.

Apprenticeship Brokers work with students from each school and link students to training, traineeships and apprenticeships, including School-Based Apprenticeships and employment opportunities. Schools in the region also host a wide range of regional Vocational Education and Training (VET) programs to provide students with increased pathway options.

REGIONAL VET PROGRAMS

What is Vocational Education and Training (VET)?

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

What are Western Adelaide Regional VET Programs?

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

Further on is information about Regional VET Programs being offered for 2017 (divided into industry areas). More detailed information about each program is also available on our website (www.wats.sa.edu.au), under ‘Regional VET
Programs’. Brochures will also be distributed to schools at the beginning of term 3 (for year 9, 10 and 11 students).

Please see your VET Leader to get a copy of this brochure.

**What are the benefits of choosing VET?**

Some of the benefits are:

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

**How will doing a VET Program contribute to my SACE?**

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

**Will I have to pay to participate in a Regional VET Program?**

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

**How will I travel to my VET program?**

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

**Will doing a VET program affect my other subjects?**

Some students may miss lessons for other subjects while at their VET program. This means that they will need to be well organised and prepared to negotiate subject learning requirements by working closely with their subject teachers and VET Leader.

**What other SACE subjects could I study that are relevant to my VET program?**

One SACE Stage 1 and 2 subject that is highly recommended for VET students is **Workplace Practices**, as this can be related to your VET program. In this subject, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning. Students can undertake VET and workplace learning as part of
this subject. See your school’s Curriculum Handbook for other subjects that your school offers that may relate to your chosen VET program.

Will I need to do some workplace learning as part of my VET program?

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

The Department for Education and Child Development (DECD) provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:

- Work Health and Safety (WHS)
- Insurance arrangements and implications
- Equal opportunity and harassment in the workplace
- Child protection
- Specific requirements of the workplace provider.

Before participating in workplace learning, you will also need to complete a Workplace Learning Agreement Form from your Home School, and ensure that it is signed by all parties (student, parent/caregiver, work placement provider and Home School Principal). Please see your VET Leader for a copy of your school’s Workplace Learning Agreement Form.

How can I find out more about a Regional VET Program (Course Open Days)?

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

What Regional VET Programs can I enrol in for 2016?

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

Who can I speak to about a Regional VET Program?

Please contact your VET Leader for more information.
How do I apply for a Regional VET Program?

Step 1: Read the information about each program in the table following (also available in the brochure distributed to your school).

Step 2: Read the detailed Program Information for the program/s you are interested in and encourage your parents/caregivers to read this too. This information is available for each program on our website (www.wats.sa.edu.au) under ‘Regional VET Programs’.

Step 3: Fill out the Student Application Form and hand it to your VET Leader by Friday week 8, term 3 (11 September, 2015). See your VET Leader for a copy of this form, or download it from www.wats.sa.edu.au.

Step 4: You will be provided with more information about the program from the Host School/Organisation, including the particular selection and enrolment procedures, which may include an interview. Selection for entry to regional programs will be based on the following principles:

- Demonstrated capacity for independent learning and meeting the requirements of the program.
- Identified relevant interest and/or experience in the program.

Step 5: Applicants will be advised of the enrolment outcome early in term 4.

Step 6: Applicants may need some further subject counselling at their Home School to ensure that their VET program is included in their SACE and timetable.

SCHOOL-BASED APPRENTICESHIPS

What is an Australian School-Based Apprenticeship (ASBA)?

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

What are the benefits of undertaking a School Based Apprenticeship or Traineeship?

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

Does an Australian School-Based Apprentice get paid?

Yes! The relevant industry Award covers most School-Based Apprenticeships. Students are paid for the time spent in the workplace.
How long does an Australian School-Based Apprenticeship take to complete?

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

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

What are Apprenticeship Brokers?

Apprenticeship Brokers are employed by the Department of Education for Child Development (DECD) as part of the Trade Schools for the Future strategy. Their role is to facilitate School-Based Apprenticeships between students, parents/caregivers, employers, schools, and Registered Training Organisations. This involves negotiation of work day(s) or hours at work and a review of students’ individual learning plans for SACE completion. In Western Adelaide, we have two Apprenticeship Brokers (Vicki Bryant and Chris Houltby) who work closely with students, school staff, and parents/caregivers to connect students with employers to establish School-Based Apprenticeships.

How can I meet with an Apprenticeship Broker?

Year 10, 11, or 12 students from public schools in the Western Adelaide Trade Schools for the Future cluster (and their parents/caregivers) can arrange a meeting with an Apprenticeship Broker. There are programmed dates and times that interviews at each school are available. Students can contact their school’s VET Leader to arrange a meeting.

Where can I find out more information?

For more information about School-Based Apprenticeships, please go to www.wats.sa.edu.au. Your Home School VET Leader will also be able to give you more information.
WESTERN ADELAIDE REGIONAL VET PROGRAMS 2017

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

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
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</tr>
<tr>
<td>Automotive Cert I</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Underdale High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>07:30-12:00</td>
<td>20</td>
<td>Monday 19 September, 1:30-5:30 pm <a href="mailto:Rob.Portsch716@schools.sa.edu.au">Rob.Portsch716@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Automotive Cert II</td>
<td>Certificate II in Automotive Servicing Technology</td>
<td>Underdale High School</td>
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<td>07:30-10:30, 12:00-15:15</td>
<td>55</td>
<td>Monday 19 September, 1:30-5:30 pm <a href="mailto:Rob.Portsch716@schools.sa.edu.au">Rob.Portsch716@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Crash Repair</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Woodville High School</td>
<td>The MTA Group Training Scheme 2293</td>
<td>One semester (semester 2)</td>
<td>Monday</td>
<td>08:30-15:10</td>
<td>20</td>
<td>Monday 29 August, 11:10 am-12:10 pm <a href="mailto:Jonathan.Mitroussis806@schools.sa.edu.au">Jonathan.Mitroussis806@schools.sa.edu.au</a></td>
</tr>
<tr>
<td><strong>BUSINESS SERVICES</strong></td>
<td></td>
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</tr>
<tr>
<td>Business (Logistics Stream) - 'Making Smart Moves'</td>
<td>Certificate III in Business</td>
<td>Ocean View College B-12</td>
<td>Maxima Training Services 0569</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:30</td>
<td>70</td>
<td>Friday 26 August, 10:00 am-12:00 pm <a href="mailto:Shelley.Hamiltoncqo@schools.sa.edu.au">Shelley.Hamiltoncqo@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Micro Business Operations</td>
<td>Certificate III in Micro Business Operations</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15 plus online</td>
<td>50</td>
<td>NA</td>
</tr>
<tr>
<td>Simulated Business</td>
<td>Certificate II in Business</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15</td>
<td>50</td>
<td>Friday 12 August, 9:30-10:30 am <a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or call Tina on 8159 3100</td>
</tr>
<tr>
<td><strong>CONSERVATION AND HORTICULTURE</strong></td>
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</tr>
<tr>
<td>Conservation and Land Management</td>
<td>Certificate II in Conservation and Land Management</td>
<td>Portside Christian College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:30-15:30</td>
<td>65</td>
<td>Tuesday 30 August, 3:00-5:30 pm <a href="mailto:dianne.pollard@portside.sa.edu.au">dianne.pollard@portside.sa.edu.au</a></td>
</tr>
<tr>
<td>Horticulture</td>
<td>Certificate II in Horticulture</td>
<td>Woodville High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:00</td>
<td>60</td>
<td>Monday 22 August, 9:30-10:30 am <a href="mailto:Jonathan.Mitroussis606@schools.sa.edu.au">Jonathan.Mitroussis606@schools.sa.edu.au</a></td>
</tr>
<tr>
<td><strong>CONSTRUCTION</strong></td>
<td></td>
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<tr>
<td>Building and Construction D2C (Multi Trade)</td>
<td>Certificate II in Construction Pathways</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday, Tuesday, Wednesday or Thursday</td>
<td>08:40-15:00</td>
<td>55</td>
<td>Tuesday 9 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Building and Construction D2C Plus (Bricklaying Stream)</td>
<td>Certificate III in Bricklaying/Blocklaying (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:40-15:00</td>
<td>40</td>
<td>Thursday 11 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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<tr>
<td>Building and Construction D2C Plus (Carpentry Stream)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Thursday or Friday</td>
<td>08:40-15:00</td>
<td>40 Stage 2</td>
<td>Thursday 11 August, 10:00 am to 4:00 pm</td>
</tr>
<tr>
<td>Building and Construction D2C (Plumbing Stream)</td>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>55 Stage 1</td>
<td>Thursday 11 August, 10:00 am to 4:00 pm</td>
</tr>
<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>40 Stage 1</td>
<td>Monday 29 August, 9:00 am to 2:30 pm</td>
</tr>
<tr>
<td>Doorways 2 Construction Complete Construction</td>
<td>Certificate I in Construction</td>
<td>Ocean View College B-12</td>
<td>ATEC</td>
<td>One year</td>
<td>Monday</td>
<td>07:00-15:00</td>
<td>40 Stage 1</td>
<td>Monday 22 August, 9:00-10:40 am</td>
</tr>
<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>Master Builders Association 0646</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15</td>
<td>40 Stage 1</td>
<td>Thursday 11 August, 1:30-2:30 pm</td>
</tr>
<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Woodville High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Friday</td>
<td>08:15-15:00</td>
<td>40 Stage 1</td>
<td>Monday 29 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Doorways 2 Construction Plus (Carpentry)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Ocean View College B-12</td>
<td>ATEC</td>
<td>One year</td>
<td>Monday</td>
<td>07:00-15:00</td>
<td>NA Stage 2</td>
<td>Thursday 25 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Doorways 2 Construction Plus (Carpentry)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Thebarton Senior College</td>
<td>ATEC</td>
<td>One year</td>
<td>Monday</td>
<td>08:45-15:15</td>
<td>40 Stage 2</td>
<td>Thursday 25 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Doorways 2 Construction Plus (Carpentry)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Woodville High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Monday</td>
<td>08:15-15:00</td>
<td>40 Stage 2</td>
<td>Monday 29 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Furnishing</td>
<td>Certificate I in Furnishing</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>35 Stage 1</td>
<td>Wednesday 31 August, 9:00-11:00 am</td>
</tr>
<tr>
<td>Introduction to Building and Construction</td>
<td>Certificate I in Construction (partial certificate)</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
<td>Friday fortnightly</td>
<td>08:40-15:00</td>
<td>10 Stage 1</td>
<td>NA Stage 1</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Certificate I in Construction</td>
<td>Seaton High School</td>
<td>Master Plumbers Association 40070</td>
<td>One semester (semester 2)</td>
<td>Thursday</td>
<td>08:30-16:30</td>
<td>40 Stage 1</td>
<td>Thursday 25 August, 12:00-3:30 pm</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>Training Prospects 40053</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:15</td>
<td>40 Stage 1</td>
<td>Thursday 25 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Plumbing Plus</td>
<td>Certificate III in Roof Plumbing (partial certificate)</td>
<td>Seaton High School</td>
<td>Master Plumbers Association 40070</td>
<td>Terms 1, 2 &amp; 3</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>30 Stage 2</td>
<td>Thursday 25 August, 12:00-3:30 pm</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Certificate I in Electrotechnology Skills</td>
<td>Seaton High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Thursday</td>
<td>08:45-16:30</td>
<td>25 Stage 1</td>
<td>Thursday 25 August, 12:00-3:30 pm</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Certificate I in Electrotechnology Skills</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>25 Stage 1</td>
<td>Wednesday 31 August, 9:00-10:45 am</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>Certificate II in Electronics</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>45 Stage 2</td>
<td>Friday 2 September, 9:00-10:45 am</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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<tr>
<td>Electrotechnology Cert II (to be offered in 2018 – not available in 2017)</td>
<td>Certificate II in Electronics</td>
<td>Seaton High School</td>
<td>TBA</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-16:30</td>
<td>45 Stage 2</td>
<td>NA</td>
</tr>
<tr>
<td>Engineering Academy Year 1</td>
<td>Certificate II in Engineering Production Technology</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Two years</td>
<td>Tuesday</td>
<td>08:40-15:00</td>
<td>40 Stage 1</td>
<td>Tuesday 9 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Engineering Academy Year 2</td>
<td>Certificate II in Engineering Production Technology</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Two years</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>20 Stage 2 40 Stage 1</td>
<td>Thursday 11 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Engineering Trades Training</td>
<td>Certificate I in Engineering</td>
<td>Le Fevre High School</td>
<td>TAFE SA 41026</td>
<td>One semester</td>
<td>Wednesday</td>
<td>08:00-16:00</td>
<td>35 Stage 1</td>
<td>Wednesday 31 August, 3:00-3:30 pm <a href="mailto:Andrea.Westoy2@schools.sa.edu.au">Andrea.Westoy2@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Introduction to Engineering</td>
<td>Certificate II in Engineering (partial certificate)</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
<td>Friday fortnightly</td>
<td>08:40-15:00</td>
<td>15 Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Metal and Engineering</td>
<td>Certificate I in Engineering</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45 13:30-15:10</td>
<td>35 Stage 1</td>
<td>Wednesday 31 August, 9:00-10:45 am <a href="mailto:russell.watkin@henleyhs.sa.edu.au">russell.watkin@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>Metal Trade Skills</td>
<td>Certificate II in Engineering</td>
<td>Thebarton Senior College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday</td>
<td>08:45-15:15</td>
<td>45 Stage 1</td>
<td>Thursday 11 August, 1:30-2:30 pm <a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or call Tina on 8159 3100</td>
</tr>
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</table>

**HAIR AND BEAUTY**

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Beauty Services</td>
<td>Certificate III in Beauty Services (partial certificate)</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (30 weeks)</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>35 Stage 2</td>
<td>Thursday 11 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Advanced Hairdressing</td>
<td>Certificate III in Hairdressing (partial certificate)</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (26 weeks)</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>25 Stage 2</td>
<td>Tuesday 9 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Hairdressing</td>
<td>Certificate II in Salon Assistant</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (30 weeks)</td>
<td>Tuesday or Wednesday</td>
<td>08:40-15:00</td>
<td>50 Stage 1</td>
<td>Tuesday 9 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
</tr>
<tr>
<td>Introduction to Hairdressing and Beauty Services</td>
<td>Certificate II in Retail Cosmetics (partial certificate)</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
<td>Friday fortnightly</td>
<td>08:40-15:00</td>
<td>10 Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Retail and Beauty Services</td>
<td>Certificate II in Retail Cosmetics</td>
<td>Mount Carmel Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Terms 1, 2 &amp; 3 (25 weeks)</td>
<td>Monday</td>
<td>08:40-15:00</td>
<td>55 Stage 1</td>
<td>Thursday 11 August, 10:00 am-4:00 pm <a href="mailto:janine.bonello@mcc.catholic.edu.au">janine.bonello@mcc.catholic.edu.au</a></td>
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</tbody>
</table>

**HEALTH AND COMMUNITY SERVICES**

<table>
<thead>
<tr>
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<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged and Disability Care</td>
<td>Certificate III in Individual Support (Ageing and Disability)</td>
<td>Findon High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Wednesday</td>
<td>09:00-15:15</td>
<td>100 Stage 2</td>
<td>Friday 2 September, 10:00 am-12:00 pm <a href="mailto:Cheryl.Mcgill641@schools.sa.edu.au">Cheryl.Mcgill641@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Child, Aged and Disability Care</td>
<td>Certificate II in Community Services</td>
<td>Findon High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:15</td>
<td>45 Stage 1</td>
<td>Friday 2 September, 10:00 am-12:00 pm <a href="mailto:Cheryl.Mcgill641@schools.sa.edu.au">Cheryl.Mcgill641@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>07:45-11:00</td>
<td>40 Stage 1</td>
<td>Friday 9 September, 9:00-10:45 am <a href="mailto:tash.farrier@henleyhs.sa.edu.au">tash.farrier@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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</tr>
<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Woodville High School</td>
<td>TAFE SA 40026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:30</td>
<td>40</td>
<td>Friday 2 September, 12:00-1:00 pm <a href="mailto:Jonathan.Mitroussis806@schools.sa.edu.au">Jonathan.Mitroussis806@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Early Childhood Education and Care</td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>Portside Christian College</td>
<td>Elite Children's Services 40359</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:30-15:30</td>
<td>115</td>
<td>Tuesday 30 August, 3:00-5:30 pm <a href="mailto:dianne.pollard@portside.sa.edu.au">dianne.pollard@portside.sa.edu.au</a></td>
</tr>
<tr>
<td>Health Services Assistance</td>
<td>Certificate III in Health Services Assistance</td>
<td>Portside Christian College</td>
<td>TAFE SA 40026</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:30-15:30</td>
<td>70</td>
<td>Tuesday 30 August, 3:00-5:30 pm <a href="mailto:dianne.pollard@portside.sa.edu.au">dianne.pollard@portside.sa.edu.au</a></td>
</tr>
<tr>
<td>Health Services Assistance Year 1</td>
<td>Certificate III in Health Services Assistance</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre 40064</td>
<td>18 months</td>
<td>Friday</td>
<td>09:00-15:30</td>
<td>50</td>
<td>Friday 2 September, 9:30-10:30 am <a href="mailto:Jonathan.Mitroussis806@schools.sa.edu.au">Jonathan.Mitroussis806@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Health Services Assistance Year 2</td>
<td>Certificate III in Health Services Assistance</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre 40064</td>
<td>18 months</td>
<td>Friday (semester 1 only)</td>
<td>09:00-15:30</td>
<td>30</td>
<td>Stage 2</td>
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<tr>
<td>Health Services Year 1</td>
<td>Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance</td>
<td>William Light R-12 School</td>
<td>TAFE SA 40026</td>
<td>18 months</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Health Services Year 2</td>
<td>Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance</td>
<td>William Light R-12 School</td>
<td>TAFE SA 40026</td>
<td>Wednesday (t1 wk 2-11, t2 wk 2)</td>
<td>09:00-15:00</td>
<td>30</td>
<td>Stage 2</td>
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<table>
<thead>
<tr>
<th>HOSPITALITY</th>
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<tbody>
<tr>
<td>Food Processing</td>
<td>Certificate II in Food Processing (partial certificate)</td>
<td>Thebarton Senior College</td>
<td>TAFE SA 40026</td>
<td>One year</td>
<td>Wednesday</td>
<td>11:00-17:00</td>
<td>30</td>
<td>Stage 2</td>
</tr>
<tr>
<td>Hospitality - Chef Skills and Cookery</td>
<td>Certificate II in Kitchen Operations</td>
<td>Nazareth Catholic College Rosewater TTC</td>
<td>TAFE SA 40026</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Hospitality (Food &amp; Beverage)</td>
<td>Certificate II in Hospitality</td>
<td>Henley High School</td>
<td>TAFE SA 40026</td>
<td>One year</td>
<td>Friday</td>
<td>13:00-16:30</td>
<td>35</td>
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</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>St George College</td>
<td>Career Employment Group Inc 40138</td>
<td>One semester (Semester 1 and 2)</td>
<td>Thursday</td>
<td>08:30-15:00</td>
<td>55</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>Woodville High School</td>
<td>TBA</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Hospitality Cert I (Aboriginal students)</td>
<td>Certificate I in Hospitality</td>
<td>Warriappendi School</td>
<td>TAUODNI College</td>
<td>One semester (semester 1 and 2)</td>
<td>Wednesday</td>
<td>08:30-14:30</td>
<td>15</td>
<td>Stage 1</td>
</tr>
<tr>
<td>Hospitality Cert II (Aboriginal students)</td>
<td>Certificate II in Hospitality</td>
<td>Warriappendi School</td>
<td>TAUODNI College</td>
<td>One semester (semester 2)</td>
<td>Wednesday</td>
<td>08:30-14:30</td>
<td>40</td>
<td>Stage 1</td>
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*please RSVP one week before advertised date*
<table>
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<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION*</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitality Cert III (Aboriginal students)</td>
<td>Certificate III in Catering Operations</td>
<td>Warriappendi School</td>
<td>Taondi College</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>70</td>
<td>Stage 2</td>
<td>Friday 2 September, 1:00-4:00 pm</td>
</tr>
<tr>
<td>Game Design Foundations Year 1</td>
<td>Certificate III in Media</td>
<td>Ocean View College B-12</td>
<td>Academy of Interactive Entertainment</td>
<td>Two years</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>25</td>
<td>Stage 2</td>
<td>Monday 22 August, 9:00-10:40 am</td>
</tr>
<tr>
<td>Game Design Foundations Year 2</td>
<td>Certificate III in Media</td>
<td>Ocean View College B-12</td>
<td>Academy of Interactive Entertainment</td>
<td>Two years</td>
<td>Monday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Stage 2</td>
<td>NA</td>
</tr>
<tr>
<td>Information, Digital Media and Technology</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Henley High School</td>
<td>TAFE SA 44026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>60</td>
<td>Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Information Technology Cert II</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>NA (online)</td>
<td>NA (online)</td>
<td>70</td>
<td>Stage 1</td>
<td>Friday 12 August, 9:30-10:30 am</td>
</tr>
<tr>
<td>Information Technology Cert III</td>
<td>Certificate III in Information, Digital Media and Technology</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Wednesday (plus online)</td>
<td>16:00-19:00</td>
<td>70</td>
<td>Stage 2</td>
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<tr>
<td>Music Technical Production Year 1</td>
<td>Certificate III in Technical Production</td>
<td>Henley High School</td>
<td>Australian Centre for Advanced Studies 50392</td>
<td>Two years</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>20</td>
<td>Stage 2</td>
<td>Friday 2 September, 1:25-3:30 pm</td>
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<tr>
<td>Music Technical Production Year 2</td>
<td>Certificate III in Technical Production</td>
<td>Henley High School</td>
<td>Australian Centre for Advanced Studies 50392</td>
<td>Two years</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>20</td>
<td>Stage 2</td>
<td>NA</td>
</tr>
<tr>
<td>Maritime Industry Pathway</td>
<td>Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal)</td>
<td>Le Fevre High School</td>
<td>Australian Maritime and Fisheries Academy 6049</td>
<td>4 x weekly blocks</td>
<td>Last week of terms 1, 2 &amp; 3, and first week of term 4</td>
<td>08:30-16:00</td>
<td>60</td>
<td>Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Fitness</td>
<td>Certificate III in Fitness</td>
<td>Henley High School</td>
<td>Sport SA 2280</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>100</td>
<td>Stage 2</td>
<td>Wednesday 24 August, 9:00-10:00 am</td>
</tr>
<tr>
<td>Fitness</td>
<td>Certificate III in Fitness</td>
<td>Ocean View College B-12</td>
<td>TAFE SA 44026</td>
<td>One year</td>
<td>Monday and Wednesday</td>
<td>13:30-15:30</td>
<td>100</td>
<td>Stage 2</td>
<td>Monday 22 August, 1:30-3:30 pm</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Certificate II in Sport and Recreation</td>
<td>Henley High School</td>
<td>Sport SA 2280</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>40</td>
<td>Stage 1</td>
<td>Wednesday 24 August, 9:00-10:00 am</td>
</tr>
<tr>
<td>Sport and Recreation (Soccer focus) Year 1</td>
<td>Certificate II in Sport and Recreation</td>
<td>Underdale High School</td>
<td>Sport SA 2280</td>
<td>Two years</td>
<td>Tuesday and Friday</td>
<td>08:45-10:30</td>
<td>25</td>
<td>Stage 1</td>
<td>By appointment</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY, TIMES AND RSVP INFORMATION</td>
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</tr>
<tr>
<td>Sport and Recreation (Soccer focus) Year 2</td>
<td>Certificate II in Sport and Recreation</td>
<td>Underdale High School</td>
<td>Sport SA 2280</td>
<td>Monday and Thursday</td>
<td>13:30-15:15 08:45-10:30</td>
<td>20 Stage 1</td>
<td>*please RSVP one week before advertised date</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
TERTIARY EDUCATION

Tertiary Entrance Requirements

It is essential that students consult the booklet “TERTIARY ENTRANCE 2016, 2017, 2018” published on behalf of the four universities (now including Charles Darwin University in the Northern Territory) and the institutes of TAFE in South Australia.

This booklet
  • states the entry requirements for students wishing to enter South Australian tertiary courses in the three years - 2016, 2017 and 2018.
  • gives details of SACE Stage 2 (Year 12) subject entry requirements by course for the three universities in South Australia and the Charles Darwin University.
  • gives details of entry requirements and selection criteria for all TAFE courses.

*It is vital students check each individual tertiary course they intend to apply for and select appropriate Stage 2 subjects.*

For entry to tertiary courses offered by the universities and by TAFE, students must apply through the SATAC process. Other entry requirements to these courses must be checked via the SATAC Guides or the booklet “TERTIARY ENTRANCE 2016, 2017, 2018”

TAFE Certificate Courses

It is an advantage to have qualified for the SACE, but it is not always necessary to have done so. There are quotas for most courses and there will often be selection criteria such as knowledge of the industry or a contract of training. The minimum entry requirements for Certificate courses vary.

For details, check the TAFE website ([www.tafe.sa.edu.au](http://www.tafe.sa.edu.au)) for Course Admission Requirements (MER) detailed in every course summary.

Further information can be obtained by contacting the TAFE Information Centre, Shop 4 Da Costa Arcade, 68 Grenfell St. Adelaide, Phone 1800 882 661 or by contacting individual TAFE institutes direct. The website is [www.tafe.sa.edu.au](http://www.tafe.sa.edu.au).
Private Training Providers

Recognised qualifications are available through a number of training organisations (at cost). Generally private providers accept Stage 1 or 2 of SACE. These providers include business colleges and training centres and can be found in the Yellow Pages.

University Entrance Requirements

Selection to university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected. To be eligible for selection into a university course/program you must:

- qualify for the SACE
- obtain a Australian Tertiary Admission Rank (ATAR)
- meet any prerequisite subject requirements for the course/Program

Your competitiveness in relation to other applicants is based on your Australian Tertiary Admission Rank (ATAR) which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your university aggregate.

Your ATAR

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:

- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study at Stage 2 of which 60 credits of study must be 20 credits Tertiary Admissions Subjects (TAS) from a maximum of three attempts which need not be in consecutive years.
- The remaining 30 credits come from ‘flexible options’

See for more details SATAC ([www.satac.edu.au](http://www.satac.edu.au)).
Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. The university aggregate is calculated from the best scaled scores from three 20 credit TAS plus the best outcome from flexible options:

- The scaled score of a 20 credit TAS
- half the score of one or more 20 credit TAS
- the score of a one or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 credit or the maximum of 20 credits.

All stage 2 subjects (except Community Studies and locally developed programs) may now be used for calculation of the ATAR. Whilst there are no grouping restrictions, there may be pre-requisite and / or assumed knowledge requirements for some tertiary courses.

Students and parents are advised to check the SATAC (South Australian Tertiary Admissions Centre) guide or the SATAC website (www.satac.edu.au) for details of pre-requisite requirements, assumed knowledge, precluded combinations of subjects, counting restrictions and further details of application procedures and timelines for TAFE and University entrance.

Tertiary institutions also provide their own information about courses and selection requirements in printed form and via their websites, as well as during open days in term 3.

**Scaling**

All results for SACE subjects contributing to a student’s ATAR are scaled. Scaling is a process which converts students’ subject scores into tertiary admission points in each of their SACE Stage 2 (Year 12) subjects.

SATAC (www.satac.edu.au) has more information on scaling.

**TAFE Entrance Requirements**

Completion of the SACE can meet the Minimum Entry Requirements (MER) for most of TAFE SA’s courses. TAFE also considers a variety of other qualifications in its entry and selection processes, including relevant work experience and portfolios. The MER differs
according to the level of the TAFE course. For full details go to www.tafe.sa.edu.au/selectionguide

**Further Information**

Information can also be gathered from the Internet:

Adelaide University [www.adelaide.edu.au](http://www.adelaide.edu.au)
Australian National Training Authority [www.anta.gov.au](http://www.anta.gov.au)
Flinders University [www.flinders.edu.au](http://www.flinders.edu.au)
Job and Course information [www.myfuture.edu.au](http://www.myfuture.edu.au)
SATAC [www.satac.edu.au](http://www.satac.edu.au)
TAFE [www.tafe.sa.edu.au](http://www.tafe.sa.edu.au)
University of South Australia [www.unisa.edu.au](http://www.unisa.edu.au)
SUBJECT DETAILS

Subjects are taught using the guidelines developed by the Australian National Curriculum. The following pages give details of each subject offered. The subjects are grouped under the headings English, Society & Environment, Mathematics, Science, Arts, Design & Technology, Health & Physical Education and Languages. There is an index of school subject codes at the back of this book.

The Australian Curriculum is being developed initially in the areas of English, mathematics, science and history, followed by geography, the arts and languages and the remaining learning areas focusing on economics and business, civics and citizenship, health and physical education, design and the technologies.

From 2013 secondary schools will plan, teach and assess (A-E) in English, mathematics, science and history at year 8 level

Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject Outlines, which can be accessed from the SACE website. www.sace.sa.edu.au

The General Capabilities
In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

Cross-curriculum Priorities
There are three Cross-curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

Further information about the Australian Curriculum can be found by accessing the Australian Curriculum website: www.australiancurriculum.edu.au
CROSS-CURRICULUM

PERSONAL LEARNING PLAN
YEAR 10

CODE: 1PLP10
SEMESTERS 1

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by: making informed decisions about the subjects they will study in Years 11 and 12, setting goals and considering the strategies necessary to achieve them. The PLP also supports students to investigate possible career options and encourages communication with community members to explore their ideas. The Semester long course culminates in a Panel Interview.

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

RESEARCH PROJECT
STAGE 1

CODE: 1RPP10
SEMESTERS 1
Credits 10

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches, and develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

RESEARCH PROJECT
STAGE 2

CODE: 2RPB10
SEMESTERS 1
Compulsory at Stage 2
Credits 10

The Research Project is a compulsory subject which 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.

There are 2 versions of the Research Project.
Variant A does not contribute to the Australian Tertiary Admissions Rank (ATAR)
Variant B contributes 10 credits towards the ATAR.

Students will be advised further during the counselling process.
COMMUNITY STUDIES

STAGE 1

CODE: 1COM101, 1COM102
SEMESTERS 1 and 2
CREDITS 10 or 20

Advice to Students:
The challenges facing young people in their transition from school to post-school training, education, and employment have increased. As tertiary institutions and employers refine their recruiting procedures in response to the changing labour market, selection panels are seeking a range of skills, competencies, and attributes, developed through community and work-related experiences. The vocational education and training (VET) sector recommends that students should gain competencies that are accepted nationally.

These challenges are compounded as young people explore and refine their personal values and lifestyle choices. It is essential to develop social and life-skills in order to participate effectively in contemporary Australian society.

This course offers students opportunities to meet these demands through the following six fundamental principles of learning:
Incorporating and placing value upon students’ past experiences and present skills;
Involving students in planning and organising the direction and content of their studies;
Involving students in working with others and in teams to extend their learning;
Incorporating the community as a resource for student learning;
Involving students in documenting and reflecting on their learning;
Giving students opportunities to gain knowledge, understanding, skills, and competencies that they can use in life after school.

All students have access to twelve areas of study, which can be adjusted to meet their particular aspirations, needs, and skills. Students are required to work with their teachers to negotiate and develop challenging and achievable assessment contracts. Students will be assessed according to the criteria developed in their assessment contracts, which include substantial community learning activities. There is the opportunity for students’ work to have value in the community and for students’ achievements to be recognised.

In this way all students, including those who are gifted and talented or who have special needs, have access to an inherently inclusive method of learning.

The areas of study offered are of semester length and provide the breadth of curriculum to give students the best possible opportunities.

COMMUNITY STUDIES

STAGE 2

CODE: 2AAY20, 2BAY20, 2CAY20, 2DAY20, 2EAY20, 2FAY20, 2HAY20, 2SAY20, 2TAY20, 2WAY20
SEMESTERS 1 and 2
CREDITS 20

Advice to Students:
There are no prerequisite skills or knowledge for Stage 2 Community Studies, but students are given opportunities to:

- use their school, their local community, and the wider community as primary resources for their learning;
- plan for themselves and take the responsibility of organising their time to achieve their goals;
- document their planning, progress, and learning;
- work with other people and as part of a team to achieve some of their goals.

Students may undertake Community Studies for one or more of the following reasons:

To develop confidence, self-satisfaction, and self-esteem.
To improve their opportunities for post-school training, further education, and employment.
To develop social and life-skills that will help them to participate effectively in society.
To develop the skills, competencies, and attributes needed to undertake post-secondary education successfully.
To pursue their own interests and develop skills for their personal satisfaction.
To develop enterprise and self-sufficiency skills.
To meet the requirements of the SACE through a range of learning styles.

Structure and Organisation:
Each student must develop an assessment contract for Stage 2 Community Studies. Students must work with teachers to negotiate, plan, develop, and write an assessment contract. Students can base assessment contracts on the following twelve areas of study:

- The Arts and the Community
- Business and the Community
- The Community and the Environment
- Design, Construction, and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Language and the Community
- Lifestyles and the Community
- Mathematics and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.
WORKPLACE PRACTICES

STAGE 1

CODE: 11WPS10ILG10
SEMESTERS 1
Credits 10

CONTENT

Stage 1 Workplace Practices has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET.

For both a 10 credit subject and a 20 credit subject, the teaching and learning program must include Industry and Work Knowledge and one of the following options:

- Vocational Learning
- VET
- Vocational Learning and VET.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of industry and work
2. develop and apply relevant work skills
3. identify and investigate processes and issues related to work, industry, and the workplace
4. work independently and with others
5. review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

Structure and Organisation:

The unit aims to identify students’ individual skills and abilities and to set realistic job goals.

Topics studied include:

- Self-awareness and career aptitude
- Workplace issues
- Work skills - resume and application writing, interview techniques
- Work Experience

The course will involve the VET modules, Job Seeking Skills and Job Interviews.

WORKPLACE PRACTICES

STAGE 2

CODE: 11WPS10ILG10
SEMESTERS 1
Credits 20

Prerequisites: 1WPS10

ADVICE TO STUDENTS:

Workplace Practices is a subject that is valuable for all students as they make decisions about their options after secondary schooling. All Work Education programs require students to participate in learning outside the classroom in appropriate work environments or contexts. This subject encourages an understanding of relevant work and vocational learning in its broadest sense, such as part-time paid employment, student business and/or enterprise, structured workplace learning, simulated workplace learning, work-shadowing or observation, volunteering, or care giving. Students will be able to develop relevant work-related skills and plan for further training, education, and/or employment. Work Education programs can be tailored to include training in workplaces or community organisations in which the student is involved, such as casual or part-time employment, the student’s business activities, involvement in community organisations, or their caregiver roles within their families and communities. Students should talk to their teacher about including this experience in their program.

CONTENT

Stage 2 Workplace Practices has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. understand and explain concepts of industry and work
2. analyse the relationships between work-related issues and practices in workplaces
3. demonstrate knowledge of the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues
4. investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally
5. demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context
6. reflect on and evaluate learning experiences in/about the workplace.

www.saceboard.sa.edu.au

Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject Outlines, which can be accessed, from the SACE Board website.
What is English?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.

The aims of English

The Australian Curriculum: English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Content Information

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students’ growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literature
- **Literacy**: expanding the repertoire of English usage.

Strands and Sub Strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

<table>
<thead>
<tr>
<th>Language</th>
<th>Literature</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language variation and change</td>
<td>Literature and context</td>
<td>Texts in context</td>
</tr>
<tr>
<td>Language for interaction</td>
<td>Responding to literature</td>
<td>Interacting with others</td>
</tr>
<tr>
<td>Text structure and organisation</td>
<td>Examining literature</td>
<td>Interpreting, analysing and evaluating</td>
</tr>
<tr>
<td>Expressing and developing ideas</td>
<td>Creating literature</td>
<td>Creating texts</td>
</tr>
<tr>
<td>Sound and letter knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The General Capabilities

In the Australian Curriculum: English, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in English content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

Cross-curriculum Priorities

The Cross-curriculum priorities are embedded in the curriculum and will have a strong presence in Australian Curriculum: English through text selection and through integration into both formative and summative assessment tasks and class discussion.
Should further information about the Australian Curriculum be required, please access the Australian Curriculum Website: www.australiancurriculum.edu.au
Compulsory full year

Stage 1

Essential English (modified)

Stage 2

English

Year 8

English

Year 9

English

Year 10

English

Compulsory full year

ENGLISH CURRICULUM OVERVIEW

With a recommendation

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By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

By the end of Year 8, students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

By the end of Year 9, students have analysed the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

By the end of Year 9, students have analysed the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

By the end of Year 10, students will have evaluated how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

By the end of Year 10, students will have evaluated how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others’ ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

CAPABILITIES

The General Capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

LEARNING REQUIREMENTS

The learning requirements summarise the key knowledge, skills, and understandings that students are expected to develop and demonstrate through their learning in Stage 1 English.

In this subject, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. identify ways in which ideas and perspectives are represented in texts
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections
6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

ASSESSMENT

Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Intertextual Study
ESSENTIAL ENGLISH  STAGE 1

CODE:
SEMESTERS 1 and 2
ALTERNATIVE: EAL and ENGLISH

Prerequisites:

Students will be allocated to Stage 1 English, Stage 1 Essential English or EAL based upon previous results, career interests and teacher recommendations. Two Essential English courses may be offered in 2016, including one modified English course which replaces “Literacy For Work and Community Life and English Pathways.

Advice to students:

Students intending to study Essential English at Year 12 should opt for this course.

Content

Decisions about the content of the teaching and learning program should centre on ways in which students use language to establish and maintain connections with people in different contexts. The program may focus on a single context or a range of contexts for different parts of the program. The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. In planning a teaching and learning program, teachers work with students to support the achievement of their goals.

Capabilities:
The General Capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways. The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding

Learning Requirements:
The learning requirements summarise the key knowledge, skills, and understandings that students are expected to develop and demonstrate through their learning in Stage 1 Essential English.

In this subject, students are expected to:

1. develop communication skills through reading, viewing, writing, listening, and speaking
2. comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
4. express information, ideas, and perspectives using a range of textual conventions
5. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

ASSESSMENT

Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
ENGLISH

CODE: 2ESH20
SEMESTERS 1 and 2
ALTERNATIVE: ENGLISH ESSENTIAL ENGLISH

Content

In English Communications students read a range of educational, vocational, and cultural texts. Students develop knowledge of sociocultural, political, and situational influences on the construction and interpretation of texts. Their exposure to a range of perspectives on complex issues requires them to clarify and support their opinions and conclusions.

Students learn to recognise the conventions of different text types for different purposes, audiences, and contexts. They use this learning in composing their own texts and in commenting on the texts they read. Students consider the powerful role that language plays in communication between individuals, groups, and organisations. There is a focus on the ways in which language defines, shapes, and reflects the relationships between people. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts. Students also learn that the complex language demands of the workplace, further study, and personal development require them to constantly extend their range of language skills.

Through their reading of a wide range of texts students learn to recognise the extent to which the author of a text follows the conventions of the text type. They learn to recognise and evaluate ideas and concepts in literature, popular culture, and media by detecting bias or the use of incorrect evidence. Students also consider the many ways in which a text is interpreted by the reader, and use this knowledge when composing their own texts.

Reading a variety of texts helps students to develop an understanding of the diversity of cultures and perspectives, including Indigenous, that make up Australian society. English Communications develops students’ literacy skills in a broad range of contexts, enabling them to accept increased responsibility for making decisions about their own learning in the negotiated parts of this subject.

Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading, viewing, writing, listening, speaking, and using a range of ICTs
2. analyse the relationship between audience, purpose, and form in a range of communication modes across a number of contexts
3. display knowledge and understanding of the stylistic features and conventions of texts and the ways in which the language in texts is used to represent ideas, relationships, values, and interests
4. clarify and articulate their own ideas and values through critical engagement with texts and language
5. compose and evaluate texts to demonstrate understanding of the conventions of a variety of textual forms and the purposes for which texts may be used.

- These learning requirements form the basis of the:
- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.

The following assessment types enable students to demonstrate their learning in Stage 2 English Communications:

School Assessment (70%)
- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Communication Study (30%)
External Assessment (30%)
- Assessment Type 4: Folio (30%).

For a 20-credit subject, students should provide evidence of their learning through ten assessments, including the external assessment component. Students undertake:

- three responses for text analysis — two written and one oral
- three assessments, one of which is a supervised written assessment, for text production
- one comparative piece on one of five categories of communication, and one practical application, for the communication study
- one response to an example of communication, and produce one text and an accompanying writer’s statement.

ESSENTIAL ENGLISH

CODE: 2ETE20
SEMESTERS 1 and 2
ALTERNATIVE: ENGLISH

Content

The content may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group. The specific contexts chosen for study may be vocational, cultural, and/or social.

In designing an appropriate Stage 2 English Pathways program it is important to consider what students know and understand about the use of spoken and written language. It is also necessary to consider...
the students’ aspirations. Students have acquired knowledge and understanding both at school and in vocational, cultural, social, and/or personal contexts. In planning a teaching and learning program, teachers negotiate with students to support their achievement of goals that may extend beyond the end of secondary schooling.

For 10-credit and 20-credit subjects, students should read, respond to, and produce texts. Decisions about the content of the teaching and learning program should centre on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students may focus on a single context or a range of contexts for different parts of the program. A context may be in a local or virtual setting, and may have national or global connections.

Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

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

1. demonstrate clear, accurate, and appropriate communication skills through reading, viewing, writing, composing, listening, and speaking
2. establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language
3. reflect critically on the ways in which texts are created for specific purposes and audiences
4. use language skills to interact and work effectively with other people, and to solve problems
5. identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts
6. compose texts in which language is used for critical, personal, vocational, or creative purposes.

ASSESSMENT

School Assessment (70%)

- Assessment Type 1: Text Analysis (30%)
- Assessment Type 2: Text Production (40%)

External Assessment (30%)

- Assessment Type 3: Language Study.

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight or nine assessments, including the external assessment component. Students undertake:

- three or four responses for text analysis
- four assessments for text production
- one language study.

www.sace.sa.edu.au

1 Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject outlines, which can be accessed from the SACE website.
Modern Greek is the official language of Greece and Cyprus. It is spoken throughout the world – wherever there are Greek-speaking communities. One of the major characteristics of the extensive Greek Diaspora is the maintenance of the Greek language and culture, especially in Australia, the United States, Canada, Britain, Germany, countries of Latin America and Africa, and areas around the Black Sea, the Balkans, the Mediterranean and the Middle East. Modern Greek is also one of the official languages of the European Union.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

By the end of Year 8, students use Greek to describe feelings (for example, Αγαπώ τη μουσική), express likes and dislikes (for example, Δε μου αρέσει η σοκολάτα) and exchange information about their personal worlds, including information about themselves (for example, Με λένε Γιώργο, Μένω στην Αυστραλία), their family (for example, Ο πατέρας μου είναι ψηλός), friends (for example, Ο Γιάννης είναι φίλος μου) and interests such as, Μου αρέσει η μπάλα.

They interact with others in collaborative and classroom activities, using modelled language to carry out transactions (for example, Τι ώρα θα πάμε κυρία; Πόσο κάνουν οι καφέδες;), ask and respond to familiar questions such as, Το τρένο φέγγει στις δέκα; follow instructions, and seek help or permission (for example, Μπορώ να πάω σινεμά; Η τράπεζα είναι στο δεύτερο δρόμο δεξιά, Συγγνώμη κύριε αλλά δεν καταλαβαίνει). When interacting, students pronounce Greek sounds, and use intonation and accentuation such as, Το σχολείο, ο φίλος, οι φίλοι, Η Ελένη αγόρασε καινούρια μπλούζα. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events.
and ideas in imaginative texts using high-frequency vocabulary and create short informative and imaginative texts using modelled sentence structures and formulaic expressions (for example, Γεια σου μαμά / Καλημέρα κυρία Σοφία, Πώς είστε; χαιρετισμούς, Με αγάπη). They use the present tense (for example, Μένω στην Αυστραλία), common verbs (for example, γράφω, διαβάζω, θέλω, είμαι, έχω) and other grammatical structures such as verb endings (for example, ο, οι, η, οι, το, τα) to create simple sentences and phrases such as, Τι κάνεις σήμερα; They translate and interpret texts using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange (for example, Το Πάσχα βάφουμε κόκκινα αυγά).

Students identify the similarities and differences between the sound systems of Greek and English (for example, γγ, μπρ, τσ, γκ, ιστορία, μυθολογία, ιστορία, οξυγόνο, χιλιόμετρο). They describe the key features of common types of texts, comparing them with equivalent text types in English. They give examples of how language varies according to participants, roles and relationships, and context and culture (for example, η μαμά, η μητέρα). They identify ways that Greek language and culture have influenced and continue to influence many global languages. They analyse words and expressions to identify and explain connections between language and culture such as, Στην υγεία σου/σας, Με γεια, Γεια στα χέρια σου/σας.

**LANGUAGE MODERN GREEK YEAR 9 to 10**

**CODE: 9GRK**

**SEMESTERS 1 and 2**

By the end of Year 10, students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life (for example, Πού θα πας διακοπές; Θέλω να γίνω πιλότος γιατί ...). They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions (for example, Πάμε στο σινεμά αύριο; Συμφωνείς; Θέλω/Δε θέλω). When interacting, they use appropriate pronunciation, rhythm and stress (for example, ο’ αυτόν, κοντά στην πόλη, Πάω στο ταχυδρομείο, Πάμε στη λαϊκή αύριο). Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose (for example, Μου αρέσει αυτό το έργο γιατί ..., είναι ωραίο, πιστεύω, νομίζω, διαφωνώ). They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices (for example, Η μόδα είναι μονότονη, Αγόρασα καινούριο κινητό). They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements to describe, situate and link people, objects and events, and apply their knowledge of vocabulary and grammatical structures such as Είναι καλό, πολύ καλό, πάρα πολύ καλό, to extend meaning. They translate, interpret and create texts in Greek and English for the wider community (for example, Απαγορεύεται, Περαστικά). When interacting, students share responsibility for making meaning. They give examples on how their identity influences their intercultural exchanges.

Students identify and reproduce regularities and irregularities of sound–letter relationships and combinations such as, αι, ει, ββ, λλ, ρρ, ις, ιο/ιό, (for example, τετράδιο-χωριό), ειο/ειου, αϊ, άι, -ασμα, (for example, διάβασμα). They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally specific features. They compare Greek language and culture in various linguistic and cultural settings in Australia and overseas, and give reasons for variations that exist. They identify ways that Greek language has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding to effective communication.
MATHEMATICS

What is Mathematics?

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content strands

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

At Findon High School

Mathematics is a compulsory full year subject for students in Years 8 to 10. Students are placed in “Advanced” and “Standard” programs from the second half of Year 8 onwards based on the results of their previous studies. Parents and students will have the opportunity to
participate in this choice. In the senior school, one unit of Numeracy is compulsory at Year 11 (SACE Stage 1) and then Mathematics becomes an optional subject. However the particular level of Mathematics studied in the senior school is based on both career needs and recommendations from teachers based on achievement in previous years.
MATHEMATICS

YEAR 8

CODE: 8MTH1, 8MTH2
SEMESTERS 1 and 2

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Note: Based on ability and/or career interests, students are arranged into “Advanced” and “Standard” classes midway through Year 8. Typically students in an advanced Year 8 Mathematics class proceed to an advanced Year 9 and Year 10 Mathematics Class. This has implications for subject choices in Year 11. Please refer to the “Recommended Previous Studies” for the Stage 1 Mathematical Studies course below.

MATHEMATICS

YEAR 9

CODE: 9MTH1, 9MTH2
SEMESTERS 1 and 2

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

MATHEMATICS

YEAR 10

CODE: 0MTH1, 0MTH2, 0MTH3, 0MTH4
SEMESTERS 1 and 2

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Note: Based on ability and/or career interests, students are arranged into “Advanced” and “Standard” classes. This has implications for subject choices in Year 11. Please refer to the “Recommended Previous Studies” for the Stage 1 Mathematical Studies course below.

At Stage 1 students must study at least 1 unit, and can study more units, of Numeracy for the SACE. Students who want to undertake Mathematics at Stage 2 should study at least 2 units of Mathematics at Stage 1.

There are three Mathematics subjects at Stage 2:

- Mathematical Applications
- Mathematics
- Specialist Mathematics

Each of these subjects assumes certain knowledge.

Students who want to learn mathematics with an emphasis on practical applications would take a course that leads to Mathematical Applications. Programs in this subject lead to post-compulsory courses in areas such as building and construction, aquaculture, agriculture, retail, office management, and visual arts.
Students who want to enter areas such as architecture, economics, finance, and biological, environmental, geological, and agricultural science should study a course that leads to Mathematical Studies.

Students who want to continue their studies in mathematics at the tertiary level in fields such as mathematical sciences, engineering, computer science, physical sciences, and surveying should take a course that leads to Specialist Mathematics. Students envisaging careers in other mathematicially related fields would also benefit from studying a course that leads to Mathematical Studies and/or Specialist Mathematics.

For accurate information about post-compulsory courses, prerequisites, and assumed knowledge, students should consult current publications from the institutions or providers and the South Australian Tertiary Admissions Centre.

All programs at Stage 1 are required to incorporate the use of graphics calculators, to support classroom teaching, learning, and assessment.
**GENERAL MATHEMATICS**  
**STAGE 1**

**CODE:**  
SEMESTERS 1 and 2  
**ALTERNATIVE:**

**Advice to Students**

General Mathematics replaced Mathematical Applications in 2016

**Structure and Organisation:**

General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Throughout the subject there is also an emphasis on the use and application of digital technologies.

General Mathematics aims to develop students’:

- understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- reasoning and interpretive skills in mathematical and statistical contexts
- capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- capacity to choose and use technology appropriately and efficiently

One or both units may be taken. Topics studied include: Earning and Spending, Measurement, Saving and Borrowing, Statistics.

**MATHEMATICAL METHODS**  
**STAGE 1**

**CODE:**  
SEMESTERS 1 and 2  
**ALTERNATIVE:**

**Advice to Students**

Mathematical Methods replaced Mathematical Studies in 2016

**Recommended Previous Studies:**

A high level of achievement in Mathematics at Year 10

**Prerequisites:**

1MAT101 for 1MAT102

**Structure and Organisation:**

Mathematical Methods is structured over four units. The topics in Unit 1 build on students’ mathematical experience. The topics ‘functions and graphs’, ‘Trigonometric functions’ and ‘Counting and probability’ all follow on from topics in the F-10 curriculum from the strands, Number and Algebra, Measurement and Geometry and Statistics and Probability. In Mathematical Methods there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3 where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

**ESSENTIAL MATHEMATICS**  
**STAGE 1**

**CODE:**  
SEMESTERS 1 and 2  
**ALTERNATIVES:** MATHMATICAL STUDIES, MATHS APPLICATIONS, MATHS PATHWAYS

**Advice to Students**

Essential Mathematical Methods replaces Numeracy for work and Community Life in 2016

A course designed for students who would find it impossible to meet the SACE numeracy component requirements from other Stage 1 Mathematics courses. Students should not intend to study Mathematics or Science at Stage 2.

**Structure and Organisation:**

Essential Mathematics aims to develop students’:

• understanding of concepts and techniques drawn from mathematics and statistics
• ability to solve applied problems using concepts and techniques drawn from mathematics and statistics
• reasoning and interpretive skills in mathematical and statistical contexts
• capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
• capacity to choose and use technology appropriately.

ESSENTIAL MATHEMATICS (modified)  STAGE 1

CODE: 1MPW10
SEMESTERS 1 and 2
ALTERNATIVE:

Advice to Students

A mathematics pathways course designed for students who do not intend on studying at school in year 12 but will look to complete their SACE requirements in an apprenticeship or through VET courses.

Structure and Organisation:

Students will focus on the arithmetic and problem solving skills required in the trade they are intending to practise. The course requires the purchase of trade specific workbooks and will aim to meet the standards of industry aptitude tests.
ESSENTIAL MATHEMATICS

CODE: 2MEM20
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites:
Any two of 1MAT110, 1MAT102, 1MCN101, 1MCN102 ie any two units of Stage 1 Mathematics

Advice to Students:
This subject leads to courses in retail, office management, small business, tourism, hospitality. For accurate information about courses, prerequisites, and assumed knowledge, students should consult current publications from the institutions or providers and the South Australian Tertiary Admissions Centre.

Structure and Organisation:
Topics studied include: Investments and Loans, Mathematics and Small Business, Statistics and Working with Data, Share Investments.

Assessment:
Assessment in Mathematical Applications consists of the following components, weighted as shown:

Assessment Component 1: Skills and Applications Tasks (30%)
Assessment Component 2: Portfolio (40%)
Assessment Component 3: Examination (30%)

GENERAL MATHEMATICS

CODE: 2MGM20
SEMESTERS 1 and 2
ALTERNATIVE: SPECIALIST MATHEMATICS, ESSENTIAL MATHEMATICS

Prerequisites:
1MAT101, 1MAT102 (1MAT103 if required)

Advice to Students:
Students who wish to enter areas such as Architecture, Economics, Biological, Environmental, Geological, and Agricultural Science should study Mathematical Studies. If studied in conjunction with Specialist Mathematics it will provide students with pathways into courses such as Mathematical Sciences, Engineering, Computer Science, Physical Sciences, and Surveying. For accurate information about courses, prerequisites, and assumed knowledge, students should consult current publications from the institutions or providers and the South Australian Tertiary Admissions Centre.

Structure and Organisation:
Topics studied include: Working with Statistics, Working with Functions and Graphs using Calculus, Working with Linear Equations and Matrices

Assessment:
The assessment in Mathematical Studies is comprised of two parts: a school-based component and an examination component. The school-based assessment, weighted at 70%, is made up of Skills and Application Tasks and a Portfolio of Directed Investigations and/or Project. The external examination is also weighted at 30%.

SPECIALIST MATHEMATICS

CODE: 2MSC20
SEMESTERS 1 and 2
ALTERNATIVE: GENERAL MATHEMATICS, ESSENTIAL MATHEMATICS

Prerequisites:
1MAT101, 1MAT102 and 1MAT103.

Students taking this subject must also take Stage 2 Mathematical Studies.

Advice to Students:
It is envisaged that this subject will provide students with pathways into the universities’ courses in Mathematical Sciences, Engineering, Computer Science, Physical Sciences, and Surveying.

Structure and Organisation:
Topics studied include: Polynomials and Complex Numbers, Vectors and Geometry, Calculus, Differential Equations.

Assessment:
The assessment in Specialist Mathematics is comprised of two parts: a school-based component and an examination component. The school-based assessment, weighted at 50%, is made up of Skills and Applications Tasks and a Directed Investigation. The External Examination is also weighted at 50%.
What is Science?

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Students will acquire an understanding, the knowledge and skills through which they can develop a scientific view of the world. They will be challenged to explore science, its concepts, nature and uses through an inquiry processes.

The Science Curriculum has been designed around three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

The Science curriculum is organised into three strands and several sub-strands:

- **Science Understanding**
  - Biological
  - Chemical
  - Earth and Space
  - Physical Sciences

- **Science as Human Endeavour**
  - Nature and development of science
  - Use and influence of science

- **Science Inquiry Skills**
  - Questioning and predicting
  - Planning and conducting
  - Processing and analysing data and information
  - Evaluating
  - Communicating

Through the practice of science, the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills are closely integrated; the work of scientists reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society’s needs.

General capabilities

In the Australian Curriculum: Science, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in Science content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities depending on their choice of activities.

At Findon High School

Science is a compulsory full year subject for students in Years 8 to 10. Students are placed in “Advanced” and “Standard” programs from Year 9 onwards based on the results of their previous studies. Parents and students will have the opportunity to participate in this choice. The particular type of science studied in the senior school is based on both career needs and recommendations from teachers based on achievement in previous years. Further details about the nature of the courses at each year level follow.
SCIENCE CURRICULUM OVERVIEW

Compulsory full year

Science

Compulsory full year

Science

Compulsory full year

Advanced

Physics

Biology

Chemistry

Psychology

Year 8

Year 9

Year 10

Stage 1

Stage 2

Stage 3
By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Note: Based on ability and/or career interests, students are arranged into “Advanced” and “Standard” classes at the beginning of Year 9. Advanced classes study topics to a greater depth. Typically students in an advanced Year 9 Science class proceed to an advanced Year 10 Science Class. This has implications for subject choices in Year 11. Please refer to the “Recommended Previous Studies” for the Stage 1 Chemistry and Physics courses below.

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

Note: Based on ability and/or career interests, students are arranged into “Advanced” and “Standard” classes. Advanced classes study topics to a greater depth. Typically students in an advanced Year 9 Science class proceed to an advanced Year 10 Science Class. This has implications for subject choices in Year 11. Please refer to the “Recommended Previous Studies” for the Stage 1 Chemistry and Physics courses below.
CHEMISTRY

STAGE 1

CODE: 1CME101, 1CME102
SEMESTERS 1 and 2

ALTERNATIVE:

Recommended Previous Studies:

Advanced 0SCI1, 0SCI2 or a high level of achievement in Standard 0SCI1, 0SCI2

Prerequisites: 1CME101 for 1CME102

Advice to Students:

Both units should be taken.
Chemistry provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages:

Agriculture, Food Processing Industry, Horticulture, Laboratory Operations, Metalliferous Mining, Veterinary Nursing
Chemistry also provides a pathway to a number of university courses and associated careers in areas such as:
Biotechnology, engineering, environmental studies, medicine, nursing, science, soil science

Topics Studied include:

- Introduction to Senior Chemistry.
- Introduction to concepts in Chemistry including atomic theory, structure, bonding, and types of chemical reactions.
- Study of Chemistry as it relates to everyday situations in such topics as Useful Materials, Petrol, Corrosion.
- Quantitative Chemistry
- Electrochemistry
- Water
- Acids and alkalis
- The atmosphere

CHEMISTRY

STAGE 2

CODE: 2CME20, 2CME20
SEMESTERS 1 and 2

ALTERNATIVE:

Prerequisites: 1CME101 and 1CME102 i.e. both units of Stage 1 Chemistry

Advice to Students:

Chemistry provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages:

Agriculture, Food Processing Industry, Horticulture, Laboratory Operations, Metalliferous Mining, Veterinary Nursing
Chemistry also provides a pathway to a number of university courses and associated careers in areas such as:
Biotechnology, engineering, environmental studies, medicine, nursing, science, soil science

Structure and Organisation:

Chemistry is a science essential for the full understanding of the world in which we live. This course aims to develop an understanding of the concepts necessary for this awareness and endeavours to foster students' interest in chemistry as an experimentally based subject. Emphasis is therefore placed on students' performing experiments and, through the observation and interpretation of chemical phenomena, becoming more aware of the nature and applications of the subject.

Topics studied include:

- Skills
- Elemental and Environmental Chemistry
- Analytical techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials.

Student theory and practical work contributes to their final assessment grade as does a Social Relevance report on a topic of the student's own choice.

Assessment:
Assessment in Stage 2 Chemistry consists of the following components, weighted as shown:

- Assessment Type 1: External Examination (30%)
- Assessment Type 2: Skills and Application Tests (40%)
- Assessment Type 3: Folio (30%).
PHYSICS STAGE 1

CODE: 1PYS101, 1PYS102
SEMESTERS 1 and 2
ALTERNATIVE:

Recommended Previous Studies:
Advanced 0SCI1, 0SCI2 or a high level of achievement in Standard 0SCI1, 0SCI2

Prerequisites: 1PYS101 for 1PYS102

Advice to Students:
Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry

Physics also provides a pathway to a number of university courses, and associated careers in areas such as:
Applied Science, Architecture, Computing, Dentistry, Electrical and Mechanical Engineering, Medicine, Physiotherapy, Science.

Structure and Organisation:
Both units should be taken. Topics studied include:

- Kinetic Theory and Heat
- Waves and wave applications
- Electric Charge and circuits
- Forces and Motion
- Astronomy

PHYSICS STAGE 2

CODE: 2PYS20
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites: 1PYS101 & 1PHY102 i.e. both units of Stage 1 Physics

Advice to Students:
Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry

Physics also provides a pathway to a number of university courses, and associated careers in areas such as:
Applied Science, Architecture, Computing, Dentistry, Electrical and Mechanical Engineering, Medicine, Physiotherapy, Science.

Structure and Organisation:
This course is designed to present Physics in such a way as to encourage interest and enjoyment through an emphasis on the understanding of physics concepts and their applications. At the same time the intention is to lay the foundation for future learning in Physics and related areas.

There are 4 major areas of study:
1. Motion in Two Dimensions,
2. Electricity and Magnetism,
3. Light and Matter,

The school-assessed mark contributing to the final assessment is based on theory tests and essays, practical reports and skills tests, and an Information Search and oral presentation.

Assessment:
• Assessment in Stage 2 Physics consists of the following components, weighted as shown:
  • Assessment Type 1: External Examination (30%)
  • Assessment Type 2: Skills and Application Tests (40%)
  • Assessment Type 3: Folio (30%)
BIOLOGY STAGE 1

CODE: 1BIG101, 1BIG102
SEMESTERS 1 and 2
ALTERNATIVE:

Advice to Students:
Biology helps people to develop an appreciation and understanding of the living world, and to understand the importance of using the resources of the environment in a sustainable way. The ideas and theories of biology are applied in many other disciplines (e.g. biochemistry, pharmacology, sport science). Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science, and viticulture.

Structure and Organisation:
One or both units may be taken. Topics studied include:
- Introduction to biological process
- Classification
- Animal and plant adaptations; environmental issues
- Man’s influence on the biosphere
- The cell
- Macromolecules
- Food and nutrition
- Organism organisation
- Social issues eg genetic engineering, cancer
- Marine biology, including aquaculture

Note: Students are strongly advised to take at least 1BIO1 if they intend to take Stage 2 Biology next year.

BIOLOGY STAGE 2

CODE: 2BIG20
SEMESTERS 1 and 2
ALTERNATIVE:

Recommended Previous Studies: 1BIG101 & 1BIG102

Advice to Students:
Biology helps people to develop an appreciation and understanding of the living world, and to understand the importance of using the resources of the environment in a sustainable way. The ideas and theories of biology are applied in many other disciplines (e.g. biochemistry, pharmacology, sport science). Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science, and viticulture.

Structure and Organisation:
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. Practical work allows for the development of manipulative skills in working with biological equipment and use of the scientific method in designing and carrying out experiments, making observations, collecting, recording and analysing data and evaluating the results.

The syllabus is organised around four themes:
- Macromolecules
- Cells
- Organisms
- Ecosystems

Assessment:
Assessment in Stage 2 Biology consists of the following components, weighted as shown:

Assessment Type 1: External Examination (30%)
Assessment Type 2: Skills and Application Tests (40%)
Assessment Type 3: Folio (30%).
Psychology is the systematic study of behaviour, the processes that underlie it and the factors that influence it. Through such study students come to better understand themselves and their social worlds.

It also addresses the ways in which behaviour can be changed. It can offer help for individuals who are in distress as well as those who seek a more satisfying and fulfilling life.

**Course organisation and structure**
This is a full year course comprised of six units:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Altered states of awareness e.g. arousal, stress and sleep
- Healthy minds

**Assessment:**

Two major investigations:

a. Collaborative Investigation (15%)
b. Individual Investigation (25%)

Assignments based on the individual units (30%)
Examination (30%)
CREATIVE ARTS

What are the Creative Arts?

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The five distinct but related Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — share and communicate understanding and expressions of ourselves and others. Rich in tradition, the arts play a major role in the development and expression of contemporary cultures and communities, locally, nationally and globally.

The Arts communicate ideas, narratives and emotions showcasing unique identities and means of expression. In The Arts, students learn through experiences as artists and as audiences, acquiring skills specific to The Arts subjects and developing critical understanding that informs decision-making and aesthetic choices. Through The Arts, students learn to explore and express themselves as they discover and interpret the worlds around them, communicating ideas with current and emerging technologies and using arts knowledge and understanding to make sense of their worlds. The Arts entertain, challenge, provoke responses and express and share the discourse and energy of communities, cultures and histories.

Each Arts subject has a unique aesthetic, with discrete knowledge, understanding, symbols, language, processes and skills. Learning the language, skills, techniques, processes and knowledge of each Arts subject is sequential and cumulative. Arts learning is based on practice as students revisit increasingly complex content, skills, techniques and processes with increasing confidence and sophistication across their years of learning.

The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.

The rationale for The Arts learning area is complemented by a rationale specific to each of the five subjects within the learning area.

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While art forms have close relationships and are often used in interrelated ways, each has its own knowledge, symbols, language, processes and skills.

The Australian Curriculum: The Arts comprises five subjects:

- Dance
- Drama
- Media Arts
- Music

In the curriculum each subject focuses on its own aesthetic, traditions and distinctive ways of looking at the world. The Arts subjects are also interconnected, particularly through hybrid and contemporary arts. The curriculum enables exploration of the dynamic relationships between Arts subjects evident in works from diverse cultures. This might involve students making works in traditional or contemporary forms or using material from one Arts subject to support learning in another.

From Foundation to Year 6, students will have opportunities to experience and enjoy learning in, learning through and learning about all five Arts subjects. From the beginning of secondary school (Year 7 or 8) students will continue to learn in one or more of The Arts subjects, with the opportunity to specialise in one or more subjects in Years 9 and 10.

The Australian Curriculum: The Arts in each subject is presented through two interrelated strands:

- Making— using processes, techniques, knowledge and skills to make art works
- Responding – exploring, responding to, analysing and interpreting art works.
- Content descriptions in the five Art subjects have a consistent structure that, across the bands, present a sequence of development of knowledge, understanding and skills and in the primary years, provide opportunities for integration of learning.

In the Making strand, content descriptions focus on students:

- Imagining and improvising
- exploring the elements/materials/techniques/processes
- shaping their art works
- practising skills and techniques
- communicating ideas through their art works
- linking their art works to other Arts subjects and learning areas.
- In the Responding strand, content descriptions focus on students:
  - reflecting upon their own art works
  - responding to others’ art works
  - considering the broader context of arts works, such as the social, cultural and historical context of the artist and of the audience/s.

At Findon High School

In Year 8 all students undertakes studies in Art, Music and Dance as experience subjects. From this broad base, students in Year 9 and 10 then may choose to undertake these subjects as full year or semester units. In the senior school (SACE) students may choose subjects based on interest, career needs and considering...
previous study, however details on prerequisites should be consulted for each of the arts subjects listed below.
CREATIVE ARTS CURRICULUM OVERVIEW

- **Year 8**: Art, Music
- **Year 9**: Music, Art, Design
- **Year 10**: Art, Design, Visual Art

**Stage 1**
- Choose one semester from the options

**Stage 2**
- Compulsory Semester each

Creative Arts
ART

YEAR 8

CODE: 8ART1
SEMESTER 1
ALTERNATIVE: DANCE, MUSIC, DRAMA

Structure and Organisation:

This unit is based on introducing students to exercises and creative work that emphasises techniques, using the elements of composition, line, tone, texture, colour, shape, and simple perspective. Varied media are used. Students will develop the ability to talk and write about artworks, using appropriate art language. They will learn to recognise that art works are linked to historical and contemporary cultures and times. Students will have the opportunity to work in 2D and 3D formats.

ART

YEAR 9

CODE: 9ART1, 9ART2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

One or both units may be taken. The units provide opportunities for students to foster and develop skills in producing visual art works. The emphasis is on exploring and developing practical skills in some or all of the areas of painting, drawing, printmaking, sculpture, and ceramics. Students also develop skills in communication and problem solving. They develop an appreciation of art/design works from historical and contemporary cultures. The course includes the equivalent of three weeks training in computer graphics and the production of a computer generated printed T-shirt.

ART

YEAR 10

CODE: 0ART1, 0ART2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

One or both units may be taken. The units emphasise both the extension of practical skills and the development of new skills. The students explore the various techniques and media used in the production of works of art. Computer generated images, drawing and painting and 3 dimensional media are used. Students learn to link historical and contemporary cultures and times in their theoretical thinking.
VISUAL ARTS - ART

STAGE 1

CODE: 1VAA101, 1VAA102
SEMESTERS 1 and 2

ALTERNATIVE:

Prerequisites: 0ART1 or 0ART2

Recommended Previous Studies:
0ART1 and 0ART2

Advice to Students:

In Stage 1 Art students have opportunities to undertake practical work and theory. The practical work involves students in creating and making art works. They also develop and acquire knowledge of some aspect of contemporary art practice and an appreciation of art in different cultural contexts.

Structure and Organisation:

One or both units may be taken.

Students will undertake practical activities in some or all of the areas of drawing, painting, printmaking and sculpture. A range of media and techniques will be used as part of the art process which may include collage and computer generated graphics.

The course is divided into three sections.

Section I Practical: A development of major practical art works is required as well as an artist statement about each work. These are to be negotiated with the teacher.

Section 2 Folio: Each major work is expected to be supported by a body of backup work which demonstrates the student’s thinking and documents the art process.

Section 3 Visual Study: Students choose an area of interest to write about and as a basis for visual investigations.

VISUAL ARTS - ART

STAGE 2

CODE: 2VAA101, 2VAA102
SEMESTERS 1 and 2

ALTERNATIVE:

Prerequisites: 1VAA101and/or 1VAA102,

Recommended Previous Studies:
1VAA101 and 1VAA102 and/or 1VAD101, 1VAD102

Advice to Students:

Stage 2 Visual Arts-Art gives students opportunities to develop creativity, imagination, and a sense of achievement through different forms of art, craft, or design. Theory accounts for a substantial amount of study in this subject. Students choose a topic and study it in depth. Visual Arts-Art emphasises historical and contemporary aspects of art, and requires students to study both.

Structure and Organisation:

The course is divided into three sections.

Section I Practical: A development of two major practical art works is required as well as an artist statement about each work. These are to be negotiated with the teacher.

Section 2 Folio: Each major work is expected to be supported by a body of backup work which demonstrates the student’s thinking and documents the art process.

Section 3 Visual Study: Students choose an area of interest to write about and as a basis for visual investigations. This is externally assessed.

Assessment:

Assessment in Stage 2 Visual Arts-Art consists of the following components, weighted as shown:

Assessment Component 1: Practical (40%)
Assessment Component 2: Folio (30%)
Assessment Component 3: Visual Study (30%)
DESIGN

YEAR 10

CODE: 0DSN1, 0DSN2
SEMESTERS 1 and 2
ALTERNATIVE: DANCE, MUSIC

Structure and Organisation:

One or both units may be taken. Students will develop advanced skills and knowledge through practical exercises and research and analysis of design. The programs that support the production of multimedia projects will be taught.

0DSN1 focuses on Communication design while 0DSN2 will include more Product and Environmental Design.

- Product Design – the development of functional and manufactured products including tools, furniture, toys, games, and packaging.
- Communication Design – involving signs, symbols, advertising, technical drawing and computer aided design.
- Environmental Design – involving architecture, interior design and displays.

Students will produce a folio of work by the end of the semester and should be capable of making sensible decisions relating to designs. Students will use computers and related programs in the area of design and multimedia. By the end of the course, students will be familiar with problem solving in design, the design process, making decisions related to design, developing brainstorming techniques, using a variety of media and associated techniques and skills in the production of well-presented Design work.
VISUAL ARTS - DESIGN

STAGE 1

CODE: 1VAD101, 1VAD102
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites: 0DSN1 or 0DSN2

Recommended Previous Studies:
0DSN1 and 0DSN2

Advice to Students:

Stage 1 Visual Arts-Design emphasises practical work and provides opportunities for students to study a range of techniques and styles. Students study design as a visual art and as an important part of the local and global arts industry and community. Students develop practical skills and visualise ideas as part of a decision-making process in which they consider both aesthetics and function. Students become aware of the social and cultural forces that have influenced or are influencing expression and communication through design. A study of the place of design in the arts industry and community is included.

Structure and Organisation:

The course is divided into three areas of study.

Area of Study 1: Visual Thinking
Area of Study 2: Practical Resolution
Area of Study 3: Design in Context

Practical exercises may involve rendering, posters, DVD/CD covers, pamphlets, magazine/book covers, computer graphics, product design or architectural model construction. A range of media and techniques will be used. Students will produce a folio of work which demonstrates their journey through the design process. This will result in one major design work with an evaluation by the student. Students will also carry out an exploration of the work of other practitioners design processes in cultural, social and/or historical context. Practical and Folio activities in Design comprise 70-80% of final mark. Visual Study makes up 20-30% of the final mark.

VISUAL ARTS - DESIGN

STAGE 2

CODE: 2VAD101, 2VAD102
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites: 1VAD101 or 1VAD102

Recommended Previous Studies:
1VAD101, 1VAD102

Advice to Students:

Stage 2 Visual Arts-Design emphasises practical work and provides opportunities for students to study a range of techniques and styles. Students complete practical pieces and demonstrate skills in methods and/or materials. The individual investigation that is part of theory work gives students opportunities to develop an understanding of design in the arts industry and community.

Structure and Organisation:

The course is divided into three sections.

Section 1 Practical: A development of two major practical art works is required as well as an artist statement about each work. These are to be negotiated with the teacher.

Section 2 Folio: Each major work is expected to be supported by a body of backup work which demonstrates the student’s thinking and documents the art process.

Section 3 Visual Study: Students choose an area of interest to write about and as a basis for visual investigations. This is externally assessed.

Assessment:

Assessment in Stage 2 Visual Arts-Design consists of the following components, weighted as shown:

Assessment Component 1: Practical (40%)
Assessment Component 2: Folio (30%)
Assessment Component 3: Visual Study (30%).
DRAMA YEAR 9

CODE: 9DRA1
SEMESTER 1
ALTERNATIVE: DANCE, MUSIC, ART

Structure and Organisation:
There is one unit available at this level. This unit explores the concepts of myths, legends and medieval theatre through a range of tasks and activities. Students will develop dramatic skills in mystery, street theatre and melodrama, beginning to develop an understanding of the historical and cultural influences upon drama as an art form.

DRAMA YEAR 10

CODE: 0DRA1
SEMESTER 1
ALTERNATIVE:

Structure and Organisation:
There is one unit of drama available at this level. Students will further develop their understanding of the historical and cultural importance of the dramatic arts by exploring a range of disciplines from various cultures and historical periods.

CREATIVE ARTS STAGE 1

CODE: 1CVA101, 1CVA102
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:
Creative Arts is a new subject in which teachers, in negotiation with students, will tailor a major project to the needs and interests of the student cohort. Students will explore concepts specific to the art discipline(s) chosen and create an ‘end product.’ Creative Arts products could include but are not limited to the following examples:

A musical, concert, a performance for a local festival or competition, a film or DVD, an entertainment program, a music or video clip, a stage play, etc.

Structure, Organisation & Assessment:
Will comprise of study/assessment in two key areas:

Assessment Type 1: Product
Assessment Type 2: Folio
MUSIC

YEAR 8

CODE: 8MUS1
SEMESTER 1
ALTERNATIVE:

Structure and Organisation:

Students begin to understand that music is a form of communication.

- Learn to create, experiment with, re-create, discuss, research, listen to, analyse and evaluate music
- Learn about a wide variety of styles of music that reflect the musical purposes and experiences of groups of people today and in the past.
- Learn basic drums, keyboard, guitar, bass and vocals, with a view to forming a class band.

MUSIC

YEAR 9

CODE: 9MUS1, 9MUS2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

The course is designed to develop musical skills and concepts in the following areas:

- Theory of Music Grades 1 and 2 and related aural awareness exercises.
- Performance - solo and ensemble
- Appreciation of different styles of Music.
- Expression of ideas and feelings through Musical composition.

All students are expected to undertake instrumental/vocal studies, either at school through the Instrumental Music Service or through private lessons and participate in class ensembles.

Assessment is based upon class performance, theory tests and assignments.

Note:

Students are able to hire instruments from the school by way of a refundable deposit of $20.00 and a semester hire of $30.00

Students taking this course must take both 9MUS1 and 9MUS2

MUSIC

YEAR 10

CODE: 0MUS1, 0MUS2
SEMESTER 1 and 2
ALTERNATIVE:

Prerequisites:

Generally students should have studied music at Year 9 or by prior arrangement with the Music teacher

Structure and Organisation:

The course develops musical skills and concepts introduced in Year 9. Students are exposed to a wide range of musical styles and encouraged to participate actively in class ensemble performances. All students are expected to continue with instrumental/vocal studies commenced in Year 9.

Topics studied include:

- Theory of Music and related aural awareness.
- Performance - solo and ensemble and related areas, such as operating a public address system.
- The development of different styles of Music.
- Song writing.

Assessment is based on class performances, theory tests, projects and homework assignments.

Note:

Students are able to hire instruments from the school by way of a refundable deposit of $20.00 and a semester hire of $30.00

Students taking this course must take both 0MUS1 and 0MUS2
MUSIC

STAGE 1

CODE: 1MUE101, 1MUE102
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites: 0MUS1 and 0MUS2

Stage 1 Music can be studied as a 10-credit subject or a 20-credit subject.

Students can enrol in Stage 1 Music Experience programs and Stage 1 Music Advanced programs.

Music Experience Programs – These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

Music Advanced Programs – These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 music subjects.

Content

This subject outline does not prescribe the specific content of school programs. However, school programs are expected to involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

Assessment

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

- Skills Presentation
- Skills Development
- Folio

Note:
Students are expected to continue instrumental/vocal and ensemble studies. Students are able to hire instruments from the school by way of a refundable deposit of $20 and a semester hire of $30

Students taking this course must take both 0MUS1 and 0MUS2

MUSIC

STAGE 2

CODE: 2MBL101, 2MNP101, 2MFC101
SEMESTERS 1 and 2
ALTERNATIVE:

Prerequisites: 1MUE101 and 1MUE102

Note: Stage 2 Music subjects may be undertaken as one or more 10-credit subjects.

The range of subjects available are:

Stage 2 Ensemble Performance (2MBL10)

This 10-credit subject develops students’ skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Content

Students who study Ensemble Performance and/or Solo Performance may perform on the same instrument in both subjects

In general, students participate in one of the following throughout the subject:

A small ensemble of two or more performers

- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an
Students prepare and present three public performances, comprising two initial performances and one final performance.

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td>Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>

External Assessment

Final Performance
Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

The Final Performance is marked by external assessors with reference to performance standards.

Stage 2 Solo Performance (2MFC10)

This 10-credit subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students who study Ensemble Performance and/or Solo Performance may perform on the same instrument in both subjects.

Content
Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each.

Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone, electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:

- Flute
- Indigenous Australian instruments
- Recorder
- Traditional instruments (e.g. bagpipes)
- Oboe
- Violin
- Clarinet
- Viola
- Bassoon
- Cello
- E flat alto saxophone
- Double bass
- B flat tenor saxophone
- Harp
- Horn in F
- Voice
- E flat tenor horn
- Piano
- Trumpet
- Harpsichord
- Cornet
- Pipe organ
- Trombone
- Electric keyboard (e.g. clavinova)
- Euphonium
- Classical guitar
- Baritone
- Guitar (steel string, acoustic, or electric)
- Tuba
- Electric bass
- Percussion

Students prepare and present public performances.

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Performance</td>
<td>30%</td>
</tr>
<tr>
<td>Second Performance</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
</tbody>
</table>

Information on the External Assessment

Final Performance
Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment. The Final Performance is marked by external assessors with reference to performance standards.

Stage 2 Musicianship (2MNP10)

Stage 2 Musicianship is a 10-credit subject.

Content
Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:

- Theory, Aural Recognition, Musical Techniques
- Harmony
- Arrangement.

Theory, Aural Recognition, and Musical Techniques

Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

Harmony

Students learn to harmonise a melody by applying theoretical knowledge. Students undertake one of the following three options:

- Option A: Countermelody
- Option B: Jazz-related Harmony
- Option C: Four-part Vocal Style.

Arrangement

Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills.

Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

Assessment

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

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-based Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Skills Development</td>
<td>30%</td>
</tr>
<tr>
<td>Arrangement</td>
<td>40%</td>
</tr>
<tr>
<td>External Assessment</td>
<td>30%</td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject Outlines, which can be accessed from the SACE Board website.

www.saceboard.sa.edu.au
TECHNOLOGIES

What are the Technologies?

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies. It needs people who can independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living. Technologies, in their development and use, are influenced by — and can play an important role in transforming, restoring and sustaining — our societies and our natural, managed, constructed and digital environments.

The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies. The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The ubiquity of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities. A comprehensive education in Technologies provides opportunities for students to progress from creative and directed play through to the consolidation of knowledge, understanding and skills. This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

All young Australians should develop capacity for action and a critical appreciation of the processes through which technologies are developed and how technologies can contribute to societies. They need opportunities to shape and challenge attitudes to the use and impact of technologies. They will do this by evaluating how their own solutions and those of others affect users, equity, sustainability, ethics, and personal and social values. In creating solutions, as well as responding to the designed world, they will contribute to sustainable patterns of living for themselves and others.

The Australian Curriculum: Technologies Foundation to Year 10 is written on the assumption that all students from Foundation to Year 8 will study two subjects: Design and Technologies and Digital Technologies.

At Years 9 to 10, the Australian Curriculum: Technologies is written on the assumption that school authorities will decide whether students can choose to continue in one or both subjects and/or if technologies specialisations that do not duplicate these subjects will be offered.

The curriculum for each of Design and Technologies and Digital Technologies describes the distinct knowledge, understanding and skills of the subject and, where appropriate, highlights their similarities and complementary learning. This approach allows students to develop a comprehensive understanding of the nature of traditional, contemporary and emerging technologies. It also provides the flexibility — especially in the primary years of schooling — for developing integrated teaching programs that focus on both Technologies subjects and other learning areas.

At Findon High School

In Year 8 all students study Technology Studies as a term unit. Students in Year 9 and 10 may choose to study in the technology area. In Year 10 a semester unit of Information Technology is optional. In the senior school (SACE) students may choose subjects based on interest, career needs and considering previous study, however details on prerequisites should be consulted for each of the technology subjects listed below.
TECHNOLOGY STUDIES

YEAR 8

CODE: 8TST1
SEMESTER 1
ALTERNATIVE:

Structure and Organisation:

The program is predominantly practical based where skills will be taught and utilized within set and design driven perimeters. Students will be required to follow a prescribed design process in order to investigate, identify, design, plan, produce and evaluate a negotiated product. The students develop their communication skills relevant to material products as they improve their understanding and use of language and terminology specific to design and technology in written or oral forms to communicate ideas about product design.

YEAR 9

CODE: 9TST1, 9TST2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

Students may select to do two units.

Students enhance their work skills by exploring and applying practical skills and processes and demonstrating safe and ethical work practices, individually and with others, therefore extending their employability skills and career awareness.

YEAR 10

CODE: 0TST1, 0TST2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

One or both units may be taken. Students undertake studies in each of the three strands

• critiquing
• designing
• making

COMMUNICATION PRODUCTS I - PHOTOGRAPHY

STAGE 1

CODE: 1CCA101, 1CCA102
SEMESTERS 1 and 2
ALTERNATIVE:

Learning Requirements
1. Investigate the purpose, design concepts, processes, and production techniques of existing products
2. Create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
3. Recognise and use the differing characteristics and properties of materials, components, techniques, and equipment to create a product safely
4. Use the design process to gather, analyse, and apply information to solve technological problems
5. Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
6. Evaluate the product or system development and outcome with reference to the design brief
7. Analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

The learning requirements above form the basis of the learning scope, the evidence of learning that students provide, the assessment design criteria and the levels of achievement described in the performance standards.

**DESIGN AND TECHNOLOGY STAGE 1**

**CODE:**
SEMESTERS 1 and 2
ALTERNATIVE:

Communication Products I & II
Material Products I & II

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop a product. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 Design and Technology provides enrolment options in the following two focus areas:

Communication Products – students use images, other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia and photography.

Material Products – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make a product with either wood in Material Products 1 or metal in Material Products 2.

**Assessment**

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

**Skills and Applications Tasks**
- Folio
- Product

**Evidence of Learning**

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

Assessment Type 1: Skills and Applications Tasks
Assessment Type 2: Folio
Assessment Type 3: Product.

Each assessment type should have a weighting of at least 20%.

Students undertake:
- two skills and applications tasks
- one folio
- one product.

**Performance Standards**

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding, on the basis of the evidence provided, how well a student has demonstrated his or her learning.

During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning, with reference to the performance standards.

Students can also refer to the performance standards to identify the knowledge, skills, and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.
DESIGN AND TECHNOLOGY-
COMMUNICATION PRODUCTS I
(PHOTOGRAPHY) STAGE 2

CODE: 2CCA20
SEMESTERS 1 and 2
ALTERNATIVE:
Stage 2 Design and Technology can be studied as a 10-credit subject or a 20-credit subject and provides the following enrolment options:

**COMMUNICATION PRODUCTS**

**CODE:** 2MMA101, 2MMB102  
**SEMESTERS** 1 and 2  
**CREDIT** 20

**Communication Products I (Photography)**

**Communication Products II (Info Tech)**

**Content**

Communication Products – students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

Material Products – Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

**Assessment**

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

**School-based Assessment**

- Skills and Applications Tasks 20%
- Product 50%

**External Assessment**

- Folio 30%

**External Assessment**

**Folio**

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

- Part 1: Product Design (Documentation and Analysis)
- Part 2: Product Evaluation

**Product Design (Documentation and Analysis)**

For a 10-credit and a 20-credit subject, students document investigation and planning skills.

For a 20-credit subject only — when documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.

**Product Evaluation**

For a 10-credit subject, students provide a maximum of six pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluating. The evidence should include up to a maximum of 1000 words or a maximum of 6 minutes of recorded oral explanation, analysis and evaluation.

For a 20-credit subject, students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.
Performance Standards

The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student’s completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.
INFORMATION TECHNOLOGY YEAR 8 AND 9

Year 8

Information Technology

Embedded within the Year 8 curriculum

Year 9

Information Technology

Embedded within the Year 9 curriculum

INFORMATION TECHNOLOGY YEAR 10

CODE: 0ITT1
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:

- Students learn how to
- operate a personal computer
- operate a word processing application
- operate a spreadsheet application
- operate a database application
- operate a presentation package
- send and retrieve information over the Internet using browsers and e-mail
COMMUNICATION PRODUCTS II  
INFORMATION TECHNOLOGY  
STAGE 1

CODE: 1CCB101, 1CCB102  
SEMESTERS 1 and 2  
ALTERNATIVE:

Recommended Previous Studies: 0ITT1

Structure and Organisation:

One or both units may be taken.

The content is organised into the following five topics, two of which are combined to form a unit:

Computer Systems
Programming
Relational Database Systems
Applications
Open Topic.

The topics have a practical basis and emphasise the development of skills and understanding in designing, making, and critiquing systems.

The Applications topic can include the study of any software application that allows data entry, storage, manipulation, and outputting of the results of processing. For example, topics could be developed for website applications, interactive multimedia applications, database applications, or spreadsheet applications.

The Open topic allows schools to develop a program that supports the specialist needs of students and allows them to provide evidence that they have met the learning outcomes.

The Applications topic and the Open topic can be studied more than once.

COMMUNICATION PRODUCTS II  
INFORMATION TECHNOLOGY  
STAGE 2

CODE: 2CCB10A, 2CCB10B  
SEMESTERS 1 and 2  
ALTERNATIVE:

Recommended Previous Studies: 1CCB10A and 1CCB10B

Prerequisites: At least one of 1CCB10A, 1CCB10B

Structure and Organisation:

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In Communication Products students use images, sounds, or other data to design and make products that communicate information. Contexts
HEALTH AND PHYSICAL EDUCATION

What is Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. The Australian Curriculum: Health and Physical Education (F–10) is informed by these sciences and offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.
HEALTH AND PHYSICAL EDUCATION CURRICULUM OVERVIEW

HOME ECONOMICS/PHYSICAL EDUCATION

Year 8
- Compulsory full year

Year 9
- Compulsory full year

Year 10
- Compulsory Semester

Stage 1
- Physical Education
- Nutrition
- Child Studies
- Food & Hospitality

Stage 2
- Physical Education
- Child Studies
- Food & Hospitality
HOME ECONOMICS
YEAR 8

CODE: 8HEC1
SEMESTER 1
ALTERNATIVE:

Structure and Organisation:
Students undertake studies in each of the three strands
- Practical activity and participation
- Personal and social development
- Health of individuals and communities

HOME ECONOMICS
YEAR 9

CODE: 9HEC1
SEMESTER 1
ALTERNATIVE:

Structure and Organisation:
Includes a health component and is compulsory for all students. The aim of the unit is to help students understand and be able to respond to the living needs of individuals.

Topics studied include:
Food and You, Nutritional needs: Safety, efficiency and hygiene in the kitchen; Food and lifestyle; Eating habits; Textiles; Managing sewing equipment; Creativity using textiles; Emotional and physical needs.

Students begin to refine the skills they have developed, specifically in the area of independent living. These skills include management, economics, protection and relationships.

HOME ECONOMICS
YEAR 10

CODE: 0HEC1, 0HEC2
SEMESTERS 1 and 2
ALTERNATIVE:

Structure and Organisation:
One or both units may be taken. The aim of the units is to help students understand and be able to respond to the different living needs of an individual. Students undertake studies in each of the three strands

- Activity and participation
- Personal and social development
- Health of individuals and communities

Students are required to participate in both individual and collaborative activities as well as develop recognition of the need for protective practices in a range of contexts. The ability to work cooperatively and to understand the importance of communication develops the skills and knowledge that enhance and support personal growth and social development. Students explore initiatives that promote safe behaviours.

Topics studied include: Care for Kids, Focus on Food.
Students investigate contemporary issues and current trends in relation to children and their development.

Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child rearing practices.

There are no prerequisites for the study of Child studies 1, but previous home economics experience would be an advantage.

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**NUTRITION**

**STAGE 1**

**CODE:** 1NUT10, **SEMESTERS** 1, **CREDITS** 10

**Advice to Students:**

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

In Food and Hospitality, the emphasis is on the capabilities of communication, learning, and work. Students develop their capability for communication through collaborative activities. Learning is demonstrated through the application of knowledge and skills in practical activities and through investigation and analysis of issues related to food and hospitality. The development and demonstration of capabilities for work are reflected in the learning requirements.

In Food and Hospitality, students have opportunities to develop the following literacy and numeracy skills.

**Students are expected to:**

- apply knowledge and problem-solving skills to practical activities in food and hospitality and to reflect on processes and outcomes
- develop and implement practical skills, including management skills, in an individual or a collaborative context
- make informed decisions about, and reflect on, contemporary issues related to the food and hospitality industry
- select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- investigate contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- work individually and collaboratively to prepare and present activities that support healthy eating practices
- reflect on the impact of new and emerging technologies on food and hospitality.

There are no prerequisites for the study of Food and Hospitality, but previous home economics experience would be an advantage.

Food and Hospitality provides a pathway to a range of tertiary courses and careers in areas such as social work, education, child care, arts, economics, marketing, management, nursing, food technology, health sciences, human movement, and dietetics.

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**FOOD & HOSPITALITY-FINCATS STAGE 1**

**CODE:** 1FOH101, 1FOH102
**SEMESTERS 1 and 2**
**CREDITS 10 or 20**

**Structure and Organisation:**

Both units should be taken.

This course examines the dynamic nature of hospitality.

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**CHILD STUDIES STAGE 1**

**CODE:** 1CDS10
**SEMESTER 1**
**CREDITS 10**

**Structure and Organisation:**

In stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health and well-being of children. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning.

They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers.

They also consider the importance of behaviour management, child nutrition, and the health and well-being of children, also the occupational health and safety requirements for working with young children.
Food and Hospitality provides a pathway to a range of tertiary courses and careers in areas such as social work, education, child care, arts, economics, marketing, management, nursing, food technology, health sciences, human movement, and dietetics.

Recommended Previous Studies:
At least one of 1FOH101, 1FOH102, 1FOH103, 1FOH104

Advice to Students:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors 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 in the wider community.

In this subject, students are expected to:
1. apply knowledge and problem-solving skills to practical activities in food and hospitality and to evaluate the processes and outcomes
2. apply management, organisational, and problem-solving skills that demonstrate an understanding of contemporary issues in the food and hospitality industry
3. make informed decisions about and evaluate contemporary issues affecting the food and hospitality industry in different contexts
4. select and use appropriate technology to prepare and serve food, applying safe food-handling practices
5. investigate and critically analyse contemporary trends and/or issues related to food and hospitality
6. work individually and collaboratively to prepare and present activities that support healthy eating practices
7. evaluate the impact of new and emerging technologies, and/or sustainable practices or globalisation, on the food and hospitality industry.

Structure and Organisation:

School-based Assessment (70%)
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)
- External Assessment (30%)
- Assessment Type 3: Investigation (30%)

For this subject, the assessment design criteria are:
- investigation and critical analysis
- problem-solving
- practical application
- collaboration
- evaluation

Child Studies

CODE: 2CDS20
SEMESTER 1 and 2
CREDITS 10

Structure and Organisation:
Stage 2 Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

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

There are five areas of study in Stage 2 Child Studies.

- Area of Study 1: Contemporary and Future Issues
- Area of Study 2: Economic and Environmental Influences
- Area of Study 3: Political and Legal Influences
- Area of Study 4: Sociocultural Influences
- Area of Study 5: Technological Influences

The assessment types enable students to demonstrate their learning in Stage 2 Child Studies:

School Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:

- at four practical activities
- at two group activity
- one investigation.

There are no prerequisites for the study of Child Studies 2, but previous home economics experience and the study of Child Studies 1 would be an advantage.
PHYSICAL EDUCATION  YEAR 8

CODE: 8PQP1  
SEMESTER 1 and 2  
ALTERNATIVE:

Structure and Organisation:

This unit includes a health component focused around the SHINE curriculum. Students undertake studies in each of the strands:

- Personal, social and community health
- Movement and physical activity

PHYSICAL EDUCATION  YEAR 9

CODE: 9PQP1  
SEMESTER 1  
ALTERNATIVE:

Structure and Organisation:

This unit includes a health component focused around the SHINE curriculum. Students undertake studies in each of the strands:

- Personal, social and community health
- Movement and physical activity.

PHYSICAL EDUCATION  YEAR 10

CODE: 0PQP1, 0PQP2  
SEMESTER 1 and 2  
ALTERNATIVE:

Structure and Organisation:

This unit includes a health component focused around the SHINE curriculum. Students undertake studies in each of the strands:

- Personal, social and community health
- Movement and physical activity.
PHYSICAL EDUCATION

STAGE 1

CODE: 1PHE10A, 1PHE10B
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation:

One or both units may be taken.

The following assessment types enable students to demonstrate their learning:

• Assessment Type 1: Practical
• Assessment Type 2: Folio

The learning program will provide the students with an opportunity to participate in a range of physical activities, which will lead them to an understanding and appreciation of the theoretical concepts undertaken in such activities. The promotion of self-resilience, confidence, self-esteem, initiative and leadership will be put forward to the students in their participation in theory and practical activities.

PHYSICAL EDUCATION

STAGE 2

CODE: 1PHE10A, 1PHE10B
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation:

One or both units may be taken.

The following assessment types enable students to demonstrate their learning.

Assessment in Stage 2 Physical Education consists of the following components, weighted as shown:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>School-based Assessment</td>
<td></td>
</tr>
<tr>
<td>Practical</td>
<td>50%</td>
</tr>
<tr>
<td>Folio</td>
<td>20%</td>
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<tr>
<td>External Assessment</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

Assessment Component 1: Practical Work (50%)

• Practicals are all 18-hour modules and registered practicals, in which students are required to perform practical skills with a reasonable degree of technical efficiency and apply skills effectively in competition.

Assessment Component 2: Course Work (20%)

• The Acquisition of Skills and the Biomechanics of Movement; covering the four concepts of: skill acquisition, specific factors affecting learning, the effects of psychology of learning on the performance of physical skills, the ways in which biomechanics improve skilled performance.
• Exercise Physiology and Physical Activity; will also cover four concepts, which include; the sources of energy affecting physical performance, the effects of training and evaluation on physical performance, the specific physiological factors affecting performance.
• Issue Analysis; Students undertake a task or tasks related to the topic studied and to the learning outcomes. A variety of assessment activities and items could be used, including: essays, written reports, oral report and multimedia. A written issue analysis should be up to a maximum of 1000 words. Criteria for judging performance – Understanding of the issue, research, analysis and communication.

For these modules a variety of assessment activities and items will be used such as tests, written or research assignments, case studies and so on. A variety of formative tasks will be undertaken throughout the course as well. Students are expected to complete – 4 hours of homework per week, which includes formative tasks, reading texts and notes.

Assessment Component 3: Examination (30%)

• Students will undertake a 2–hour external examination,
• The examination will cover the content of the “Exercise Physiology and Physical Activity” and “The Acquisition of Skills and the Biomechanics of Movement” modules.
• The examination will be set by SACE

Performance Standards
The Physical Education Subject Outline includes performance standards, which describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.
HUMANITIES AND SOCIAL SCIENCES

In the Humanities and Social Science the courses of Geography and History, and Civics and Citizenship are being taught over the year as individual units. The course of Economics and Business is currently taught at year 8 only.

HISTORY

What is History?
History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. Historical Skills have been described in bands of schooling (over three years at Foundation to Year 2 and at two-year intervals in subsequent year levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Inquiry questions

Each year level from Foundation to Year 10 includes key inquiry questions that provide a framework for developing students’ historical knowledge, understanding and skills.
HISTORY
YEAR 8

CODE: 8HAS1 and 8HAS2
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation
The Ancient to the Modern World

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

HISTORY
YEAR 9

CODE: 9HAS1 and 9HAS2
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation
The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

HISTORY
YEAR 10

CODE: 0HAS1 and 0HAS2
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation
The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.
Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.
GEOGRAPHY

What is Geography?
Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

The Australian Curriculum: Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry and Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings. Key skills developed through Australian Curriculum: Geography include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary.

Geographical Skills are described in the curriculum under five subheadings representing the stages of a complete investigation. Over each two-year stage students should learn the methods and skills specified for that stage, but it is not intended that they should always be learned in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue that can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with the process and methods across the years of schooling. Content.

Details may be found at: www.australiancurriculum.edu.au
**GEOGRAPHY**

**YEAR 8**

**CODE: 8HAS1 and 8HAS2**

**SEMESTER 1 and 2**

**ALTERNATIVE:**

**Structure and Organisation**

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

**GEOGRAPHY**

**YEAR 9**

**CODE: 9HAS1 and 9HAS2**

**SEMESTER 1 and 2**

**ALTERNATIVE:**

**Structure and Organisation**

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections.

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

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

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.
GEOGRAPHY

YEAR 10

CODE: 0HAS1 and 0HAS2
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation

There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

By the end of Year 10, students explain how the interactions between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.
Economics and Business

What is Economics and Business?
Economics and Business explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.

The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies.

The Economics and Business curriculum is informed by four organising ideas that help in developing students’ economics and business knowledge, understanding and skills: resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures. At the same time, students are exposed to and encouraged to develop enterprising behaviours and capabilities such as embracing change; seeking innovation; working with others; showing initiative, flexibility and leadership; using new technologies; planning and organising; managing risk; and using resources efficiently. In studying economics and business students will develop transferable skills that enable them to identify contemporary economic and business issues or events; investigate these by collecting and interpreting relevant information and data; apply economic and business reasoning and concepts to make informed decisions; and reflect on, evaluate and communicate their conclusions.

By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

ECONOMICS AND BUSINESS

YEAR 8

CODE: 8HAS1 and 8HAS2
SEMESTER 1 and 2
ALTERNATIVE:

Structure and Organisation

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

By the end of Year 8, students explain how markets operate and recognise why governments may influence the market’s operation. They explain the rights and responsibilities of consumers and businesses. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work, and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.
Civics and Citizenship

What is Civics and Citizenship?

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Australian Curriculum: Civics and Citizenship provides opportunities to develop students’ knowledge and understanding of Australia’s representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. Emphasis is placed on Australia’s federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people’s rights; and how individuals and groups can influence civic life.

The curriculum recognises that Australia is a secular nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students’ understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander Peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia’s position, obligations and the role of the citizen today within an interconnected world.

Through the study of civics and citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens; to question, understand and contribute to the world in which they live. The curriculum also offers opportunities for students to develop a wide range of general skills and capabilities, including an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding.

The Civics and Citizenship curriculum aims to reinforce students’ appreciation and understanding of what it means to be a citizen. It explores ways in which students can actively shape their lives, value their belonging in a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

CIVICS AND CITIZENSHIP  
YEAR 8

CODE: 8HAS1 and 8HAS2  
SEMESTER 1 and 2  
ALTERNATIVE:

Structure and Organisation

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging.

When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

CIVICS AND CITIZENSHIP  
YEAR 9

CODE: 9HAS1 and 9HAS2  
SEMESTER 1 and 2  
ALTERNATIVE:

Structure and Organisation

The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They
investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

By the end of Year 9, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity.

When researching, students analyse a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues.

When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

specific language and concepts. They evaluate ways they can be active and informed citizens in different contexts.

BUSSINESS AND ECONOMIC

YEAR 8

CODE: 8HAS1 and 8HAS2

SEMESTER 1 and 2

ALTERNATIVE:

Structure and Organisation

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.
SOCIETY AND CULTURE

STAGE 1

CODE: 1SOR10
SEMESTERS 1 and 2
ALTERNATIVE: GEOGRAPHY, HISTORY, LEGAL STUDIES, TOURISM

Advice to Students:

Society and Culture at Stage 1 and Stage 2 fosters literacy and communication skills and promotes the life skills that will enable students to act as responsible and sensitive members of a culturally diverse, complex, and changing society.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic and cultural factors. Through the study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values and understanding that enable them to participate effectively in contemporary society.

Society and Culture provides a basis for a wide range of pathways. The skills that students will acquire, including researching and analysing material, developing and sustaining an argument, and communicating in a clear and effective manner, are in great demand and can be applied to many occupations. These skills will continue to have a high priority for employers in the future. Society and Culture develops a wide range of valuable interdisciplinary perspectives. Students of Society and Culture find employment and careers in areas such as government, law and politics, the arts, education, social work, social sciences, journalism, publishing, the mass media, museums, and tourism.

Structure and Organisation:

This course will be undertaken as a 10 credit subject and will involve the study in two key areas:

- One topic with a focus on the Australian context
- One topic with a focus on a global context.

The course will require a commitment by the student to be involved in group work and be prepared to develop and express opinions and credits of view. Active participation in discussions, debates and presentations are components of the summative assignment work. The students will undertake a major individual investigation as a key aspect of assessment.

STAGE 2

CODE: 2SOR20
SEMESTERS 1 and 2
ALTERNATIVE: GEOGRAPHY

Recommended Previous Studies:

Any Stage 1 unit from this Learning Area or Stage I English.

Advice to Students:

Inquiry based learning is at the core of Society and Culture. Through the study of this topic, students will develop skills in investigating, analysing and presenting findings in a range of contemporary, social issues.

Structure and Organisation:

This subject will be undertaken as a 20 credit subject. It consists of:

- key skills of social inquiry;
- three topic studies;
- an investigative assignment (negotiated topic).

The choice of topics will reflect the variety of experiences, backgrounds and interests that the students bring to this subject. One topic will be selected from each of the groups below:

- Group 1: Culture
- Cultural Diversity
- Youth Culture
- Work, Sport, and Leisure
- The Material World
- Group 2: New Challenges in a New Century
- Social Ethics
- Issues for Indigenous Australians
- The Technological Revolution
- People and the Environment
- Group 3: Issues for Societies in a Globalising World
- Globalisation
- A Question of Rights
- People and Power
- Political Leadership

Assessment:

Assessment consists of the following types, weighted as shown:

- Type 1: Folio (Three assessments = 50%)
- Type 2: Interaction (Two assessments = 20%)
- Type 3: Investigative Assignment (30%)

The Investigative Assignment will make up the externally assessed component (30%) of this course.
GEOGRAPHY
STAGE 1

CODE: 1GPY101
SEMESTERS 1 and 2
ALTERNATIVES: SOCIETY AND CULTURE, HISTORY, LEGAL STUDIES, TOURISM

Advice to Students:

Geography is a discipline in which many subjects are integrated to make sense of the complexities of the world. It addresses physical and human-created systems in the study of people and places, and in the relationship between people and their environment. Geography concerns why and where things are located, and what makes places different from each other. It involves the exploration of spatial patterns and processes that describe and shape environments over time.

Geographers find work in a broad range of fields and careers, including local government, environmental planning, management, surveying (geoinformatics), national parks, demography, education, strategic planning, agriculture and other primary industries, geomorphology, geology, and spatial information technology. As an integrative discipline, geography gives students the foundations to pursue a wide range of vocational education and training pathways. Stage 1 Geography is useful preparation for numerous degree and diploma courses at university and TAFE.

Structure and Organisation:

One or both units may be taken. The units focus on the interactions between the natural and human elements of the environment at the local and global scale. It helps to develop knowledge of our environment and skills in understanding it. This understanding will assist students to make informed decisions on environmental issues and act in ways that promote wise use of the environment. The course also aims to introduce students to the use of computers in the simulation and mapping of surface features and the solution of spatial problems in the landscape.

The topics chosen for study are designed to emphasise the interaction between social and physical factors: They include

- Mapping
- Computer Applications in Geography, Ecological Studies
- Urban Development/Planning
- Water Use in Adelaide
- background geographical mapping and landscape interpretation
- basic training using the computer software
- the development of a spatial problem to explore and solve
- the collection of data and the use of Global Positioning Systems
- producing maps from the data and using advanced map creation techniques
- Writing analysis and producing a report for competition entry

GEOGRAPHY
STAGE 2

CODE: 2GPY20
SEMESTERS 1 and 2
ALTERNATIVE: SOCIETY AND CULTURE

Recommended Previous Studies:
1GPY1 or Stage 1 English

Advice to Students:

As a Geography student you will be actively involved in your learning. Fieldwork and practical activities are an essential aspect of Geography. Much learning will take place outside the classroom through fieldwork. In carrying out fieldwork you will develop skills in mapping, sketching, drawing, photographing, developing models, observing and taking notes, measuring, and interviewing.

You will investigate contemporary issues related to people and the environment. Issues that challenge society inevitably have a spatial component, and hence are potentially geographical issues. Geography provides a unique, integrated approach to these issues. It deals with their social, economic, political and environmental aspects, leading to greater understanding and the basis for resolving them.

In your exploration of issues you will acquire knowledge, understanding, and inquiry skills, which will enable you to make decisions and recommendations. Technology, including, geographical information systems (GIS), satellite imagery, aerial photography, and global positioning systems (GPS), is providing an increasing range of geographical tools and hence broadening the range of skills developed by Geography students. These skills are becoming increasingly crucial in commercial and public sector decision-making.

Geography will increase your awareness of the links between people and the world around you. You will have opportunities to appreciate the choices and constraints that people face, and to develop an awareness of ecological sustainability and social justice issues. Geography will help you become a more informed citizen with skills that will be valuable in future occupations.

Geography provides you with a range of transferable skills that provide the foundation for numerous degree and diploma courses at university and TAFE, and employment in a wide range of vocational pathways.

Geographers find work in government and non-government organisations at all levels. They are employed in environmental planning, management, surveying (geoinformatics), national parks, demography, education, strategic planning, tourism, agriculture and other primary industries, geomorphology, geology, and spatial information technology. As an integrative discipline, geography gives you the foundation to pursue a wide range of vocational education and training pathways.
This curriculum statement provides the flexibility for vocational education and training (VET) units of competency, such as those from Spatial Information Training Packages, to be embedded in school programs.

**Structure and Organisation:**

Geography is a 20-point subject in which students study a compulsory core topic and two major assignments chosen from option topics. Included in this is the opportunity to develop a negotiated option topic. The 'Scope' section also contains a list of skills that are to be integrated into the programming of topics.

**Core Topic: Population, Resources, and Development.**

This topic introduces students to the processes involved in population change. Through the topic students become aware of the way in which population and consumption impact on the environment. The use of water provides an example of issues related to resource use. Water is fundamental to the preservation of life on the planet. Population and consumption are placing pressure on the finite supply of fresh water. The core topic is compulsory and as a guide it should be allocated approximately 45 hours of programmed school time.

**Option Topics**

Students must study issues related to two of the following topics:

- Topic 1: Urbanisation
- Topic 2: Rural Places
- Topic 3: Tourism
- Topic 4: Sources and use of Energy
- Topic 5: Coasts
- Topic 6: Biodiversity
- Topic 7: Climate Change
- Topic 8: Soils
- Topic 9: Environmental Hazards
- Topic 10: Globalisation
- Topic 11: Drylands
- Topic 12: Negotiated Topic

The assessment of the option topics will be through fieldwork activities and inquiries. It is expected that the development of fieldwork and inquiry skills will be a key focus in the teaching of the option topics, and that students will be provided with time during their studies of the option topics to complete their fieldwork and inquiry tasks.

Each option topic has a list of possible issues and a suggested structure for the study of these issues is provided.

Option topics and the issues chosen for study within them should be chosen with reference to:

- fieldwork opportunities;
- contemporary nature of the issues on a local, national, and global scale;
- vocational pathways;
- needs and interests of students;
- a balance of human and physical geography;
- available resources.

As a guide approximately 35 hours of programmed school time should be allocated to each of the two option topics chosen.

**Assessment:**

Assessment consists of the following components, weighted as shown:

- Component 1: Individual Fieldwork Report (25%)
- Component 2: Geographical Inquiry (20%)
- Component 3: Examination (30%)
- Component 4: Course Work (25%)
MODERN HISTORY STAGE 1

CODE: 1HSY10
SEMESTERS 1 and 2
ALTERNATIVE: SOCIETY AND CULTURE, GEOGRAPHY, LEGAL STUDIES, TOURISM

Advice to students

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people’s ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Structure and Organisation:

In modern history, students have the opportunity to examine the historical foundations of a range of societies and cultures. Students will develop research skills as they gather information from a wide range of sources. They will learn to analyse information to enable them to form opinion on world events in an educated manner.

The course is arranged to include:
A study of British India through to Indian independence, with a focus on the role of Mahatma Gandhi in the independence movement.
A study of post-WW2 East – West relations, known as the Cold War

Assessment

Assessment will include:
Three historical skills assessment tasks
One historical study task

LEGAL STUDIES STAGE 1

CODE: 1LEG10
SEMESTERS 1 and 2
ALTERNATIVE: SOCIETY AND CULTURE, GEOGRAPHY, HISTORY, TOURISM

Advice to Students:

Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system.

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students evaluate the merits of the adversary system of trial and other forms of dispute resolution systems and processes; in addition, students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

In Stage 1 Legal Studies, students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. Students use a variety of methods to investigate legal issues, such as observing the law in action in courts and through various media.

Several mock hearings and trials are conducted with students in Texas, USA via video conference. Students get to explore and put into practice both the American and Australian Legal Systems.

Structure and Organisation:

The course will be undertaken as a 10-credit subject and involve the study of at least 3 of the following areas, with Law and Society being a compulsory topic:

- Topic 1: Law and Society
- Topic 2: People, Structures, and Processes
- Topic 3: Law-making
- Topic 4: Justice and Society
- Topic 5: Young People and the Law
- Topic 6: Victims and the Law
- Topic 7: Motorists and the Law

The course will require a commitment by the student to be involved in group work and be prepared to develop and express opinions and credits of view. Active participation in discussions, debates and presentations are components of the summative assignment work.

Assessment

There will be four assessment tasks, at least one each from the following assessment types, which are used in Stage 1 Legal Studies:

- Assessment Type1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation
A study of this topic develops an appreciation of the basic principles and features of constitutional government. The motives for federation and the process leading to it are important in understanding Australia's system of constitutional government.

Topic 3: Law-making

A study of this topic develops an appreciation that law originates from two fundamental sources — parliament and the courts — but that parliament can delegate some law-making powers to the executive. Parliament is the sovereign law-maker. However, courts can make and extend law in the absence of statute law. This is called common law. Courts can also create case law through statutory interpretation.

Topic 4: Justice Systems.

A study of this topic develops an appreciation of the variety of lawful mechanisms designed to achieve just outcomes in disputes. Such mechanisms range from the more informal alternative dispute resolution methods, where courts are not involved, to a variety of formal court proceedings. This leads to an exploration of the adversary system of trial. Students evaluate the Australian criminal and civil justice systems and compare them with alternatives available in the global community.

Assessment:
Stage 2 assessments consist of the following components, weighted as shown:

School Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: Inquiry (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%).

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- six to eight assessments for the folio
- one inquiry
- one examination.
TOURISM

CODE: 1TOS10
SEMESTERS 1 and 2
ALTERNATIVE: SOCIETY AND CULTURE, GEOGRAPHY, HISTORY, LEGAL STUDIES

Advice to Students

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject.

Structure and Organisation

The course is arranged to include the following topics:

- Preparing for International Travel
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Understanding Tourism and Natural Environments

Assessment

There will be four assessment tasks, one each from the following assessment types, which are used in Stage 1 Tourism:

- Assessment Type 1: Case Study
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation

At least one assessment task will be in oral/multimodal form and one assessment task will involve group work.

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Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject Outlines, which can be accessed, from the SACE Board website.

TOURISM

CODE: 2TOS20
SEMESTERS 1 and 2
ALTERNATIVE: SOCIETY AND CULTURE, GEOGRAPHY, HISTORY, LEGAL STUDIES

Advice to Students

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment. Students’ understanding of the sustainable management of tourism is central to this subject.

The course is arranged to include the following themes:

- Operation and structure of the Tourism Industry
- Travellers Perceptions and the Interaction of Host Community and Visitors.
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Structure and Organisation

The course is arranged to include units of work, selected from the following topics;

- The Impacts of Tourism
- The Economics of Tourism
- Responsible Travel
- Indigenous People and Tourism
- Applications of Technology in Tourism

Assessment

Assessment in Stage 2 Tourism will comprise the following

School Assessment (70%)

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<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assessment Type 1: Folio</td>
<td>20%</td>
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<tr>
<td>Assessment Type 2: Practical Activity</td>
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<td>Assessment Type 3: Investigation</td>
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External Assessment (30%)

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<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assessment Type 4: Examination</td>
<td>30%</td>
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Please note that more detailed information about Stage 1 and Stage 2 SACE courses can be found in the Subject Outlines, which can be accessed from the SACE Board website.
Advice to students:

This is a practical, hands on course during which students will be involved in a number of horticulture and landscaping projects, both in the school and in the wider community. The emphasis of the course is sustainable practices.

Structure and Organisation:

Students will be involved in:

- Building, planting and tending vegetable gardens
- Mentoring Primary School students
- Building projects
- Landscaping projects
- Sustainable farming practices