INTRODUCTION

Le Fevre High School is a comprehensive secondary school catering for students from Year 8 to Year 12. We offer a wide range of academic and vocational pathways to provide students with options for study programs that gives them with the platform for successful transition to gaining employment, training or entry into TAFE or University.

At Le Fevre High School we value cooperation, commitment, care and respect. We place high importance upon learning and believe strongly in the partnership between student, parent and teacher. We also believe it is important that the learning we offer is relevant to the needs of your children, and will support them to be proactive citizens.

Le Fevre High School is an authorised ‘World School’ for the International Baccalaureate Middle Years Program (IBMYP) and along with our partner schools we have aligned our curriculum to the IBMYP framework. This is a highly regarded and internationally recognised program. A feature of the IBMYP is a flavour of internationalism and as a school community we are strengthening our international perspectives. We are also an International Education Services approved High School ‘Graduate Program’ for full fee paying International Students.

In an ever-changing world, young people are faced with increasing pressures and options about what to do with their lives. Adolescence is a time of rapid change for young people as they strive to understand themselves and come to terms with becoming young men and women. At this crucial time in their lives young people are expected by family, society and school to choose a pathway to further education, training, work or self-employment.

Le Fevre High School’s commitment to your child is to guide them into learning which interests them, challenges their thinking and rewards them for achievement, particularly in the attainment of personal goals. We will support parents and students to choose wisely. We will support your child to study subjects that interest them and provide them with flexibility to explore more than one pathway in the future.

During the middle years of schooling your child is expected to study subjects from each of the eight learning areas identified in the IB Middle Years Program (IBMYP).

The senior years of schooling are offered through a combination of academic programs with a clear focus on university entrance, vocational learning where students can choose a pattern of learning relevant to a variety of vocational areas, and community studies courses aimed at supporting completion of the South Australian Certificate of Education (SACE). Teachers will ensure choices are balanced, and the requirements for the SACE, are achieved. In essence students will enrol in a program of learning to successfully complete their study at school.

We are involved in a federation of schools which is a collaborative approach between schools to provide breadth of curriculum in the senior years and meet the individual needs of young people. This is negotiated annually and is developed in response to students course selections each year. At times students may be required to make their own way between sites to participate in these programs but this is negotiated with students as required.

A combination of subjects studied at school and accredited through Vocational Education and Training (VET) is available from Year 10 onwards. This enables our Year 11 and 12 students to have the maximum options available to them ie, University Pathways, School Based Apprenticeships, part-time work combined with part-time study and having study time available to concentrate on attaining higher subject achievement scores.

The Western Adelaide Trade School for the Future operates from our school and provides expanded learning pathways and career opportunities for our students. Le Fevre High School is one of the leaders in VET in South Australia with well-established links with business and industry.

Our school, in association with participating schools, is responsible for coordinating the provision of courses and training for all students participating in the Western Trade School for the Future. In addition we are the SA Maritime High School and a partner school in the Advanced Industry Skills program aimed at providing young people in Western Adelaide entree into a range of high-end technical and maritime career pathways. I would like to acknowledge the ongoing support of our partner organisations in these programs.

Please support your child to choose subjects they find interesting, challenging and which will lead on to something which they will find stimulating and rewarding.

I recommend the Course Handbook to you. Please take some time to read it, and ask as many questions as you need to help you support your child to make the right choices for themselves. I trust the information will also provide an indication of the expectation placed on your child to be successful in their learning at Le Fevre.

Organising a study program and planning to complete assignments on time are important skills for successful students. Our Pastoral Care program supports your child to appreciate and develop these skills, allowing students to help themselves succeed.

The Middle and Senior schooling approaches at Le Fevre High School provide enormous support for your child’s success. Take advantage of them.

At Le Fevre High School we look forward to building an even stronger partnership with parents to ensure student learning is at the highest levels.

For further information regarding the school’s curriculum offerings, please contact the appropriate year level coordinator or Mr Troy Barker, Curriculum Assistant Principal on 8449 7004.

This publication was correct at the time of production and represents the courses intended to be offered by the school, but course offerings are subject to amendment and change.

Rob Shepherd
Principal
Le Fevre High School
July 2014

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South Australian Department for Education and Child Development
Trading as South Australian Government Schools
CRICOS Provider number 00018A
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The Maritime High School of South Australia program is hosted at Le Fevre High School and serves the Secondary Schools of Western Metropolitan Adelaide. It was established at the commencement of the 2011 school year following an announcement by then Premier Mike Rann in March 2010. The program complements the Advanced Technology Program of which the school has been a member since 2010.

This is an exciting venture offering a range of study pathways articulating to the plethora of employment in the various components of maritime industries locally, nationally and internationally in trade and academic level programs.

The courses are delivered in high quality new facilities at Le Fevre High and in association with our partner organisations including the Australian Fisheries and Maritime Academy, the Australian Maritime College, Flinders Ports and the Australian Submarine Corporation.

The program includes a range of short duration “taster” programs to allow students to experience various aspects of maritime industries. These taster programs articulate to semester and year long programs in Maritime Engineering, Applied Physics, Mathematics and Design courses. For further details contact Mr Rod Hunter on 84497004 or alternatively refer to the Regional VET section in this book.

Specific courses are on offer in Years 10, 11 and 12 especially:

<table>
<thead>
<tr>
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<th>YEAR 12</th>
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<tbody>
<tr>
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<tr>
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<td>ADVANCED NAVAL ENGINEERING - INTEGRATED LEARNING</td>
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<td>• REMOTE CONTROLLED POWER BOATS</td>
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<td></td>
<td>• CONTROL SYSTEMS</td>
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<td>• ELECTRONICS</td>
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<tr>
<td>NAVAL ENGINEERING - INTEGRATED LEARNING</td>
<td>SEMESTER 1: NAVAL ARCHITECTURE</td>
</tr>
<tr>
<td>SEMESTER 2: SUBMARINE TECHNOLOGIES</td>
<td>SEMESTER 2: SUBMARINE TECHNOLOGIES</td>
</tr>
</tbody>
</table>
What is Vocational Education and Training (VET)?
VET refers to national vocational qualifications that are endorsed by industry. VET also includes developing specific industry-related skills through:

- Off-the-job learning – at school or with another training provider and
- On-the-job learning – at one or more workplaces.

Students with VET qualifications are well prepared to take on apprenticeships (including School-Based Apprenticeships), further training and skilled jobs.

For more information on how VET contributes to SACE credits and the benefits of doing VET courses, please refer to the Regional VET page.

VET programs offered at Le Fevre High School
Le Fevre High School offers a range of full and partial completion, nationally recognised, certificate courses. Students do not need to go off site for much of this learning, and many of the competencies are offered within normal subject lines.

CREATIVE INDUSTRIES - Certificate II in Creative Industries - Media (Full Certificate)
Up to 40 Stage 1 credits
This course is aimed at both students considering a career in the industry and at students who would utilise design and media skills in their workplace, such as office environments or business owners.
4 subjects - 10 Design and Digital Media, 10 Art and Digital Media, 11 Design and Digital Media and 11 Art and Digital Media. Any of these subjects can be taken individually as partial completion of the certificate.

This course is an introduction to the Digital Media workplace, specialising in publishing and screen electives. Competencies include both theoretical and practical knowledge. Students will use industry software, practice employability skills, and complete digital media products.

ENGINEERING - Maritime Engineering – Certificate I in Engineering (Full Certificate)
30 Stage 1 credits - one year
This course will introduce students to aspects of engineering in the maritime shipbuilding industry. Students will learn welding, fabrication and machining skills and processes, as well as required theory. Oxy/Acetylene, MMA and GMA welding techniques are used. Projects, design work and testing are integral components of the course. Projects, design work and testing are integral components of the course. Students will be supported by local industry partnerships for visits and workplace learning.

FAMILY WELL-BEING – Certificate II in Family Well-being (Partial Certificate)
10 Stage 1 credits - one semester
This course is a development journey where students learn about basic needs, counselling, coping with grief and loss, and cycles of violence. Students gain skills in developing positive relationships, learn to cope with issues, managing stress and emotions and how to help others through times of crisis.

MARITIME INDUSTRY PATHWAY - Certificate II in Transport and Distribution (Maritime Operations) (Full Certificate)
55 Stage 1 credits - one year
This is an entry level course that will provide students with maritime skills and knowledge to enable them to be immediately employable as deck hands as well as giving them significant credit in a coxswain course. This will be able to be completed once students have gained sufficient documented time at sea.

SSASTA - Certificate III in Sport and Recreation (Full Certificate)
50 Stage 2 credits - one year
This subject is open to all SA SASSA students, aged 16 by February in the year of study.
The course is aimed at sports minded students who are seeking genuine career opportunities within the sports and recreation industry. As one of the few sporting pathways through the SACE this subject will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports and related field including fitness centres and sporting complexes/clubs as well as the potential to further enhance elite sporting careers.

For more information please see the subject headings within the Year level offerings.
<table>
<thead>
<tr>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English Literacy for Work &amp; Community Life</td>
<td>English Communications English Studies</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Numeracy for Work &amp; Community Life</td>
<td>Mathematical Pathways-Engineering</td>
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<td>Mathematics Pathways-Engineering</td>
<td>Mathematical Applications-Business</td>
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<td>Mathematics Applications-Business</td>
<td>Mathematics Specialist Mathematical Studies</td>
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<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Ancient Studies Aboriginal Studies Gender Studies Legal Studies History Society &amp; Culture</td>
<td>Aboriginal Studies Modern History Society &amp; Culture Women’s Studies Legal Studies</td>
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<tr>
<td>Physical Education Rugby League</td>
<td>Physical Education Rugby League</td>
<td>Physical Education Leadership Active 8 Rugby League</td>
<td>Food &amp; Hospitality Physical Education Family Well-Being(VET) Rugby League SAASTA Power Cup SAASTA Shield</td>
<td>Physical Education Physical Education - Integrated Learning Food &amp; Hospitality SAASTA Integrated Learning</td>
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*Correct at the time of publication – Subject to amendment*
GENERAL INFORMATION

HOW TO SELECT A COURSE
In selecting their course, students should consider the following steps.

1. CONSIDER
   - Ambitions - your future, career plans, your education
   - Capabilities and interests
   - Your achievements at school so far
   - Information available to you (from teachers, parents, school counsellors etc.) about you

2. UNDERSTAND
   - The courses available
   - Organisation of the school curriculum - choices, pattern etc.
   - The line structure and the availability of courses
   - Where courses lead to in the future
   - SACE requirements

3. READ
   - What courses are available
   - The course descriptions
   - Where subjects lead to in later years

4. COMPLETE
   - Your course selection form
   - Work with your parents, care group teachers, course counselling team members in making your course choices

SOME SOURCES OF INFORMATION
You can get information to help with your course choices from any of the following sources:
   - Previous school reports
   - Subject teachers
   - Care group teachers
   - Student counsellors
   - Career information from library or counsellors waiting area
   - The Job Guide: www.jobguide.dest.gov.au
   - My future website: www.myfuture.edu.au
   - Friends and relatives who work in various areas
   - Direct from tertiary institutions (e.g. TAFE and Universities)
   - The SACE Board: www.sace.sa.edu.au
   - Apprenticeship Brokers

SCHOOL OF LANGUAGES INFORMATION
Detailed information about all courses, including course overviews, can be found on the School of Languages website: http://www.schooloflanguages.sa.edu.au

This publication was correct at the time of print and represents the courses intended to be offered by the school, but course offerings are subject to amendment and change.
In Years 8, 9 and 10 the curriculum offered is based upon DECD and ACARA guidelines and IBMYP required learning in the eight areas:
- Arts (Music, Drama, Art and Design, Digital Media)
- English
- Health and Physical Education (Physical Education)
- Language (Indonesian)
- Mathematics
- Science
- Humanities
- Design and Technology (Materials –Construction, Technology and Systems – Information and Communication Technology, Home Economics)

Students study a total of 14 units, where a unit of study is a semester of approximately four hours per week of class lessons. As students progress through the school more choice is possible to allow students the opportunity to concentrate on areas of particular interest or ability. Students are expected to study at least one unit from each of the learning areas.

The following table shows the full curriculum package from which our Middle School students develop their course programs.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>3</td>
<td>Indonesian</td>
<td>Indonesian</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>Humanities</td>
<td>Humanities</td>
</tr>
<tr>
<td>6</td>
<td>PE or Rugby</td>
<td>Arts</td>
</tr>
<tr>
<td>7</td>
<td>Design &amp; Tech (D&amp;T)</td>
<td>Home Economics</td>
</tr>
</tbody>
</table>

Students choose 1 from each of the Arts and Design & Tech

<table>
<thead>
<tr>
<th>Arts</th>
<th>D&amp;T</th>
<th>Arts</th>
<th>D &amp; T Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama (1 or 2 units)</td>
<td>Materials (Metalwork)</td>
<td>Art &amp; Digital Media (VET)</td>
<td></td>
</tr>
<tr>
<td>Music (1 or 2 units)</td>
<td>Materials (Timber Construction)</td>
<td>Art Visual Arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health &amp; Home Economics</td>
<td>Drama</td>
<td>Timber Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music (2 units)</td>
<td>Home Ec – Multi-cultural Food</td>
</tr>
</tbody>
</table>

Additional Choices
- Leadership
- Active 8 (1 unit)
- Humanities (2nd unit)
- Health & Physical Ed (2nd unit)
- Rugby League (2nd unit)
The IB Middle Years Programme

What is an IB education?
The IB continuum of international education for 3 to 19 year olds is unique because of its academic and personal rigour. We challenge students to excel in their studies and in their personal growth. We aim to inspire a quest for learning throughout life that is marked by enthusiasm and empathy.
The IB aspires to help schools develop well-rounded students with character who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.
The IB offers high-quality programmes of international education that share a powerful vision, informed by the values described in the learner profile, an IB education:
- Focuses on learners - the IB’s student-centred programmes promote healthy relationships, ethical responsibility and personal challenge
- Develops effective approaches to teaching and learning – IB programmes help students to develop the attitudes and skills they need for both academic and personal success
- Works within global contexts - IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues
- Explores significant content - IB programmes offer a curriculum that is broad and balanced, conceptual and connected.

IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. These attributes represent a broad range of human capacities and responsibilities that go beyond intellectual development and academic success.

What is the IB Middle Years Programme (MYP)?
The MYP is designed for students aged 11 to 16. It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasises intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.
The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme and the IB Career-related Certificate.

The IB Middle Years Programme
- Addresses students’ intellectual, social, emotional and physical well-being
- Enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
- Ensures breadth and depth of knowledge and understanding through the study of eight subject areas
- Requires the study of at least two languages to support students in understanding their own culture and that of others
- Provides the opportunity for students to undertake an independent project into an area of interest.

The curriculum
The MYP Programme consists of eight subject groups integrated through five interactive areas providing global contexts for learning. Students are required to study at least two languages (as part of their multilingual profile), humanities, sciences, mathematics, arts, physical education and technology. In their final year, students will also undertake an independent ‘personal project’ to demonstrate the development of their skills and understanding.

The MYP: a unique approach, relevant for today’s global society
The MYP’s core features five contexts for learning that provide powerful opportunities to engage in the study of issues that affect students today. Using a common language, teachers organize the curriculum through the following areas of interaction.

Approaches to learning represents learning skills that students will develop and apply during the programme and beyond.
Community and service considers how students can learn about their place within communities and be motivated to act in new contexts.
Health and social education is designed to help students identify and develop skills that will enable them to function as effective members of societies.
They also learn about how they are changing and how to make informed decisions that relate to their welfare.

Environments explore how humans interact with the world at large and the parts we play in our virtual, natural and built environments.

Human ingenuity deals with the way in which human minds have influenced the world and considers the consequences of human thought and action.

The personal project
The personal project is an important part of the MYP. Students learn to manage and direct their own inquiry and further develop the skills they have learned through the MYP. Under a teacher’s supervision, each student leads the process of developing the personal project. Assessment stands as a summative review of students’ ability to conduct independent work using the areas of interaction as contexts for their learning.

Assessment in the MYP: rigorous criteria, applied consistently worldwide
MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teacher’s structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

A good curriculum develops a range of student skills. The Middle Years Programme encourages teachers to assess this acquired skill set, including how to succeed in written examinations. Typical MYP assessment tasks include open-ended, problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection. MYP assessment is carried out by teachers, according to the criteria defined by the IB.

“The MYP has transformed our approach to teaching and learning. It allows our teachers to teach courses which are genuinely stimulating, and focused on the expectations and aspirations of our students, and it allows our students to engage with a curriculum which is rigorous, imaginative and interdisciplinary.

“It is the best middle school programme available in the world and I would urge all schools who are academically ambitious – for their staff and students – to introduce it as soon as they can. In doing so, not only will they best prepare students for further education, but also provide them with that unique, rounded perspective of ourselves and the world around us that IB students can have.”

International standards for assessment: moderation and monitoring
All schools are responsible for developing appropriate assessments for their students according to published MYP objectives and criteria. While external examinations are not provided, IB World Schools offering the MYP must participate in either moderation or monitoring of assessment. The IB reviews and provides feedback on each school’s internally-developed assessments, highlighting those areas where the school is performing well along with areas for improvement.

External moderation validates final grades and records of achievement, and awards MYP certificates. For moderation, schools submit samples of assessed students’ work from each of the MYP subject areas (along with the personal project) from the final year of the programme to independent external moderators appointed by the IB. Through this process, the IB ensures that schools and teachers are using international MYP standards in assessing their students.

Monitoring of assessment provides support and guidance to schools with regards to internal assessment procedures and practices.

Schools benefit from the expertise of trained moderators and experienced MYP subject specialists. Monitoring of assessment helps schools apply MYP assessment principles to their own local practices. (Monitoring of assessment is not linked to validation of student grades.)

The IB Mission
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The IB learner profile
The aim of all IB programmes is to develop internationally minded people who, recognizing our common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective
YEAR 8 CURRICULUM

ENGLISH
Units: 2
In Year 8 English, students will:
- Read, view and analyse a range of texts eg Poetry, Prose, Drama, Visual, Short Pieces, Multimedia and Electronic texts
- Listen to, evaluate and produce a range of spoken texts, eg Anecdotes, Debates, Multimedia Presentations, Poetry Performances, Formal Speeches and Social Issue Reports
- Compose a range of texts – written and multimedia for particular audiences, purposes and contexts.

The nature of the texts students study and produce will become more complex from Year 8 to Year 9. There will always be an emphasis on exploring issues relevant to adolescents and an approach that allows students to engage with aspects of our society including its diverse cultural aspects. At each year level, students will develop skills in understanding the language of different texts and acquire strategies to help them compose their own texts.

ASSESSMENT
Students will be assessed according to the IB criteria
- Listen to spoken texts, examine spoken texts and produce spoken texts
- Read and view texts
- Compose written and multimedia texts
- Engage in associated language activities.

HUMANITIES
Units: 2
Students will study one Semester of History and one semester of Geography:
- History: The course consists of an overview and 2 depth studies. Students will study the Ancient to the Modern World (c.650 – c.1750)
- Geography: The course adopts an inquiry based approach to Landscapes and Personal and Community Geographies.

ASSESSMENT
Students will be assessed according to the International Baccalaureate Assessment Criteria and will complete Source and Data Analyses, Investigative reports, Imaginative and Analytical Essays, Visual and Oral Presentations.

LANGUAGE - INDONESIAN
Units: 2
Previous knowledge of the language is valued but certainly not essential. The aim of this course is to give students a chance to use Indonesian for basic communication on topics relevant to them like greetings, leisure time, transport, school, family and being a responsible tourist.

Through developing their ability to speak, listen, read, and write in Indonesian they grow in confidence as they discover it is possible to learn another language, while strengthening their understanding of English.

They also journey through Indonesia’s culture via the arts, food and many other learning experiences made available to them.

ASSESSMENT
Students will be assessed using the IBMYP Criteria in the following areas:
- Oral Communication
- Visual Interpretation
- Reading Comprehension
- Writing.

MATHEMATICS
Units: 2
The five main areas of study are:
- Number: directed numbers, decimals, fractions and percentages, indices
- Measurement: calculations involving perimeter, area and volume, units of mensuration
- Patterns & Algebraic Reasoning: solving simple equations, representing number patterns
- Spatial Sense and Geometric Reasoning: angles, bearings and shapes, polygons, Cartesian, graphs, geometry
- Exploring, analysing and modelling Data: predicting the results of chance events, data collection and analysis.

A scientific calculator is essential

ASSESSMENT
Students will take part in a range of assessment tasks including solving problems, research, tests, projects, assignments, investigations and practical applications of skills developed. Common testing occurs during each semester.

PHYSICAL EDUCATION
Units: 1
Physical Education at year 8 consists of both Practical and Theoretical components. Students will have the opportunity to develop practical skills in a variety of sports incorporating kicking/tracking, throwing/catching and trapping/hitting including softball, European handball, athletics, football, movement composition and a range of minor games. The health/theory component of the course will address the benefits of healthy and active lifestyles, fitness and fitness testing and the ShineSA Relationships and Sexual Health Program.

Assessment
Students are assessed on the following:
- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

NB: It is expected that students change into PE uniform for all practical lessons and wear appropriate footwear, as directed by their PE teacher.
RUGBY LEAGUE
Units: 1
The Rugby League course enables students with a passion for rugby league to develop knowledge, understanding and skills in all aspects of Rugby League including playing, the history of Rugby League, rules, and fitness components and training principles. Students will have the chance to represent the school at various Rugby League carnivals held throughout the year. Students will also undertake the ShineSA Relationships and Sexual health program including development of self-esteem, decision making skills and risk taking.
Assessment
Students are assessed on the following:
- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving
NB: Playing and travel fees will apply with this course.
It is expected that students change into PE uniform or Rugby League attire for all practical lessons. Football boots and mouth guards are recommended to be worn at training and games.

SCIENCE
Units: 2
The four main areas of study are:
- Earth and Space: exploring the solar system, stars and galaxies, geology of the earth
- Energy Systems: pushes and pulls, forms of energy and forces around us
- Life Systems: using classification, plants and animals, digestion and cells and reproduction
- Matter: properties of matter, atoms and molecules, chemical reactions and mixing and separating substances.
There is also an emphasis on safety in the laboratory as well as developing scientific skills.
Assessment
- Assessment tasks include research, assignments, projects, tests, issues analysis, laboratory work and practical investigations. There is common testing during each semester.

DESIGN AND TECHNOLOGY
HEALTH AND HOME ECONOMICS
Length: 1 Term
The three main areas of study are:
- Food preparation and nutrition - students are introduced to issues related to safety and hygiene in the food area. Fundamental food preparation techniques are used during practical lessons. Nutrition studies are an important component of the course
- Textiles - design and construction introduces students to simple pattern drawing, concepts and design, as well as an appreciation of textiles and their uses. They begin working with the sewing machine, designing and constructing one fabric item
Assessment
Assessment in each area is based on the design cycle using IB criteria, assignments, practical work and analysis of work completed.

DESIGN AND TECHNOLOGY
Units: 1
The course develops familiarity with a range of materials, tools, machines and processes as well as skills in design, problem solving, decision-making, researching and the application of information. Students are given experience in working with various materials and systems (wood, metal, plastics, electrical circuits and Computer Aided Design). Students design and make projects as well as learning about tools, processes, materials and electricity. Working cooperatively and safely is emphasised.
Assessment
Students are assessed in the areas of the design cycle, practical skills and knowledge as well as environmental concerns and safety.

DIGITAL TECH
Length: 1 Term
This subject is an integrated approach to teaching technology. The following programs are introduced:
- Scratch/Game Maker – a graphical user programming tool
- CAD – Computer Aided design tool
- Internet safety.
Students use these programs to develop specific Information Technology (IT) skills and to present their projects to an audience.
Assessment
Students will be assessed using the ‘Design cycle’ approach to projects, design, make, appraise and evaluate using IB criteria.
THE ARTS
The Arts includes: Music, Drama and Art & Design. Students in Year 8 do two of these for one term each.

DRAMA - PERFORMING ARTS
Length: 1 Term
By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

ASSESSMENT
Performances, workshops/improvisations, written reviews, reflective journals and written tests using IB MYP criteria aligned with the Australian curriculum.

MUSIC - PERFORMING ARTS
Length: 1 Term
By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. Students are advised to learn music from a specialist music teacher if they intend to undertake music at Year 10.

ASSESSMENT
Performances, tests and written assignments using IB MYP criteria aligned with the Australian curriculum.

ART - VISUAL ART
Length: 1 Term
In this term, students work with the basic ingredients of Visual Arts: colour, line, tone, pattern, shape and texture. Students keep a record of their learning in a workbook and also complete finished art works. Students are introduced to the appreciation of Art works by other artists. Art includes these three aspects.

- Arts Practice: creating, making and presenting: students learn creative thinking skills and invention of new images. Students complete finished art works and learn how to present their work.
- Analysis and Response: students apply their new vocabulary to analysing art works by other artists as well as works by their peers.
- Arts in context: students gain some understanding that cultural, social and historical circumstances create art works.

ASSESSMENT
Workbooks, homework tasks, art works done in class, use of specialist vocabulary in written and spoken responses to art works, participation and some self assessment using IB criteria.

INSTRUMENTAL MUSIC
Length: Full Year
Students have the opportunity to learn an instrument through the Instrumental Music Service from Years 8 to 12. Instrument taught include guitar/bass, drums, voice and woodwind. These lessons are free for students and run for 30 minutes weekly in school time. Students are expected to make a full year commitment and be expected to purchase or hire an instrument where required.
**YEAR 9 CURRICULUM**

**ENGLISH**

Units: 2

In Year 9 English, students will:

- Read, view and analyse a range of texts eg Poetry, Prose, Drama, Visual, Short Pieces, Multimedia and Electronic
- Listen to, evaluate and produce a range of spoken texts eg Anecdotes, Debates, Multimedia Presentations, Poetry Performances, Formal Speeches and Social Issue Reports
- Compose a range of texts – written and multimedia for particular audiences, purposes and contexts.

The nature of the texts students study and produce will become more complex from Year 8 to Year 9. There will always be an emphasis on exploring issues relevant to adolescents and an approach that allows students to engage with aspects of our society including its diverse cultural aspects. At each year level, students will develop skills in understanding the language of different texts and acquire strategies to help them compose their own texts.

**ASSESSMENT**

Students will be assessed according to the IB criteria and will:

- Listen to spoken texts, examine spoken texts and produce spoken texts
- Read and view texts
- Compose written and multimedia texts
- Engage in associated language activities

At year 9 a Literacy class may run to assist students who require extra support in developing Language skills.

**HUMANITIES**

Units: 2

Students will study 2 terms of History and 2 terms of Geography

- History: The course consists of an overview and 2 in depth studies. Students will study the Modern World (1750 -1918)
- Geography: The course adopts an inquiry based approach to Biomes and Food Security and Global Connections.

**ASSESSMENT**

Students will be assessed according to the International Baccalaureate Assessment Criteria and will complete Source and Data Analyses, Investigative Reports, Imaginative and Analytical Essays, Visual and Oral Presentations.

**LANGUAGE - INDONESIAN**

Units: 2

Previous knowledge of the language is valued but certainly not essential. The aim of this course is to give students a chance to use Indonesian for basic communication on topics relevant to them like visual descriptions and individuality, sickness and health, eating out and the home. Through developing their ability to speak, listen, read, and write in Indonesian they grow in confidence as they discover it is possible to learn another language, while strengthening their understanding of English. They also journey through Indonesia’s culture via the arts, food and many other learning experiences made available to them.

**ASSESSMENT**

Students will be assessed using the IBMYP Criteria in the following four areas:

- Oral Communication
- Visual Interpretation
- Reading Comprehension
- Writing

**MATHEMATICS**

Units: 2

The five main areas of study are:

- Number: ratio and percentages
- Measurement: calculations involving perimeter, area and volume
- Patterns and Algebraic reasoning: Algebraic expressions, substitution, expansion, factorisation and exponents
- Spatial sense and Geometric Reasoning: cartesian geometry and Pythagoras Theorem and its applications
- Exploring Analysing and Modelling Data: exploring probability via experimentation and investigating statistics.

*A scientific calculator is essential*

**ASSESSMENT**

Students will take part in a range of assessment tasks including solving problems, projects, tests, research, assignments, investigations and practical applications of skills developed. Common testing occurs during each semester.

**PHYSICAL EDUCATION**

Units: 1

Physical Education at year 9 consists of both Practical and Theoretical components. Students will have the opportunity to develop practical skills in a variety of sports incorporating kicking/tracking, throwing/catching and trapping/hitting including soccer, volleyball, athletics, basketball, movement composition and a range or minor games. The health/theory component of the course will address fitness components, fitness testing, training methods and principles, contemporary issues in sport and the ShineSA Relationships and Sexual Health Program.

**ASSESSMENT**

Students are assessed on the following:

- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

NB: It is expected that students change into PE uniform for all practical lessons and wear appropriate footwear, as directed by their PE teacher.

**PHYSICAL EDUCATION**

Units: 2

Year 9 Students have the opportunity to study Physical Education for a second semester. Semester
two aims to further develop student’s practical skills in a variety of sports incorporating kicking/tracking, throwing/catching and trapping/hitting including table tennis, touch football, volleyball and movement composition. The health/theory component of the course will build on knowledge and understanding developed in semester one and include food and nutrition, health and health promotion and game creation.

**ASSESSMENT**

Students are assessed on the following:
- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

NB: It is expected that students change into PE uniform for all practical lessons and wear appropriate footwear, as directed by their PE teacher.

**RUGBY LEAGUE**

Units: 1

The Rugby League course enables students with a passion for rugby league to develop knowledge, understanding and skills in all aspects of Rugby League including playing, rules, and fitness components and training principles. Students will have the chance to represent the school at various Rugby League carnivals held throughout the year. Students will also undertake the ShineSA Relationships and Sexual health program including development of self-esteem, decision making skills and risk taking.

**ASSESSMENT**

Students are assessed on the following:
- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

NB: Playing and travel fees will apply with this course. It is expected that students change into PE uniform or Rugby League attire for all practical lessons. Football boots and mouth guards are recommended to be worn at training and games.

**SCIENCE**

Units: 2

The four main areas of study are:
- Earth and Space: investigating various environments, rock systems, erosion and weathering, plate tectonics
- Energy Systems: light and sound energies, investigating heat and electrical energy
- Life Systems: food webs, life in the past and body responses (nerves and hormones)
- Matter: acids and bases, investigating reactions and the structure of atoms

There is an emphasis on developing scientific skills, reporting scientifically and investigating scientific issues.

**ASSESSMENT**

Assessment tasks include research assignments, issues analysis, projects, tests, laboratory work and practical investigations. There is common testing during each semester.

**DESIGN AND TECHNOLOGY**

**HEALTH AND HOME ECONOMICS**

Units: 1

The three main areas of study are:
- Food preparation and nutrition enables students to extend their skills introduced in Year 8. Simple nutritious meals are the focus at the beginning of the course, followed by baked products in the second half of the course. Health risks associated with take away, high fat, sugar and low fibre diets are also researched and discussed.
- Textiles, design and construction enables students to extend their knowledge of textiles and practical skills developed in Year 8. Use of commercial patterns and construction of a simple garment are the main focus. A major research assignment on a man-made fibre of choice is undertaken to extend the student’s understanding of construction and design concepts.

**ASSESSMENT**

Students are assessed on the design cycle against IB criteria.

**METAL WORK - WELDING & MACHINING**

Units: 1

This involves students in the areas of:
- Gas welding – fusion and braze welding
- Machining using lathes – some use of CNC lathe
- CAD (Computer Aided Design). Emphasis is placed on the development of skills in the use of small power tools and machines as well as problem solving. Students are made aware of the implications of technology in our society. Safety and the correct use of equipment are stressed.

**ASSESSMENT**

Students are assessed on the design cycle against IB criteria.

**DIGITAL TECH**

Units: 1

This semester course continues to develop skills learnt in the Year 8 Digital Tech course. The course focuses on computer programming concepts through two main studies.
- Complex Game Maker programming with complex program loops and use of flow diagrams
- Databases –Analysing data, designing queries and entry methods.

**ASSESSMENT**

Students will be assessed on the design cycle against IB criteria.
TIMBER CONSTRUCTION
Units: 1
This involves students in an integrated program using all of the following areas in order to complete practical assignments:
- Woodwork
- Patternmaking
- Wood turning
- Computer Aided Design.
The course emphasises aspects of designing, hand skills, machine operation as well as safety and the safe use of equipment.

ASSESSMENT
Students are assessed in the areas of design, construction skills and appraisal of work.

THE ARTS

DRAMA - PERFORMING ARTS
Units: 1 or 2
By the end of Year 9, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

ASSESSMENT
Performances, workshops/improvisations, written reviews, reflective journals and written tests using IBMYP criteria aligned with the Australian curriculum.

MUSIC - PERFORMING ARTS
Units: 1 or 2
By the end of Year 9, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music. Students are advised to learn a musical instrument from a specialist music teacher if they intend to undertake music in Year 10.

ASSESSMENT
Performances, tests and written assignments using IBMYP criteria aligned with the Australian curriculum.

ART - VISUAL ART
Units: 1 or 2
Students gain greater understanding of art forms and genres eg painting, sculpture, architecture, installation, landscape, portrait, narrative, still-life, historical. They develop art works exploring one or more of these.
Art and Design includes these three aspects:
- Arts Practice: Creating, Making and Presenting: students use a range of traditional and new media to devise Art and Design works. They record their learning in a workbook, showing classroom exercises, notes and experiments. Finished works are presented and displayed.
- Analysis and Response: students apply their specialised vocabulary to analyse art and design works by other artists/designers as well as to works by their peers.
- Arts in Context: students gain specific understanding of some cultural, social and historical circumstances that have produced art and design works.

ASSESSMENT
Workbooks, finished works, home-tasks, written and oral responses to art and design works that demonstrate students specialised vocabulary.
YEAR 10 CURRICULUM

DIGITAL TECHNOLOGY A
Units: 1
Students will complete a number of activities that will utilise the IBMYP Technology design cycle. The course is available on-line utilising the Le Fevre High School Learner Management System with students being expected to complete tasks on time. They will also need to use feedback and reflection processes constructively.

Content:
Students will use the technology design cycle within the following topics:
- Flash animation (Adobe Flash)
- Internet concepts and technologies
- Programming, Visual Basic.

ASSESSMENT
Students will complete tasks that fulfil the Design Cycle process and the Technology assessment criteria for IBMYP.

DIGITAL TECHNOLOGY B
Students will complete a practical activity which will involve the analysis of an existing game using Game Maker software which will incorporate fundamental data base designs & programming. There are a number of skill activities involving a series of programming challenges set by the teacher. This will involve a skills test.

Students will also research and develop a written report about a range of social media issues associated with computer game playing.

ASSESSMENT
Students will complete tasks that fulfil the Design Cycle process and the Technology assessment criteria for IBMYP.

ENGLISH
Units: 2
At Year 10, English is designed to prepare students for the study of English at SACE Stage 1. Students will be expected to demonstrate much greater control over language features, to have sensitivity to the needs of audiences and contexts and to be able to analyse demanding issues, themes and cultural values.

In Semester 2, students may choose three six week units from a selection of course offerings:
- Writing Workshop
- Introduction to Shakespeare
- Film Study/Film Making
- Poetry and Song
- Science Fiction/Fantasy.

Each unit will prepare students for the study of Stage 1 English.

ASSESSMENT
- Listening to spoken texts, examining spoken texts and producing spoken texts
- Reading and viewing texts
- Composing written and multimedia texts
- Associated language activities
- Collaborative skills
At year 10 a Literacy class may run to assist students who require extra support in developing Language skills.

LANGUAGE - INDONESIAN
Units: 2
By the end of this course, students can expect to become reasonably confident, practical users of Indonesian with an understanding of the way the language works. They will cover a variety of themes like weather and clothing, a trip to the market, giving and asking directions and how to be a good guest in an Indonesian home.

Students will be given an opportunity to have a pen pal in Indonesia, via our BRIDGE project which links us with a senior school in Pontianak, Kalimantan.

The year is enhanced by trips to the market, cooking, the zoo trip and an orientation course around the local area, in Indonesian. Other learning experiences further allow the students to enjoy Indonesia’s rich culture.

ASSESSMENT
Students will be assessed using the IBMYP Criteria in the following four areas:
- Oral Communication
- Visual Interpretation
- Reading Comprehension
- Writing.

MATHEMATICS

MATHEMATICS – ADVANCED
Units: 2
In Year 10, Maths classes are created based on student’s performance during Year 9. Any requests for changes are negotiated with students, their parents and Mathematics Coordinator. The classes are reviewed at the end of Terms 1 and 2 to allow for changes and to ensure learners access the Mathematics courses they need to support their chosen pathway.

All students study a Mathematics course which includes:
- Algebra
- Trigonometry
- Linear equations: solving equations, drawing graphs & practical applications of skills developed
- Statistics
- Probability.

Students doing the Maths Advanced course will study extension material in the following areas:
- Algebra extension
- Quadratics
- Planar Geometry
- Coordinate Geometry

This course leads to Stage 1 Mathematics A, B, C and Stage 1 Physics.

A scientific calculator is an essential requirement.

ASSESSMENT
Assessment tasks include assignments, tests, investigations, projects and use 1B criteria.
PHYSICAL EDUCATION

Units: 1
Physical Education (Sem 1) course provides students with a variety of sporting options including Volleyball, Gaelic football, Softcross, Tennis, Aquatics and movement composition. The theory component of the course allows students to explore standardized fitness testing and the components of fitness, exercise physiology including body systems (muscular, skeletal, cardiovascular, respiratory systems), Energy systems and energy sources and the principles and methods of training. Students will also undertake the ShineSA Relationships and Sexual health program.

ASSESSMENT
Students are assessed on the following:
- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

NB: It is expected that students change into PE uniform for all practical lessons and wear appropriate footwear, as directed by their PE teacher.

PERSONAL LEARNING PLAN

Credits: 10
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. The PLP helps students plan for their future by:
- Helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- Exploring possible career choices and ideas for community service
- Investigating how best to prepare for their career options and other goals.

CONTENT
The content includes:
- Capabilities
- Specific content.

Capabilities
The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject. The capabilities are:
- Communication
- Citizenship
- Personal development
- Work
- Learning

Specific Content (suggested topics)
Teachers, together with their students, choose areas for detailed study to support the development, implementation, review, and adjustment of each student’s plan, based on his or her particular needs and interests. Examples of topics include:
- Learning Skills
- Thinking Skills and Techniques
- Research Skills
- Planning and Decision-making Skills
- Communication
- Work Skills
- Social Living and Responsibility
- Culture and Knowledge
- Personal Characteristics
- Interpersonal and Relationship Skills
- Health and Well-being.

ASSESSMENT
Assessment at Stage 1 is school based and moderated by the SACE board. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning. Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, including a round table presentation, resume and interview (in chart, table, or map format).

SCIENCE

Units: 2
All students study two units of Science. In Semester 1, topics will include:
- Road Science
- Electrochemistry and Introductory Chemistry
- Genetics and Heredity.
In Semester 2 topics will include:
- Biology:
  - How cells work, cell processes (respiration and photosynthesis) and cell growth
  - Our genes, DNA, genes and chromosomes.
- Chemistry:
  - Metals and non-metals, chemical families, chemical equations and chemicals in the environment
  - Elements and compounds, minerals
- Physics:
  - Space travel – living in space, getting into space and orbiting the Earth
  - Newton’s laws of motion
  - Electronics

Contents from the Maritime world will be used where appropriate throughout this course.

ASSESSMENT
Assessment tasks include assignments, laboratory work, tests, investigations and projects.
HUMANITIES
Units: 1 or 2
Students will study 2 terms of History and can study 2 terms of Geography
■ History: The course consists of an overview and 2 in depth studies. Students will study The Modern World and Australia.
■ Geography: The course adopts an Inquiry based approach to Environmental Challenges and Geography and Global Well Being.
ASSESSMENT
Students will be assessed according to the International Baccalaureate Assessment Criteria and will complete Source and Data Analyses, Investigative Reports, Imaginative and Analytical Essays, Visual and Oral Presentations.

DESIGN AND TECHNOLOGY
TRADES TECHNOLOGY
Units: 1
This course gives students experience in traditional and modern technology areas. This will include work in Engineering, System and Construction areas. This may include practical work with motors, hydraulics, electronics and construction materials.
Each area will relate to career pathways that can be followed in following years. Maritime Pathways will be explored.
This course is designed to be flexible to meet the demands and changes in practical career pathways and will suit students with a hands-on study interest. It is recommended that this course be done in conjunction with Yr10 Maritime Science.
CONTENT
■ Advanced Manufacturing
■ Motor Mechanics
■ Electronic Systems
■ Engineering Systems
■ Construction techniques – mixed materials
■ Visits to local employers.
ASSESSMENT
Practical skills, knowledge and understanding.

HOME ECONOMICS – MULTI CULTURAL FOOD
Units: 1
This course focuses on developing students’ understanding of the way cultural influences have affected food availability and choices in Australia. Students prepare food and use equipment competently to successfully produce the following:
■ A variety of native Australian, British, European, South East Asian and North African dishes
■ A main course from a country of their choice
■ A variety of breads from around the world
■ An edible Easter or Christmas gift.
ASSESSMENT
Students self-assess their organisation and management skills as well as the completed food product. They suggest possible changes for improvements of the practical task completed.
Students are assessed on their participation in the food preparation exercises listed above, as well as self-assessments of practical participation and time management
■ A major research project on the production, availability and preparation techniques of food of a country of choice
■ Participation in the selection, production, packaging and marketing of an edible Christmas or Easter gift
■ Participation in a teacher directed free choice practical and catering exercise
End of semester assessment task based on research into Christmas or Easter traditions around the world or a major national celebration of a country of choice.

METALWORK
Units: 1
In welding students develop ability to fabricate projects using fusion, braze, MIG and manual arc welding. The machining component develops skills in the accurate use of the metal lathe, mill, shaper and hand tools. Problem solving and safety are stressed throughout.
ASSESSMENT
Students are assessed in the areas of design, practical skills, knowledge and understanding of the social implications of technology.

TIMBER CONSTRUCTION
Units: 1
Students use a range of manufacturing technologies, utilise tools and machines to further develop practical skills. Students design and construct projects using the techniques of solid carcase construction, framed carcase construction, woodturning and laminating.
ASSESSMENT
Students are assessed in the areas of design, practical skills, knowledge and their understanding of the social implications of technology.
THE ARTS

ART AND DIGITAL MEDIA - VET
Units: 1
Specialises in Digital Imaging and Animation.
Art and Digital Media includes these three areas:
- Arts Practice: creating, making and presenting: Students use software (Photoshop, Pinnacle and Flash) to complete individual projects
- Analysis and Response: students apply specialist vocabulary to analysis of Multimedia Artworks and Artists, Graphic Designs and Animations. They study the Elements and Principles of Art and Design
- Arts in context: students study the Multimedia Industry and Multimedia Artists.

ASSESSMENT
This work is assessed using IB criteria. Practical Folios, assignments and homework tasks, art and design works done in class, use of specialist vocabulary in written and spoken responses to art and design works, participation and some self assessment and evaluation.

ART- VISUAL ART
Units: 1
In the first term students develop skills in creating realistic images of their own world.
In the second term students develop imagined and fantastic images, and gain further skills in realistic techniques. Finished art works are developed in one or more of these genres: still life, figures in a setting, portraits and social commentary. Students explore some of the following media: drawing, collage, print, mixed and painting media. Students gain an understanding of relevant Art Movements. This unit includes the three aspects:
- Arts Practice: creating, making and presenting practical work and its development
- Analysis and Response: written and oral about relevant art works
- Arts in Context: looks at social contexts that produce the studied art works.

ASSESSMENT
Workbook (all development, experiments, learning exercises), finished art works, written and oral analysis, visual diary.

DESIGN AND DIGITAL MEDIA - VET
Units: 1
CONTENT
Specialises in Digital Imaging, Graphics and 2D animation. Students will gain units from the VET Certificate II in Creative Industries (Media). This can be taken as an individual course or package with 2 other subjects in Year 11:
- Arts Practice: creating, making and presenting: Students use software (Photoshop, FrontPage and Flash) to complete individual projects
- Analysis and Response: students apply specialist vocabulary to analysis of Graphic Designs, Web Pages and Animations. They study the Elements and Principles of Design
- Arts in context: students study the Multimedia Industry and Graphic Designers and Artists

ASSESSMENT
This work is assessed against VET competencies. Practical Folios, assignments and homework tasks, art and design works done in class, use of specialist vocabulary in written and spoken responses to art and design works, participation and some self assessment and evaluation.

DRAMA - PERFORMING ARTS
Units: 1
By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

ASSESSMENT
Performances, workshops/improvisations, written reviews, reflective journals and written tests using IBMYP criteria aligned with the Australian curriculum.

MUSIC - PERFORMING ARTS
Units: 2
By the end of Year 9, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

ASSESSMENT
Performances, tests and written assignments using IBMYP criteria aligned with the Australian curriculum.
**ADDITIONAL ELECTIVES**

**ACTIVE 8**

**Units: 1**

The Active8 program provides students with a range of engaging and challenging activities that promote self-confidence, self-reliance, a spirit of volunteering, leadership and service to the community. At Le Fevre High School the program also aims to enhance students’ skills and confidence to become actively involved in their local community by developing:

- Individual and group responsibility and resilience
- The skills of communication, teamwork and leadership
- The values of trust, honesty, integrity, respect, fairness, courage, enterprise and excellence.

Students will be given the opportunity to participate in activities such as Karate, Aquatics, Adventure Activities (low ropes/Rock-climbing), Ten Pin Bowling, Ice Skating and the Canoe SA Team Paddle Challenge 2 Day Camp. Students also have the opportunity to gain qualifications such as their Basis First Aid Certificate, Surf Rescue Certificate and the Duke of Edinburgh Award.

All students will participate in a community services based program including working with an aged care facility and connect with senior citizens of the community and with the Special Education Class providing opportunities for Active 8 participants to develop and better understand the needs of these students.

**ASSESSMENT**

Students are assessed on the following:

- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving
- Social Skills and Personal Engagement in lesson.

**LEADERSHIP**

**Units: 1**

Students who choose Leadership must be willing to work with others in our school community. Leadership teaches skills in:

- Leadership
- Personal development
- Communication and listening
- Conflict resolution & mediation.

They then apply these skills by negotiating to work with students in many ways:

- Peer support
- Peer mediation
- Student action teams
- Buddy system
- Lunchtime programs
- Student voice.

**ASSESSMENT**

- Level of activity in discussions
- Written reflections
- Group and individual presentations
- Working with others.

**RUGBY LEAGUE**

**Units: 1**

The Rugby League course enables students with a passion for rugby league to develop knowledge, understanding and skills in all aspects of Rugby League including playing, rules, refereeing and training management. Students undertake basic coaching course and be expected to organize and run junior training clinics. Students will also cover theoretical units including standardized fitness testing and the components of fitness, exercise physiology including body systems (muscular, skeletal, cardiovascular, respiratory systems). Energy systems and energy sources and the principles and methods of training. Students will have the chance to represent the school at various Rugby League carnivals held throughout the year.

**ASSESSMENT**

Students are assessed on the following:

- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

**PHYSICAL EDUCATION**

**Units: 2**

**Semester 2**

Year 10 Students have the opportunity to study Physical Education for the second semester at year 10. Semester two aims to further develop student’s practical skills in a variety of sports including Tennis, Netball, Australian rules, Archery, Badminton and Movement composition. The health/theory component of the course will build on knowledge and understanding developed in semester one and include acute and chronic adaptations to training, diet and nutrition, skill acquisition and Safety and Sports Injury.

**ASSESSMENT**

Students are assessed on the following:

- Knowledge and Understanding
- Planning for Performance
- Applying & Performing
- Reflecting & Improving

**NB:** It is expected that students change into PE uniform or Rugby League attire for all practical lessons. Football boots and mouth guards are recommended to be worn at training and games.
**WHAT IS THE SACE?**

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE is designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement:
- Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

**Requirements**

To gain the SACE students must complete at least 200 credits. 10 credits are gained for a semester (or six months) of study in a subject or its equivalent, such as attaining 70 hours of VET competency.

**Compulsory subjects are:**

**Stage 1**
- Personal Learning Plan (PLP) (Studied in Year 10) 10 credits
- Literacy at least 20 credits
- Numeracy at least 10 credits

**Stage 2**
- Research Project (Studied in Year 11) 10 credits

To be eligible for the SACE students must:
- Achieve an A, B or C grade for all compulsory subjects
- Complete at least 60 credits in other Stage 2 subjects at C grade or better

This leaves 90 or more credits to be completed in either Stage 1 or 2 subjects or other courses (eg Vocational Education & Training VET).
WHAT IS THE PERSONAL LEARNING PLAN?
The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:
- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

WHAT IS THE RESEARCH PROJECT?
The Research Project is a compulsory Stage 2 SACE subject (undertaken in Year 11). All students undertaking the SACE must complete this subject and achieve a C grade or better in order to be eligible to complete their SACE.

In order to prepare students for the level of research and analysis required for the Research Project, the school requires all Stage 1 students (Year 11s) undertake Society and Culture in semester one and will then do the Research Project in semester two.

ASSESSMENT IN SACE
All SACE Stage 1 and 2 subjects have performance standards that student work will be assessed against. A-E grades will be awarded in all subjects at stage 1 and A’-E’ grades will be awarded in subjects at Stage 2. At Stage 2 final results are converted to a mark out of 15 and this is used to help select students for tertiary entrance.

30% of every Stage 2 subjects will be marked by experts outside the school. This major task could be an exam, practical presentation, investigation, report etc.

WHAT IS VET?
VET stands for Vocational Education and Training. VET is education and training that gives students skills and knowledge for work, particularly in the trades and industry. It is the kind of education offered by TAFE and a range of other Registered Training Organisations.

In the SACE students can study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.

The VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET. The following VET pathways will be offered:
- Digital Media (Partial Certificate II Creative Industries)
- Maritime Engineering (Engineering Certificate I)
- Family Well-Being (Partial Certificate II)

As well as these programs listed above, students can undertake part-time VET Programs outside of the school, for example School-Based Traineeships and Apprenticeships, and qualifications in a variety of industry areas.

Interested students need to make an appointment with our VET Coordinator to discuss these possibilities.

For more details on VET Courses please refer to page 49
WHAT IS COMMUNITY LEARNING?
Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at www.sace.sa.edu.au.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

STUDENTS WITH DISABILITIES
The SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the SACE offers a range of modified subjects as options for students with significant disabilities.

UNIVERSITY AND TAFE ENTRY
TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

TAFE
TAFE offers the following awards at various campuses:
- Certificate in Vocational Education
- Certificate 1, 2, 3 & 4
- Associate Diploma
- Diploma
- Advanced Diploma and Degree.

Each TAFE course offered through SATAC has minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. For many courses, SACE completion or achievement at SACE Stage 1 meets the MER. Full details of the MER for TAFE courses are provided in the TAFE Course and Admissions Guide that is available in our school and from SATAC. Counsellors are able to give you the relevant information for courses you may be interested in.

UNIVERSITY
Students who complete the SACE are eligible for university entry, provided they meet certain requirements. Students wishing to apply for university entry from 2015 must:
- Complete the SACE
- Complete at least 90 Stage 2 credits including a minimum of three 20 credit Stage 2 subjects approved by the universities, Tertiary Admission Subject (TAS)
- Complete any prerequisite and assumed knowledge subject requirements
- Obtain an Australian Tertiary Admission Rank (ATAR).

Full details of university and TAFE entry requirements for 2015 onwards will be included in the Tertiary Entrance Booklet 2015, 2016, 2017, to be published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

ATAR
A measure of a student’s achievement in the SACE compared to all other eligible students. This will be calculated using the results from three full year tertiary entry subjects, plus the result of a fourth full year tertiary entry subject or other study recognised as equivalent.

PREREQUISITES
Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as ‘prerequisites’.

ASSUMED KNOWLEDGE
Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student’s understanding of the course/program. This is known as ‘assumed knowledge’. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs.
UNIVERSITY ACCESS AND BONUS POINTS SCHEMES

SPECIAL ACCESS SCHEMES
The University of Adelaide ‘Fairway Scheme’, the University of South Australia USANET and the Flinders University SEAS (Student Equal Access Scheme) provide students from under-represented schools or from low socio-economic backgrounds, with an extra opportunity to be selected for undergraduate courses by allocating bonus points.

Our students automatically qualify for these schemes and do not have to apply.

BONUS POINTS
The three universities also offer bonus points for students who have successfully completed (passing scores) certain subjects at Stage 2 level. The points are automatically added to the student’s University Aggregate by SATAC and a ATAR is calculated.

Students should not study these subjects simply to gain bonus points as it is better to choose subjects in which they are most likely to do well.

Students should check the SATAC book (distributed in Term 3) or the universities’ websites for further information.

EXAMINATION POLICY
We recognise that examinations are only one means of assessing student achievement. However, we believe that students need to experience examinations at Stage 1 in subjects that lead on to a Stage 2 subject with an exam. In order to prepare students for this experience we have, therefore, a policy that students at Year 11 (SACE Stage 1) have examinations at the end of each semester in some subjects. At Stage 2 the policy of examinations in each subject is defined by the SACE Board. We ensure that, in all subjects with an end-of-year examination, students are given an opportunity to practise working under examination conditions at the end of Semester 1.

Further information
Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.
### SACE COURSE PLANNER

You must complete the Personal Learning Plan, worth 10 Credits

**Personal Learning Plan**

- You must complete at least 20 Credits* towards Literacy
  Choose from a range of English/English as a Second Language subjects or courses

- You must complete at least 10 credits* towards numeracy
  Choose from a range of Mathematics subjects or courses

- You must complete other subjects (free choice) worth at least 90 credits*
  Choose Stage 1 or Stage 2 subjects

- You must complete at least 60 additional credits* in stage 2 subjects
  Choose Stage 2 subjects

- You must complete a major project of extended studies, worth 10 credits

**Research Project**

To gain the SACE, you must earn 200 credits

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If your subject choices in particular sections exceed the minimum of credit required, you should count the extra credits in another relevant section.
COMMUNITY LEARNING

Community Developed Programs
A number of programs run by community organisations are recognised by the SACE Board for accreditation towards the SACE. Some examples of accredited Community-developed Programs are:
- Air Force and Army Cadets courses
- Australian Music Examinations Board and other practical music organisation certificates (Grade 5 onwards)
- Queen’s Guide/Scout Award
- Duke of Edinburgh’s Award
- Royal Life Saving Society awards
- CFS & SES courses
- St John Ambulance courses.

Self-directed Community Learning
If a student has gained significant learning from experience(s) in the community in the current or previous year, they may be eligible for recognition towards their SACE. The student will need to provide evidence of this learning in an interview with trained assessors. Some examples of Self-directed Community Learning that have been recognised by the SACE Board are:
- Acting as the prime carer for an elderly or disabled person
- Creating media productions (eg. films, websites) outside school
- Performing sport at an elite level
- Planning and coordinating community or recreational events
- Officiating at a series of community sporting events
- Taking a leadership role in community conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Developing a career path by undertaking a variety of work skills
- Teaching specialised skills (eg drama) to others.

Students who wish to be credited SACE units for Community Learning must see the SACE Coordinator for the appropriate application form.

COMMUNITY STUDIES

At our school students may do Community Studies within the mainstream subject. The subject teacher manages the contract/plan. This subject allows students to negotiate a contract of learning across a number of areas of study, with an emphasis on learning and activity in the community. Students must seek community feedback on their learning.

Students are assessed against their contract with an A+ - E grade assigned at the end of the course, based on the performance standards.

At Stage 2 Community Studies subjects will only lead to SACE completion. Students at Stage 2 may be nominated and receive a Merit certificate in this subject.
STAGE 1 COMPULSORY SUBJECTS

ENGLISH
Credits: 10 or 20
At Stage 1 students can select either English or Literacy for Work and Community Life. This should be done in consultation with a student’s Year 10 English teacher. English at Stage 1 is subject to moderation by the SACE board.
In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies for different purposes.
Stage 1 English articulates with the Stage 2 English subjects.
Stage 1 English allows students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement of the SACE.

CONTENT
Reading and responding to texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.
Producing texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.
Extended Study
Students complete one of the extended study options:
- Option 1: Language Study
- Option 2: Connected Texts Study
- Option 3: Student-negotiated Study.
Option 1: Language Study
Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.
Option 2: Connected Texts Study
Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.
Option 3: Student-negotiated Study
Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts. The extended study can be written, oral, or multimodal, or a combination of these modes.

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:
- Text Analysis
- Text Production
- Extended Study (select one of three options).

LITERACY FOR WORK AND COMMUNITY LIFE
Credits: 10 or 20
Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills. This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.
Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.
Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

CONTENT
The content of this subject is described through:
- Contexts for Study
- Language and Literacy Skills and Strategies.

Contexts for Study
- Literacy for Work
- Literacy for Community Life
- Literacy for Leisure
- Literacy for Daily Life
- A Negotiated Study.

Language and Literacy Skills and Strategies
- English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analyzing and Responding to Texts.

ASSESSMENT
Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:
- Text Analysis
- Text Production.

At the end of Semester 1 students can elect to study Stage 1 English Studies which will prepare them for the study of English Studies at Stage 2.
MATHEMATICS
Students choose particular maths subjects at Stage 1 based on their performance in Year 10, career aspirations and teacher recommendation. Numeracy for Work and Community Life is for students who have numeracy skills as an area for development.
Students who achieve a C grade or better in any of the following subjects meet the compulsory 10-credit numeracy requirement.

MATHEMATICS A
Credits: 10
Students intending to study Stage 2 Mathematical Studies should reach a good standard in Maths A & B.
Students intending to study Stage 2 Specialist Mathematics should reach a very good standard in Maths A, B and C.
A Scientific Calculator is essential
CONTENT
- Quadratic Functions
- Trigonometry
- Models of Growth.
ASSESSMENT
Assessment at Stage 1 is school-based and subject to moderation. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio.

MATHEMATICS B
Credits: 10
Students intending to study Stage 2 Mathematical Studies should reach a good standard in Maths A and B.
Students intending to study Stage 2 Specialist Mathematics should reach a very good standard in Maths A, B and C.
A Scientific Calculator is essential
CONTENT
- Functions and Graphs
- Coordinate Geometry
- Statistics.
ASSESSMENT
Assessment at Stage 1 is subject to moderation. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio.

MATHEMATICS C
Credits: 10
Students intending to study Stage 2 Specialist Mathematics should reach a very good standard in A, B and C.
A Scientific Calculator is essential
CONTENT
- Planar Geometry
- Trigonometric Functions and Identities.
ASSESSMENT
Assessment at Stage 1 is school-based and subject to moderation. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio.

MATHEMATICS APPLICATIONS - BUSINESS
Credits: 10 OR 20
Students who wish to develop business focused mathematical skills are encouraged to take 2 units leading to Stage 2 Mathematical Applications: Business.
CONTENT
Semester 1
- Earning and Spending
- Data in Context.
Semester 2
- Saving and Borrowing
- Statistics
- Share Market.
ASSESSMENT
Assessment at Stage 1 is school-based and subject to moderation. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Folio.

MATHEMATICS PATHWAYS - ENGINEERING
Credits: 10 OR 20
Stage 1 Mathematics Pathways articulates with the Stage 2 Mathematics Pathways subject, and can lead to other mathematics based subjects and courses.
CONTENT
The content satisfies SACE requirements and also some National Metals Industry Competency. Students develop mathematical skills related to technical situations and use a range of problem solving techniques.
- Arithmetic and other mathematical processes
- Algebraic manipulations
- Problem solving in length, area and volume
- Trigonometric calculations with engineering emphasis.
A scientific calculator will be required.
ASSESSMENT
Assessment at Stage 1 is school-based and subject to moderation, includes assessment types:
- Skills and Applications Tasks
- Folio.
NUMERACY FOR WORK AND COMMUNITY LIFE

Credits: 10 OR 20

Numeracy for Work and Community Life centres upon everyday contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Students who gain a C grade or better in this subject will meet the numeracy requirement of the SACE.

CONTENT

Teachers develop a program based on one or a combination of contexts for study.

Contexts for Study

- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- A Negotiated Study

ASSESSMENT

Assessment is school based and includes:

- Skills and Applications Tasks
- Folio

RESEARCH PROJECT

Credits: 10

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries. Students choose a topic of interest - it may be linked to a SACE subject or course, or to a workplace or community context. It could be an idea or issue, a technical or practical challenge, an artefact, a problem, or a research question.

They work independently and with others to initiate an idea, and to plan and manage a research project. Students learn and apply research processes and the knowledge and skills specific to their research topic. They analyse information and explore ideas to develop their research and record, communicate and evaluate their research outcome. Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

CONTENT

Capabilities: In their Research Project students must demonstrate one or more capability relevant to their research from the following list: Literacy, Numeracy, ICT capability, creative and critical thinking, personal and social capability, ethical understanding and intercultural understanding. They show how this capability is developed through their research.

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

- Initiating, planning, and managing the research
- Carrying out the research
- Communicating the research outcome
- Evaluating the research.

ASSESSMENT

School-based assessment:

- Folio (preliminary ideas and research proposal, research development, discussion) 30%
- Research outcome 40%
- External assessment 30%
- Evaluation (including written summary).
STAGE 1
ELECTIVE SUBJECTS

ABORIGINAL STUDIES
Credits: 10
Students examine aspects of Aboriginal society and cultural life, drawing on elements of sociology, arts, literature, politics, and history. They analyse concepts such as Aboriginal, Indigenous, invasion/settlement, resistance, and reconciliation.

CONTENT
For the 10-credit subject students study at least two of the following topics. (A maximum of three topics is recommended):
- Topic 1: Coexistence and Reconciliation
- Topic 2: Aboriginal Cultures
- Topic 3: Aboriginal Lands
- Topic 4: Aboriginal Languages
- Topic 5: Aboriginal Sites
- Topic 6: Cultural Tourism
- Topic 7: Aboriginal People and the Law
- Topic 8: Aboriginal Arts and Literature
- Topic 9: Aboriginal Film
- Topic 10: Aboriginal People in the Media.

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interpretative Response
- Text Production
- Reflection.

ANCIENT STUDIES
Credits: 10
Students will study at least 2 ancient societies or cultures. They will learn about the history, literature, society and culture of ancient civilisations which may include Asia-Australia, the Americas, Europe and Western Asia and the classical civilisations of Greece and Rome. Students will draw on many other fields of study including architecture, politics, religion and geography.

Topics may include:
- War in the ancient world
- Literature in the ancient world
- Philosophy in the ancient world
- Personalities in the ancient world
- Popular Culture
- Historical thought
- The nature of Civilisation and Social Movement.

ASSESSMENT
- Folio
- Source Analyses
- Special Study
- End of semester Exam.

ART AND DIGITAL MEDIA – VET
Credits: 10
In this subject, students will specialise in 2D Animation and Digital Image Making.

CONTENT
Students work as artists. Students gain 3 units from the VET Certificate II in Creative Industries Media. This can be as an individual course, or as a package with 2 other subjects. Students participate in the processes of development and the presentation of finished creative arts products. Creative products may take the form of a range of multimedia including Digital Artwork, Film and Video and Animation.
- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice.

ASSESSMENT
Students are assessed against VET competencies and demonstrate evidence of their learning through:
- Product
- Folio.

BIOLOGY
Credits: 10 OR 20
In Biology students learn about the cellular and overall structures and functions of a range of organisms. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

CONTENT
Examples of areas of study include:
- Cellular Biology
- Physiology
- Ecology.

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks.

CHEMISTRY
Credits: 10 OR 20
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

CONTENT
Examples of areas of learning and topics include:
- Matter & Particles
- Reactions & Equations
- Carbon Chemistry
- Chemical Calculations
- Skills in experimental design.

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning via:
- Investigations Folio
- Skills and Applications Tasks.
COMPUTING CNC MACHINING
Credits: 10
Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students will learn to use a range of computer controlled lathes, milling machines and a laser cutter to design and produce products. The use of these machines reflects modern manufacturing processes in contemporary industries. Students will look at technological innovation, safety, sustainability, graphics, plus computer driven machines for practical outcomes. This subject is recommended preparation for Stage 2 CAD-CAM.

CONTENT
Students use images or other data to design and make products that communicate information. Contexts include computer-aided programs and graphics, plus use of CNC Mills for practical outcome.

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.

DESIGN AND DIGITAL MEDIA – VET
Credits: 10

CONTENT
Specialises in Graphic Design, Digital Photography and the Digital Media Industry. Students work as Designers not artists. Students will gain 2 units from the VET Certificate II in Creative Industries Media. This can be taken as an individual course, or as a package with 2 other subjects.
- Arts Practice: creating, making and presenting: students use software (Photoshop, Illustrator) to complete two major practical designs. They use the Design Process and record all developmental work in a folio.
- Analysis and Response: students apply specialist vocabulary to analysis of Graphic Design and photography. They study the Elements and Principles of Design
- Arts in context: students study the Multimedia Industry, including researching roles, jobs, and training.

ASSESSMENT
Practical Folios, assignments and homework tasks, art and design works done in class, use of specialist vocabulary in written and spoken responses to art and design works, participation and some self-assessment, against VET competencies.

DRAMA - PERFORMING ARTS
Credits: 10 OR 20
In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Previous experience in Drama is desirable but not essential.

CONTENT
Stage 1 Drama consists of the following three areas of study:
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments:
- Performance
- Folio
- Investigation and Presentation.

ENGINEERING METALWORK
Credits: 10 OR 20
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 and explore technologies in both contemporary and historical settings. These units develop skills and understanding in a range of metal working operations. Machining skills include the operations on a lathe, drilling and milling machines. Students also develop skills in a range of gas and arc welding processes, thermal cutting and basic welding techniques. Basic metal fabrication techniques are also included. This course supports students doing VET Engineering

CONTENT
Students use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with metal materials.

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.

FAMILY WELL BEING - VET
Credits: 30

Section1: Understanding self and improving personal interactions
Section 2: Coping with grief and loss
Section 3: Addressing challenging behaviour
Section 4: Integrating principles of wellbeing
Topics include:
- Human needs and the consequence of needs not met
- Learning constructive ways of dealing with varying emotions
- Conflict resolution
- Describing and applying skills in crisis intervention
- Learning grief processes and skills in grief counselling
- Learning tools for positive change in relationships
- Counselling skills
- Family violence and abuse cycles
- Psychological health and wellbeing.

**ASSESSMENT:**
Each unit is a pre-requisite for the following unit and must be undertaken in sequence. Assessment is based on:
- Level of participation in activities and discussions, completion of Stages 1-4 50%
- Written reflections (journal) and other written assignments 25%
- Interview 25%

**FOOD AND HOSPITALITY**
**Credits: 10**
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students examine the factors that influence people’s food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

**CONTENT**
Students study topics within one or more of the following three areas of study:
- Food, the individual and the Family
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers.

**ASSESSMENT**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Practical Activity
- Group Activity
- Investigation.

**FORENSIC SCIENCE**
**Credits: 10**
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues.

**CONTENT**
This course aims to increase understanding of the different branches of Forensic Science and their roles in solving a variety of crimes. Students will use a range of Maths and Science skills, and undertake practical research, investigation and analysis of issues relating to Forensic Science.

**ASSESSMENT**
- Skills and Application task such as individual tests, practical reports and assignments
- Folio tasks such as a practical forensic problem solved in a group situation
- Collaborative Presentation – groups work together to solve a mock crime
- Individual Study – a research project.

**FURNITURE CONSTRUCTION**
**Credits: 10**
Students will use a range of portable and fixed timber work machinery to produce set and design projects.

**CONTENT**
Students use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with timber materials. They will utilise the Industrial panel saw and Computer aided machines as a part of advanced manufacturing in this area.

**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.

**GENDER STUDIES**
**Credits: 10**
This is a multidisciplinary subject which will challenge students to consider how being female or male can shape one’s life expectations and life’s experiences. It draws on disciplines as diverse as Legal Studies, the Arts, Media Studies, studies of Culture and Society, Language and Literature, Health and History.

Students will examine the construction of Femininity and Masculinity in both a contemporary and historical sense. Consideration of the roles of women and men in different cultures is an important perspective in this subject.

Students will analyse contemporary cultural texts like Film, Music, Advertising, magazines, Social Networking etc. In terms of Gender and Gender Relations and make recommendations for a more just and equal society. Issues like Violence and Gender, Gender and the Media, Gender and the Law will be examined. Students will be encouraged to pursue their own interests in an investigation.

**ASSESSMENT**
- Individual presentations
- Group Activity
- An Investigation.
HISTORY
Credits: 10
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.
CONTENT
The subject consists of:
- Skills of historical inquiry
- A minimum of two historical studies (eg Nazi Germany and American Colonisation).
ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Sources Analysis
- Investigation.

INDONESIAN
Credits: 10 OR 20
NB: re: eligibility
This course is available to students who have passed Year 10 Indonesian.
CONTENT
Stage 1 Indonesian consists of three themes each with a number of topics and sub-topics. Themes:
- The Individual (eg sport and recreation, personal world)
- The Indonesian-speaking Communities (eg visiting Indonesia, religion, gender)
- The Changing World (eg environment, youth issues)
Through these themes, the students develop a deeper understanding and confidence in their knowledge and expression of Indonesian, preparing them well for Stage 2 and beyond.
ASSESSMENT
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Interaction (both written and oral interaction)
- Text Production (both written and spoken pieces are produced)
- Text Analysis (both written and oral texts are checked for comprehension)
- Investigation (researching then presenting on a topic).

INDUSTRIAL/ENVIRONMENTAL DESIGN
Credits: 10
The unit will involve the principles of engineering and architectural drawing and standards relating to basic engineering and architectural practices. The main emphasis is on drawing interpretation and understanding. Projects will include the following:
- Freehand sketching
- Exploring different drawing methods and techniques
- Introduction to CADD
- Industrial Engineering Design.
CONTENT
Contexts include computer-aided programs and graphics.
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.

INFORMATION PROCESSING AND PUBLISHING
Credits: 10 OR 20
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information for personal and business use.
CONTENT
Stage 1 Information Processing and Publishing consists of the following five topics:
- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing
- Data Input.
A 10-credit subject may consist of one or two topics. A 20-credit subject must consist of two or more topics.
ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Practical skills
- Product and Documentation
- Issues Analysis.

INFORMATION TECHNOLOGY
Credits: 10 OR 20
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of software in a number of information technology areas.
CONTENT
Stage 1 Information Technology includes five topics from the following:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Multimedia Programming
- Topic 4: Website Programming
- Topic 5: Dynamic Websites.
A 10-credit subject consists of two topics. A 20-credit subject consists of four topics.
ASSESSMENT
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Skills and Applications Tasks
- Project.

LEGAL STUDIES
Credits: 10
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.
The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. 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.

CONTENT
A 10-credit subject consists of:
- Topic 1: Law and Society
- Topic 2: Law-making
- Topic 3: Justice and Society
- Topic 4: Young People and the Law
- Topic 5: Victims and the Law
- Topic 6: Motorists and the Law
- Topic 7: Young Workers and the Law
- Topic 8: Relationships and the Law.

Alternative topics can also be developed

ASSESSMENT
Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Issues Study
- Presentation.

MARINE BIOLOGY
Credits: 10
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena and to draw evidence based conclusions from investigations of science-related issues. Students will develop an understanding of scientific concepts within a marine context.

CONTENT
- Marine Environments in South Australia
- Classification of Marine Organisms
- Adaptations of Marine Organisms
- Reproduction and Development.

ASSESSMENT
- Skills and Application Tasks
- Folio – practical work, research task, journal and excursion booklet.

MUSIC
Credits: 10 OR 20
This course focuses on ensemble performance, solo performance, review writing, individual project, music technology or theory and aural training. Regular rehearsals and performances are required including some outside of school hours.

CONTENT
- Skills presentation – ensemble and solo
- Skills development – sound technology or theory and aural skills
- Folio – review writing on analytical response
- Individual project.

ASSESSMENT
- Practical application
- Knowledge and understanding
- Analysis and reflection.

NAVAL ENGINEERING-INTEGRATED LEARNING
Credits: 10 or 20
This course is suitable for students who are interested in Applied Science, Engineering and Technology.
In this course, Applied Physics and Mathematics will be used to explore and explain current scientific issues in primarily a Maritime environment. Students will become aware of the significance of Mathematics and Science to address a range of Engineering challenges. The Science and Mathematics studied relate to many vocational pathways.
This course centres on practical exercises of design and construction of models to test theories, by using the latest CNC Laser cutting technology.
Semester 1 covers the Design and Engineering principles relating to Sailboats, while Semester 2 covers Submarine technology and Deep under water exploration.
N.B: Students must have attended the Semester 1 course to take part in the Submarine project in Semester 2.

CONTENT
Semester 1 (10 Credits)
- Density and Volumes
- Archimedes Principle
- Displacement and waterlines
- Sail Boats designs
- Study of Aerodynamics in relation to sails
- Centre of effort (CE) and Centre of lateral resistance (CLR)
- Righting moments and Forces
- Oceanography and alternative sources of energy
In particular Wind Energy
- Engineering Activities: Use of technical drawings and plans. Building of hull models by using CNC Laser cutting technology. Models will be tested in the classroom and also in real life situations at the Bonython Park test pond.
Semester 2 (10 Credits)
- Archimedes Principle applied to Submarines and Submersible structures.
- Submarine Technology :
- History
- Principles: Hydrostatic and Hydrodynamic
- Current Applications
- Future designs for Deep Sea exploration
- Propulsion Systems
PHYSICAL EDUCATION
Credits: 10 OR 20
In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

CONTENT
Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues.

Practical Skills and Applications:
For a 10-credit subject, students complete two or three practicals. For a 20-credit subject, students complete four to six practicals.

Principles and Issues consists of the following two areas of study:
- The Nature of Physical Activity
- Issues Analysis.

The Nature of Physical Activity
This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:
- Body systems
- Fitness
- Human physical performance
- Participation in physical activity
- Sports injuries
- Training principles and methods.

Issues Analysis
Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:
- Alcohol, tobacco and other drugs
- Children
- Corruption
- Cultural diversity
- Fitness
- Disability
- Equal opportunity
- Gender
- Health risk factors
- Play education
- Professionalism in sport
- Safety, risk management
- Sport in society
- Sports injuries.

ASSESSMENT
Assessment is based on Practical, Group activity and Port-Folio in each semester.
Practical 40 %
Group Activity 30 %
Portfolio and discussion 30 %

PHYSICS
Credits: 10 OR 20
The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

PHYSICS A
Credits: 10
Satisfactory passes in both Year 10 Mathematics and Science is assumed for this course. This unit may be taken as a single unit but students wishing to choose Physics at Stage 2 must complete both Physics A & Physics B.

CONTENT
- Study of Motion – Kinematics
- Study of what causes motion – dynamics
- Work, Energy & Power
- Momentum
- Motions in 2 Dimensions.

ASSESSMENT
- Skills and applications tasks
- Folio.

PHYSICS B
Credits: 10
Satisfactory passes in Physics A is assumed for this course. Students wishing to choose Physics at Stage 2 must complete both Physics A & Physics B.

CONTENT
- Electrostatics
- Electric Fields
- Gravitational Fields
- Magnetic Fields
- Waves.

ASSESSMENT
- Skills and applications tasks
- Folio.

RUGBY LEAGUE
Credits: 10
Fees apply to this course. Details are available from the course coordinator, Mr Ben Jones.
This first semester course is an adjunct to Year 11 Physical Education and it is intended that students would study both strands.

CONTENT
The Rugby League course enables students to develop knowledge, understanding and skills in playing, training, refereeing and management of Rugby League.
Units studied include:
- Trainers course (strapping and taping sports injuries)
- NCAS Level 1 Coaching Course (Nationally Accredited)
- Touch Judge and Refereeing accreditation
- Strength and Conditioning
- Strategic play and practical training.

ASSESSMENT
Students demonstrate evidence of learning through the following assessment types:
- Practical 60%
- Folio 40%

NB: Students will be required to change into Rugby League attire and wear appropriate footwear, joggers and boots as directed by their teacher. Showers are available for student use.

SAASTA POWER CUP – INTEGRATED LEARNING
Credits: 10
This subject is open to all SAASTA students in Semester one. This subject is aimed at both male and female academy students.
The SAASTA Integrated Learning - Power Cup subject culminates in attendance and participation at the annual Aboriginal Power Cup carnival, a three-day event focusing on cultural activities, career pathways and the much anticipated 9-a-side round-robin football competition.
Each school will be represented at the cup by a boys and girls team which will compete against teams made up from each of the SAASTA academies. In the lead up to the Aboriginal Power Cup students are required to work both individually and as part of their team to complete a series of set curriculum tasks.
Each student gains points for their respective teams by successfully completing their curriculum tasks; the girls and boys teams with the highest number of points earn the right to play off in the Grand Final prior to a Port Power AFL game at Adelaide Oval.
Regular school attendance is a key factor in a student’s ability to gain points for their team.

ASSESSMENT
- Practical 40%
  Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey, performing a war cry, traditional/cultural learning as well as specific tasks related to personal development.
  Students will also develop their football skills and knowledge through participation in coaching clinics with AFL players and regular team training sessions.
- Group Activity 30%
  Students are required to actively participate in the annual three-day Aboriginal Power Cup carnival held in Adelaide. At the carnival they will compete against teams from each of the SAASTA academies in 9-a-side football competition as well as participate in a series of cultural and personal development activities, official functions and career workshops.
- Folio & Discussion 30%
  Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work.
  Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

NB: To be accepted into the SAASTA program all students must attend an information session and complete the application process.

SAASTA SHIELD – INTEGRATED LEARNING
Credits: 10
This subject is open to all SAASTA students in Semester 2. This subject is aimed at both male and female academy students.
Through the SAASTA Integrated Learning – SAASTA Shield subject students will work individually and in teams to develop their skills in a variety of sporting, recreational and health activities. The subject culminates in a two-day sporting carnival where academies will compete to claim the SAASTA Shield.
Regular school attendance is a key factor in a student’s ability to be successful in this subject.

ASSESSMENT
- Practical 60%
  Students undertake a series of tasks, both individually and as a team, to develop their skills in a variety of sports, recreational and health activities. Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates including base level coaching in each of the selected sporting areas.
- Group Activity 20%
  Students are required to actively participate in the annual two-day SAASTA Shield carnival. At the carnival they will compete against teams from each of the SAASTA academies in at least two different sporting areas.
- Folio & Discussion 20%
Students create and deliver a Power-point presentation explaining their involvement in the SAASTA Shield program. They then participate in a round table discussion that demonstrates the depth and extent of their learning in the SAASTA Shield subject.

NB: To be accepted into the SAASTA program all students must attend an information session and complete the application process.

SAASTA CERTIFICATE III IN SPORT AND RECREATION - VET

NB: For further information refer to the special features and programs page.

SOCIETY & CULTURE

Credits: 10

Society and Culture is a compulsory subject for Year 11 students. Students begin the process of developing research and analysis skills leading to the Research Project in Semester 2. Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies, and how people function and communicate in and across cultural groups. Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues, understand diversity within and across societies, and extend their awareness of the connections between, and the interdependence of, societies and cultures.

CONTENT

Students undertake four topics:
- Two topics with a focus on an Australian context
- Two topics with a focus on a global context.

ASSESSMENT

4 Topics: 25% each topic
- Sources Analysis
- Group Activity
- Investigation.

VISUAL ARTS - ART

Credits: 10 OR 20

This course focuses on developing the student’s skills in a range of methods and materials. Students will have the opportunity to discuss and analyse works of Australian and International practitioners both past and present and use this as a foundation for their own major work. There is an emphasis on visual thinking and how students communicate their ideas, thought processes and responses throughout their learning.

This subject includes 3 areas of study:
- Visual Thinking, developing the ability to view, understand, analyse and record ideas and thoughts.
- Practical Resolution, students resolve, create, make and present finished art works.
- Visual Art in Context, students learn to understand the historical, cultural and social circumstances which produce art in a community.

ASSESSMENT

Assessment at stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:
- Assessment type 1: Folio
- Assessment type 2: Practical
- Assessment type 3: Visual Study.
STAGE 2 TERTIARY
ADMISSION SUBJECTS (TAS)

ABORIGINAL STUDIES
Credits: 20
Aboriginal Studies enable students to gain an appreciation of the importance of Aboriginal culture as part of the heritage of every Australian. It celebrates achievements of Aboriginal people and communities and analyses their strategies in dealing with issues facing them. Students learn that Aboriginal identity is not a narrowly defined concept but includes the spectrum of Aboriginal people’s perceptions of themselves, from those living in an urban environment to those living traditional lifestyles. They learn that there are no simple answers to the complex issues that confront Aboriginal people. Aboriginal Studies allows students to investigate independently issues that interest them. Students participate in a variety of excursions and a camp. Guest speakers are invited to school to share their experiences and culture with the students. Students critically analyse a variety of topics including history, identity, contemporary issues and art and literature. All students will develop their understanding of Aboriginal history, people, culture and issues. This will enable them to work towards Reconciliation and a better future for Aboriginal and non-Aboriginal Australians.

ASSESSMENT
- Course Work 50%
- Community Report 20%
- Investigation 30%

ADVANCED TIMBER CONSTRUCTION
Credits: 10
This course is centred around timber construction and has an emphasis on modern pathways where advanced manufacturing concepts and techniques are utilised.

The timber and furniture construction areas are different to the past and this course will give students skills and understanding current to the future of construction in these areas.

The course will develop skills in design, problem solving and teamwork with practical work including some traditional timber skilling and projects incorporating the use of contemporary machines and techniques.

Students will operate equipment found in industry today to prepare timber products that are parts of their projects. This will include use of a new Industrial Panel Saw and Computer controlled equipment.

Students will visit related commercial companies to assist with their understanding of where construction with timber fits in today’s pathways.

ASSESSMENT
Practical skills in use of machines form a major component of the assessment.
- Skills and Applications Tasks 20%
- Product 50%
- Folio (external assessment) 30%

BIOLOGY
Students need to be aware that some knowledge of chemistry is assumed.
Credits: 20
There are 4 themes covered in this full year course. They are:
- Macromolecules
- Cells
- Organisms
- Ecosystems.

ASSESSMENT
Assessment in Stage 2 Biology consists of the following components, weighted as shown:
- Examination 30%
- Investigations Folio 40%
- Skills and Applications Tasks 30%

CHEMISTRY
Credits: 20
Good passes in both units of Stage 1 Chemistry are assumed for this course. There is a significant overlap with Stage 2 Biology.

CONTENT
- Experimental skills
- Information and communication skills
- Elemental and environmental chemistry
- Analytical techniques
- Using and controlling reactions
- Materials
- Organic and biological chemistry.

ASSESSMENT
Assessment in Stage 2 Chemistry consists of the following components, weighted as shown:
- Examination 30%
- Investigations Folio 40%
- Skills and Applications Tasks 30%

COMPUTER AIDE DESIGN AND
MANUFACTURE - CAD CAM
Credits: 10
It requires students to investigate and use appropriate manufacturing technologies such as CAD (computer aided design), CAM (computer aided manufacture) and CNC (computer numeric control) to investigate and analyse existing and developing manufacturing trends and techniques.

Through a design process students draw articles to be manufactured using CAD. Codes are generated from the drawings and down loaded to CNC machines for manufacture.

The course may include a visit to a local manufacturing company utilising CAD-CAM equipment.

ASSESSMENT
Practical skills in CAD and machine programming form a major component of the assessment.
- Skills and Applications Tasks 20%
- Product 50%
- External Assessment 30%
- Folio.
DRAMA - PERFORMING ARTS
Credits: 20
In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving, they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

CONTENT
Students study a program based on the following four areas of study:
- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:
- School-based Assessment
  - Group Presentation 20%
  - Folio 30%
  - Interpretative Study 20%
- External Assessment
  - Performance 30%

ENGLISH COMMUNICATIONS
Credits: 20
English Communications focuses on the development of English skills, in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking and through the use of ICTs, students develop literacy skills in a broad range of contexts.

School-based Assessment
- Text Analysis 20%
- Text Production 20%
- Communication Study 30%
- External Assessment
  - Folio 30%

ENGLISH STUDIES
Credits: 20
English Studies differs from English Communications in its emphasis on Text Analysis. English Studies consists of Text Study and Text Production Study.

Text Study: The Text Study comprises 4 shared studies and an individual study. For the shared studies the teacher, in negotiation with the students will select the texts. Students will undertake:
- A study of 2 single texts
- A study of paired texts
- A study of poetry
- A critical reading study of short texts.
For the individual study students will choose 2 texts. Film Study is a compulsory requirement of Text Study.

Text Production Study: Students will explore a range of forms of writing (eg narrative, persuasive, expository and descriptive) to enable them to model their own writing. Students will also compose oral texts and may present some of these in multimedia form.

ASSESSMENT
External exam 30%
Individual Study 20%
Shared Studies 30%
Text Production 20%

FOOD AND HOSPITALITY
Credits: 20
In the first semester this subject develops skills in selecting, planning and preparing food for catering events. Students gain an understanding of the processes used in a catering enterprise. The nature and scope of the Food and Hospitality Industry is explored, as is legislation and other factors that impact on the industry. In the second semester students develop an understanding of the processes used in a catering enterprise. Students examine the decision-making, interpersonal, management and group skills desired in the Food and Hospitality Industry. Students are involved in several catering functions. Assessment is based on assignments involving both theoretical and practical components.

ASSESSMENT
School based Assessment:
- Practical activities (4) 50%
- Group activities (2) 20%
- External Assessment
  - Independent investigation 30%

INDONESIAN
Credits: 20
This course is available to students who have passed and completed 20 credits of stage 1 Indonesian.

CONTENT
Stage 2 Indonesian continues the study of the following three themes each with a number of topics and sub-topics:
- The individual (eg sport and recreation, personal world)
- The Indonesian-speaking Communities (eg visiting Indonesia, religion, gender)
- The changing world (eg environment, youth issues).
Through these themes, course work and an in-depth study, the students develop a deeper understanding and confidence in their knowledge and expression of Indonesian.

ASSESSMENT
There are 3 major components:
- Exam 30%
- Folio 50%
- In-depth Study 20%
The folio mark is based on 3-5 main assessment tasks.
INFORMATION PROCESSING AND PUBLISHING

Credits: 20

This course is aimed at students with little or no background in keyboarding or information processing that wish to develop skills for personal or business use. It encourages the use of a wide variety of ICTs both within the practical work and as a means of presenting theory work. Students undertake two focus areas. The first one is Personal Documents where students develop skills for personal use in word processing and at least one other software application. The second focus area will be one of either – Desktop Publishing, Electronic Publishing or Business Documents (to be determined by the teacher), where again skills will be developed in more than one software application.

Both focus areas also contain theoretical topics such as computer hardware and terminology, health and safety issues and social issues such as privacy.

ASSESSMENT

School Based Assessment
- Assessment type 1: Practical skills 40%
- At least 5 practical skills tasks
- Assessment type 2: Issue analysis 30%
- This assessment type includes an issue analysis and technical and operational understanding assessments

External Assessment 30%
- Assessment type 3: product and documentation.

LEGAL STUDIES

Credits: 20

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

The Australian legal system is constantly evolving and has strengths and weaknesses. Students analyse the Australian legal, constitutional, and justice systems and explore the different legal perspectives and priorities held by diverse cultural and interest groups. This includes the extent to which the legal system influences, and is influenced by, Indigenous Australians.

CONTENT

At Stage 2 students study the following four topics:
- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

ASSESSMENT

School-based Assessment
- Folio 50%
- Inquiry 20%
- Examination 30%

MATHEMATICAL APPLICATIONS - BUSINESS

Credits: 20

This subject is designed to allow students to make use of a wide range of mathematical models and techniques. The emphasis of the subject is on learning mathematics through practical applications. The students will be involved in getting information, investigating and solving problems in realistic contexts. Excel spreadsheets and/or graphic calculators are used extensively throughout the course.

Good passes in two units of Stage 1 Business Mathematics or passes in Stage 1 Mathematics A and B are assumed for this course.

Semester 1
- Investment and Loans
- Share Investments

Semester 2
- Statistics and Working with Data
- Mathematics and Small Business

ASSESSMENT

The assessment has three components:
- Skills and applications tasks 30%
- This component is made up of two topic tests per topic.
- Portfolio 40%
- Comprising One Directed Investigation or one Project per topic.
- Examinations 30%

MATHEMATICAL PATHWAYS -ENGINEERING

Credits: 10

This subject is designed to allow students to make use of a wide range of mathematical techniques and apply them to practical situations. The unit is open to all students, it is however, recommended for students who have completed stage 1 Mathematics Pathways Engineering. A topic will be developed that includes:
- Trigonometry
- Mensuration
- Number skills
- Algebra skills

ASSESSMENT

- Skills and Application Tasks 45%
- Folio 25%
- Investigation 30%

MATHEMATICS - SPECIALIST

Credits: 20

Very good passes in three units of Stage 1 Mathematics A, B & C are assumed for this course. It is also required that students have done or are doing Mathematical Studies at the same time.

CONTENT

- Polynomials and Complex Numbers
- Vectors and Geometry
- Trigonometric Preliminaries
- Calculus
- Differential Equations

Graphic calculators are used in this course.

ASSESSMENT

- Skills and Applications Tasks 45%
- Folio 25%
- Examination 30%
MATHMATICL STUDIES

Credits: 20

Good passes in Stage 1 Mathematics A & B are assumed for this course.

CONTENT
- Working with Statistics
- Functions and Graphs using Calculus
- Working with Linear Equations and Matrices.

Graphic calculators will be used in this course

ASSESSMENT
Assessment is based on:
- Examination 30%
- Skills and Applications Tasks 45%
- Folio 25%

METAL TECHNOLOGY

Credits: 20

This whole year subject is suited to students who are considering an Engineering Pathway. It supports and compliments the Regional VET Maritime Engineering Course that can be done in Year 11 or 12. This is a SACE course under the learning framework of Material Products. The work is practical based but has important documentation and assignments that relate to projects. A high level of safety is insisted and the practical nature of this course may require some study time to be dedicated to working on tasks. Students design, make and appraise a series of tasks. The open nature of the tasks builds on student interest and develops students’ skills in fabricating, welding, machining and thermal cutting. Students will utilise the Industry Standard equipment in the Trade training Centre. Industry links by means of visits and speakers enhance the course and develop concepts such as Quality Assurance.

ASSESSMENT
- Skills and Applications Tasks
- Product
- Folio.

MODERN HISTORY

Credits: 20

Students study:
- One topic from a choice of six thematic studies
- One topic from a choice of five depth studies
- An individual history essay

Thematic Study topics:
- Pain and Gain: Modernisation and Society since c. 1500
- Intruders and Resisters: Imperialism and its Impact since c. 1500
- Revolutions and Turmoil: Social and Political Upheavals since c. 1500
- A Sense of Belonging: Groups and Nations since c. 1500
- The Captives, the Unwanted and the Seekers: Forced and Free Migration since c. 1500
- Slaves, Serfs and Emancipation: Forced Labour since c. 1500

Depth Study topics:
- Public and Private Lives: A Social and Political History of Women since c. 1750
- The War to End all Wars: the First World War and its Consequences, c. 1870-1929
- An Age of Catastrophes: Depression, Dictators and the Second World War, c. 1929-1945
- Postwar Rivalries and Mentalities: Superpowers and Social Change since c. 1945
- Persecution and Hope: Power and Powerlessness in Society since c. 1500.

Individual History Essay
Students choose a key area for inquiry from one of eleven topics.

ASSESSMENT
School-based assessment:
- Folio 50%
- Essay 20%

External assessment:
- Exam 30%

NAVAL ENGINEERING (ADVANCED)

INTEGRATED LEARNING

Credits: 20

This course is a logical progression from Stage 1 Naval Engineering. It is suitable for students who are interested in Applied Science, Engineering and Technology.

In this course, Applied Physics will be used to explore and explain current scientific issues in particular in a Maritime environment. Students will become aware of the significance of Mathematics and Science to address a range of Engineering challenges. The cultural and historical dimensions of the Maritime World will also be explored through research and practical activities.

This course centres on a practical exercise of design and construction of models to test theories, by using the latest CNC Laser cutting technology. Models will be tested in the classroom and also in real life situations at the Bonython Park test pond.

N.B: This subject has an externally assessed component (project) and therefore can be used towards an ATAR.

CONTENT
Semester 1
- Relationship between shape of hull and function
- Study of Stability and Stability curves.
- Study of traditional and modern building materials and their applications in engineering designs.
- Science applications in Maritime settings.
  Example: Application to Optics and structures in light houses. Snell’s law.
- Motion and trajectories in two dimensions – Replenishment At Sea.
- Engineering Activities: Students choose a power hull design and build it by using computer and CNC Laser cutting technology and test the stability of their model.

Semester 2
- Elements of Electricity: Ohm’s law, series and parallel circuits, potentiometers.
- Research on alternative renewable energies for the future from a Maritime point of view.
PHYSICAL EDUCATION

Credits: 20

Year 12 Physical Education is suited to those students who have an interest in physical activity, human physiology and performance. As well as developing practical skills in certain sports, students will become aware of the significance sports science plays in elite sport and its contribution to exercise and physical activity among the community.

Practical:
- 3 SACE approved Sports (Past 3 years sports have included netball, volleyball lawn bowls & Kayaking/Sailing)

Theory:
- Energy systems and sources of energy
- Physiological factors affecting performance
- Training methods and adaptations due to exercise
- Biomechanical principles in sport
- The psychology of learning and performance.

ASSESSMENT

Assessment is based on Practical, Group activity and Portfolio.

Practical: 30% 
Group Activity: 20% 
Portfolio and discussion: 20% 
Project (externally assessed): 30%

PHYSICS

Credits: 20

The course assumes mathematical abilities commensurate with having done geometry, trigonometry and mathematical functions in Stage 1. It is also assumed that students have a sound knowledge of both Stage 1 Physics units.

CONTENT

Areas covered within the Stage 2 course include:
- Motion in 2-Dimensions
- Electric Fields and Magnetic Fields
- Light and Waves
- Atom and its Nucleus.

ASSESSMENT

Assessment in Stage 2 Physics consists of the following components, weighted as shown:
- Examination: 30%
- Investigations Folio: 40%
- Skills and Applications Tasks: 30%

SAASTA - INTEGRATED LEARNING

Credits: 20

This subject is open to all Year 12 SAASTA students. In Semester One, students will complete their Practical and Folio & Discussion based on their involvement in the annual Aboriginal Power Cup carnival. In Semester Two, students will complete the Group Activity component of the subject by developing their skills in a number of sporting, recreational and health activities. The final assessment task in this subject is the student Project in which students will deliver a presentation on an issue of interest to them.

ASSESSMENT

- Practical: 30%

Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event. Tasks include designing a team guernsey & polo, performing a war cry, traditional/cultural activities as well as specific tasks related to leadership & personal development.

Throughout this subject students will participate in a number of coaching clinics and workshops giving them the opportunity to gain a number of certificates.
including base level coaching in each of the selected sporting areas.

- Folio & Discussion 20%

Following their Aboriginal Power Cup carnival experience students will create and deliver a PowerPoint presentation explaining their involvement throughout the semester of work. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning in the Aboriginal Power Cup subject.

- Project 30%

Students will select an area of personal interest and present a two-thousand (2000) word written response or twelve (12) minute presentation. To assist with their project development, planning and research students will attend a two-day leadership workshop in Adelaide.

NB: To be accepted into the SAASTA program all students must attend an information session and complete the application process.

SAASTA CERTIFICATE III IN SPORT AND RECREATION - VET

NB: For further information refer to the special features and programs page.

SOCIETY AND CULTURE

Credits: 20

The social inquiry approach to learning forms the core of the study of Society and Culture. Students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. Students are encouraged to ask their own questions, explore possible sources of information, to develop solutions and carry out appropriate social action. It is possible for students to negotiate particular topics of study that are relevant to their own positions and practices.

Topics cover three broad groups:

- Culture eg Cultural Diversity
- Contemporary Challenges eg Social Ethics
- Global Issues eg A question of rights.

ASSESSMENT

School-based assessment

- Folio 50%
- Interaction 20%

External Assessment

- Investigation 30%

VISUAL ARTS - ART

Credits: 20

At stage 2, there is an emphasis on the student’s ability to compare and contrast works of art within a context or from different contexts. The different assessment types will enable students to further develop skills in analysing and interpreting the works of relevant practitioners. There is a strong focus on exploration and experimentation leading to major works.

ASSESSMENT

Assessment at stage 2 is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School based Assessment

- Assessment Type 1: Folio 30%
- Assessment Type 2: Practical 40%
- External Assessment
- Assessment Type 3: Visual Study 30%

VISUAL ARTS - DESIGN

Credits: 20

At Stage 2, there is an emphasis on the student’s ability to compare and contrast works of design within a context or from different contexts. The different assessment types will enable students to further develop skills in analysing and interpreting the works of relevant practitioners. There is a strong focus on exploration and experimentation leading to major works.

ASSESSMENT

Assessment at Stage 2 is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School based Assessment

- Folio 30%
- Practical 40%
- External Assessment
- Visual Study 30%

WOMEN’S STUDIES

Credits: 20

Women’s Studies will interest and inspire both female and male students. It offers students an opportunity to explore the construction of gender, of femininity and masculinity within different cultures and to consider how this affects the position of women within society. The approach adopted in Women’s Studies is interdisciplinary so students can explore areas as diverse as History, Media and Film, Literature, Religion, Legal Studies, Politics, Art and Health. Students will investigate the following areas:

- Representations of Women in Cultural Texts
  - This unit examines the representation of women in the media, advertising, the internet, contemporary films and music. Different cultural perspectives are emphasised.
- Women’s Struggles, Women’s Achievements and Empowerment
  - The historical and political struggles of women are explored eg The Suffrage, the EO Act, the Role of Feminism in the 21st Century
- Development and Globalisation
  - The traffic in Women’s bodies and sex tourism are studied
- Women and the Law
  - Violence against women and its treatment in the law are studied.

ASSESSMENT

Text Analysis Task 20%

School assessed and externally moderated

Gender Analysis Essay 20%

School assessed and externally moderated

Folio 30%

Issues Analysis 30%

Externally marked
WORKPLACE PRACTICES

Credits: 20

Workplace Practices can be studied as a 10-credit subject or a 20-credit subject. Students can undertake up to 40 credits of this subject (ie Workplace Practices A, Workplace Practices B, and Workplace Practices).

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn the relationships between work-related issues and practices, the changing nature of work, industrial relations influences and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

CONTENT

For both a 10-credit and 20-credit subject, students must include the following areas of study:
- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students undertaking:
- Workplace Practices A (10 credits) and/or
- Workplace Practices B (10 credits), study two or more negotiated topics in each subject,
- Workplace Practices (20 credits), study the three or more topics from the list below:
  - Topic 1: Work in Australian Society
  - Topic 2: The Changing Nature of Work
  - Topic 3: Industrial Relations
  - Topic 4: Finding Employment
  - Topic 5: Negotiated Topic.

ASSESSMENT

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

School-based Assessment
- Folio 25%
- Performance 25%
- Reflection 20%

External Assessment
- Investigation 30%
STAGE 2 NON TERTIARY ADMISSION SUBJECTS

COMMUNITY STUDIES

Credits: 10 OR 20

Students must complete a contract of work for this subject to contribute towards their SACE.

In Stage 2 Community Studies, students:
- Are involved with a community beyond the school (if circumstances prevent a student from this, special arrangements may be negotiated with the SACE Board)
- Present their activity to a community audience and invite feedback on this presentation
- Present evidence of their learning for school-based and external assessment
- Evaluate the completion of the contract, the feedback received, and their own learning, as part of their reflection for the external assessment component.

Students may work independently or as part of a team, but each student must develop and submit an individual and detailed contract of work. If students choose a group activity, teachers should ensure that the specific contribution of each individual is clearly evident and assessable, even if the group has a common focus or outcome (eg a musical production or a community landscaping or art project). In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

ASSESSMENT

School-based Assessment 70%
- Assessment Type 1: Contract of Work
- Assessment Type 2: Folio
- Assessment Type 3: Presentation

External Assessment 30%
- Assessment Type 4: Reflection.

SPECIAL FEATURES

YOUTH OPPORTUNITIES

The Youth Opportunities program has been successfully delivered at Le Fevre High School for several years. Youth Opportunities is a non-profit organisation working within schools to help young people realise their potential. They provide a unique Personal Leadership Program for selected Year 10 students, as well as ongoing support and mentoring for graduates until they leave school. Over a ten week period young people from all backgrounds learn how to be the very best they can be and gain more direction, improve relationships, increase motivation and confidence in all areas of their lives. The intensive motivational program is delivered outside of the school environment for one day a week and trains the ‘rules of life’ with a power formula and how-to strategies. The program comprises 14 lessons that provide a thinking framework to help create a positive, happy and successful life. Through their involvement, students can gain credits towards the South Australian Certificate of Education (SACE).

LE FEVRE LIGHTNING ‘KARndo’ ICE HOCKEY TEAM

The Ice Factor program is about creating an opportunity for students to be involved in a team sport and to learn ice hockey skills as well as life skills. In being a part of a team, students learn to communicate, respect themselves and each other and learn to work as a team.

To date, the students have been involved with selecting a jersey design, creating a logo and selecting a team name. The students came up with the name ‘Le Fevre Lightning – Karndo’. To be able to use the Kaurna word for lightning – Karndo – we requested and received permission from the Kaurna Warra Pintyandi (KYP) group. The majority of students involved with the program agreed it was an important acknowledgement of the Kaurna people.

Le Fevre is the tenth school to be involved with the program. Currently the team is a combination of Year 8, 9, 10 and 11 students. Once a week the students participate in skill work and practice on the ice and team meetings. At the end of the term all ten schools compete in a tournament at the Ice Arena.
RUGBY LEAGUE DEVELOPMENT SQUAD
The year long Rugby League program at Le Fevre High School is targeted at players who have demonstrated a desire to play at an elite level and will develop knowledge and understanding of playing, training, refereeing and management of Rugby League. In the first instance, this program is offered within each year level from Year 8-11. If not enough students select it to run in this way, it may run as a separate program combining all year levels. If this is the case, participants will commit to 2-3 sessions per week for group training, skills and theory lessons. These sessions are developed and instructed by school sports staff and Development Officers from the South Australian Rugby League (SARL). The students will be required to play in the High Schools Tier A Championships and the Le Fevre High School Development Squad Tour to Melbourne to play against Hallam Sports College (A Rugby League training school). Additional costs of this program are approximately $400 (GST free).

SAASTA CERTIFICATE III IN SPORT AND RECREATION - VET
Credits: 50
It is highly recommended that students undertake this subject at the start of Year 11.
The SAASTA Certificate III in Sport & Recreation uses a dynamic mode of delivery in which students undertake both in class and out-of-school block release training. Students are assessed on their skills and knowledge for all modules by TAFE SA.
Out-of-school block release training consists of a one week block delivered by TAFE SA lecturers at Regency Campus of TAFE SA. Up to three (3) block release weeks are held per year and student attendance is dependent on their current year level and the amount of modules a student has completed from the overall certificate in the preceding year.
The course is aimed at sports minded students who are seeking genuine career opportunities within the sports and recreation industry. As one of the few sporting pathways through the SACE this subject will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports and related field including fitness centres and sporting complexes/clubs as well as the potential to further enhance elite sporting careers.
To be successful in this certificate students must complete all fifteen (15) core and elective modules. All modules are sports based with a particular focus on skill developed, tactics and physical conditioning; in addition students who successfully complete the certificate will achieve a senior first aid certificate.

ASSESSMENT
All students are provided with professionally developed workbooks for each of the six modules that are delivered in class as part of the SAASTA Certificate III in Sport & Recreation.
Students are led through the modules by a teacher or accredited trainer with modules varying between written and practical tasks. All assessment is conducted by qualified lecturers at TAFE SA Regency Campus.
NB: To be accepted into the SAASTA program all students must attend an information session and successfully complete the application process.
Attention Year 9, 10 and 11 students

Please read for information about Regional VET (Vocational Education and Training) Programs, School-Based Apprenticeships and the Training Guarantee for SACE Students (TGSS) in 2015

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, School-Based Apprenticeships and the Training Guarantee for SACE Students (TGSS).

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. Students, with the help of their VET Coordinators, PLP Teachers and Counsellors, can also apply for the Training Guarantee for SACE Students (TGSS).

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 2015 (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 with more information 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/subjects/recognised-learning/vet-vocational-education-and-training.

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

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

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

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

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

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

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

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

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

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

The Department of 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:

- Occupational Health and Safety (OHS) in the workplace
- 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 Principal). Please see your VET Leader for a copy of your school’s Workplace Learning Agreement Form.

**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 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 Application Form and hand it to your VET Leader by **Friday week 8, term 3 (12 September, 2014)**. See your VET Leader for a copy of this form, or download it from [www.wats.sa.edu.au](http://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 VET programs are included in their SACE and timetable.
How can I find out more about a Regional VET Programs for 2015 (Course Open Days)?

Some Host Schools are offering ‘Open Days’ for interested students to visit the school, meet the teacher/trainer and current students, and to see the course/s 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) by email at least one week prior to the Open Day advertised, using the RSVP contact provided in the table. In your RSVP email, please provide your name, your Home School, your year level, your 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 the permission form available from your Home School VET Coordinator.

What Regional VET Programs can I enrol in for 2015?

The following table provides a brief summary of the programs offered for 2015 (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’). 2015 program information will be available on this website from the beginning of term 3, 2014.

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).

Training guarantee for SACE students (TGSS)

The Training Guarantee for SACE Students (TGSS) scheme can help put students on a rewarding vocational career and jobs pathway. The scheme enables SACE students to undertake VET training at an approved Registered Training Organisation (RTO) in qualifications that are prescribed by the Department of Further Education, Employment, Science and Technology (DFEEST), and guarantee them a training place after completing SACE to finish the qualification they have started. Training at Certificate II level is fee-free. There are some fees for Certificate III and higher qualifications. You will have to pay for personal items such as tools, clothing and materials for your training.

To be eligible for the Training Guarantee, students must:

- Be 16 years of age or older and be enrolled in SACE
- Already doing (or have completed) VET or work placement that is related to your pathway
- Participate in relevant work placement – at least 140 hours
- Intend to complete the Certificate III (or higher) in the year after finishing SACE
- Be clearly intending to pursue a vocational career related to the qualification.

For more information, see your VET Coordinator or go to the Skills for All website: www.skills.sa.gov.au
<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY DATE AND TIMES</th>
<th>RSVP FOR OPEN DAY</th>
</tr>
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<tbody>
<tr>
<td><strong>Automotive</strong></td>
<td></td>
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<tr>
<td>Automotive Cert I</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Underdale High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>07:30-12:00</td>
<td>20</td>
<td>By appointment</td>
<td>Ring 83018000 to arrange</td>
</tr>
<tr>
<td>Automotive Cert II</td>
<td>Certificate II in Automotive Servicing Technology</td>
<td>Underdale High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>07:30-11:00</td>
<td>35-55</td>
<td>Stage 2</td>
<td>NA</td>
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<tr>
<td><strong>Business Services</strong></td>
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<tr>
<td>Logistics – Making Smart Moves</td>
<td>Certificate III in Business</td>
<td>Ocean View College B-12</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Fri Aug 15 2014 10.00 am-12.00 pm</td>
<td>By August 8 2014 <a href="mailto:shelley.hamilton590@schools.sa.edu.au">shelley.hamilton590@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Simulated Business</td>
<td>Certificate II in Business</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:05</td>
<td>50</td>
<td>Wed Aug 20 2014 11.00 am-12.00 pm</td>
<td>By August 13 2014 <a href="mailto:mandy.roberts@thebartonsc.sa.edu.au">mandy.roberts@thebartonsc.sa.edu.au</a> at ring Mandy on 83525811</td>
</tr>
<tr>
<td><strong>Conservation and Horticulture</strong></td>
<td></td>
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<td>Conservation and Land Management</td>
<td>Certificate II in Conservation and Land Management</td>
<td>Portside Christian College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:45-15:00</td>
<td>60</td>
<td>Sat Aug 16 2014 10.00 am-12.00 pm</td>
<td>By August 8 2014 <a href="mailto:shelley.hamilton590@schools.sa.edu.au">shelley.hamilton590@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Horticulture</td>
<td>Certificate II in Horticulture</td>
<td>Woodville High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:00</td>
<td>65</td>
<td>Fri Aug 15 2014 10.00 am-12.00 pm</td>
<td>By August 8 2014 <a href="mailto:Alana.probert357@schools.sa.edu.au">Alana.probert357@schools.sa.edu.au</a></td>
</tr>
<tr>
<td><strong>Construction</strong></td>
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<tr>
<td>Doorways 2 Construction (Civil)</td>
<td>Certificate II in Resources and Infrastructure Work Preparation</td>
<td>Ocean View College B-12</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Monday</td>
<td>08:00-16:00</td>
<td>30</td>
<td>Mon Aug 11 2014 10.00 am-12.00 pm</td>
<td>By August 4 2014 <a href="mailto:shelley.hamilton590@schools.sa.edu.au">shelley.hamilton590@schools.sa.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Monday</td>
<td>08:45-15:00</td>
<td>40</td>
<td>Mon Aug 25 2014 10.00 am-12.00 pm</td>
<td>By August 18 2014 <a href="mailto:scott.polk@henleyhs.sa.edu.au">scott.polk@henleyhs.sa.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction</td>
<td>Certificate II in Construction</td>
<td>Mount Carmel College</td>
<td>MTC Training</td>
<td>One year</td>
<td>TBA</td>
<td>08:40-15:00</td>
<td>40</td>
<td>Wed Aug 13 2014 3.00-8.00 pm</td>
<td>By August 6 2014 <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
</tr>
<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>Master Builders Association</td>
<td>One year</td>
<td>Friday</td>
<td>08:40-15:05</td>
<td>40</td>
<td>Wed Aug 20 2014 1.30-2.30 pm</td>
<td>By August 13 2014 <a href="mailto:mandy.roberts@thebartonsc.sa.edu.au">mandy.roberts@thebartonsc.sa.edu.au</a> or ring Mandy on 83525811</td>
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<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</td>
<td>Fri Aug 15 2014 9.00-11.00 am</td>
<td>By August 8 2014 <a href="mailto:Alana.probert357@schools.sa.edu.au">Alana.probert357@schools.sa.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction Plus</td>
<td>Certificate II in Carpenter (partial certificate)</td>
<td>Mount Carmel College</td>
<td>ATEC</td>
<td>One year</td>
<td>Friday</td>
<td>08:00-15:00</td>
<td>35</td>
<td>Wed Aug 13 2014 3.00-8.00 pm</td>
<td>By August 6 2014 <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Doorways 2 Construction Plus</td>
<td>Certificate III in Carpenter (partial certificate)</td>
<td>Woodville High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Monday</td>
<td>08:30-14:00</td>
<td>40</td>
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<td>By August 8 2014 <a href="mailto:Alana.probert357@schools.sa.edu.au">Alana.probert357@schools.sa.edu.au</a></td>
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<tr>
<td>Furnishing</td>
<td>Certificate I in Furnishing</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>30</td>
<td>Wed Aug 27 2014 1.30-3.30 pm</td>
<td>By August 20 2014 <a href="mailto:simon.brooks@henleyhs.sa.edu.au">simon.brooks@henleyhs.sa.edu.au</a></td>
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<td>Furnishing</td>
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<td>TAFE SA</td>
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<td>Monday</td>
<td>08:15-15:00</td>
<td>40</td>
<td>Fri Aug 15 2014 9.00-11.00 am</td>
<td>By August 8 2014 <a href="mailto:Alana.probert357@schools.sa.edu.au">Alana.probert357@schools.sa.edu.au</a></td>
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<tr>
<td>Introduction to Construction</td>
<td>Certificate II in Construction (partial certificate)</td>
<td>Mount Carmel College</td>
<td>MTC Training</td>
<td>One semester (semester 2)</td>
<td>Half day TBA</td>
<td>08:40-11:40 or 12:30-15:30</td>
<td>10</td>
<td>Wed Aug 13 2014 3.00-8.00 pm</td>
<td>By August 6 2014 <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Certificate I in Construction</td>
<td>Seaton High School</td>
<td>Plumbing Industry Association</td>
<td>One semester (semester 2)</td>
<td>Thursday</td>
<td>08:30-16:30</td>
<td>40</td>
<td>Fri Aug 22 2014 10.00 am-4.00 pm</td>
<td>By August 15 2014 <a href="mailto:Michael.Huggett668@schools.sa.edu.au">Michael.Huggett668@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Plumbing</td>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>TBA</td>
<td>08:40-15:00</td>
<td>55</td>
<td>Wed Aug 13 2014 3.00-8.00 pm</td>
<td>By August 6 2014 <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a></td>
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<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY DATE AND TIMES</td>
<td>RSVP FOR OPEN DAY</td>
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<td>Plumbing</td>
<td>Certificate II in Construction</td>
<td>Thebarton Senior College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>08:40-15:05</td>
<td>40</td>
<td>Wed Aug 20 2014 1:30-2:30 pm</td>
<td>By Aug 13 2014 <a href="mailto:mandy.roberts@thebartonsc.sa.edu.au">mandy.roberts@thebartonsc.sa.edu.au</a> or ring Mandy on 83525811</td>
</tr>
<tr>
<td>Plumbing Plus</td>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>Seaton High School</td>
<td>Plumbing Industry Association</td>
<td>Three terms (terms 1, 2 &amp; 3)</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>55</td>
<td>Fri Aug 22 2014 10:00 am-4:00 pm</td>
<td>By Aug 15 2014 <a href="mailto:Michael.Huggett608@schools.sa.edu.au">Michael.Huggett608@schools.sa.edu.au</a></td>
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<tr>
<td>Electronics and Computer Systems Engineering Cert II</td>
<td>Certificate II in Electronics</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45</td>
<td>45 Stage 2</td>
<td>Wed Aug 27 2014 9:30-10:45 am</td>
<td>By Aug 20 2014 <a href="mailto:angelo.plantados@henleyhs.sa.edu.au">angelo.plantados@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>Electrotechnology Cert I</td>
<td>Certificate I in Electromechanical Skills</td>
<td>Seaton High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Wednesday and Thursday</td>
<td>13:00-16:30</td>
<td>25 Stage 1</td>
<td>Fri Aug 22 2014 10:00 am-4:00 pm</td>
<td>By Aug 15 2014 <a href="mailto:Michael.Huggett608@schools.sa.edu.au">Michael.Huggett608@schools.sa.edu.au</a></td>
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<tr>
<td>Electrotechnology Cert II</td>
<td>Certificate II in Electrotechnology (Career Start)</td>
<td>Seaton High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Tuesday</td>
<td>09:00-16:30</td>
<td>50 Stage 2</td>
<td>Fri Aug 22 2014 10:00 am-4:00 pm</td>
<td>By Aug 15 2014 <a href="mailto:Michael.Huggett608@schools.sa.edu.au">Michael.Huggett608@schools.sa.edu.au</a></td>
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<tr>
<td>Engineering</td>
<td>Certificate III in Engineering Pathways</td>
<td>Mount Carmel College</td>
<td>MTC Training</td>
<td>One year</td>
<td>Friday</td>
<td>08:40-15:00</td>
<td>60 Stage 1</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Engineering Plus</td>
<td>Certificate III in Engineering Trade (partial certificate)</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>TBA</td>
<td>08:40-15:00</td>
<td>30 Stage 2</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Introduction to Manufacturing and Engineering</td>
<td>Certificate II in Engineering</td>
<td>Mount Carmel College</td>
<td>MTC Training</td>
<td>One semester (semester 2)</td>
<td>Half day TBA</td>
<td>10 Stage 1</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Maritime Engineering</td>
<td>Certificate I in Engineering</td>
<td>Le Fevre High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:00-16:00</td>
<td>40 Stage 1</td>
<td>Fri Aug 6 2014 2:00-3:30 pm</td>
<td>By Aug 1 2014 <a href="mailto:Sean.Carey605@schools.sa.edu.au">Sean.Carey605@schools.sa.edu.au</a></td>
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<tr>
<td>Metal and Engineering</td>
<td>Certificate I in Engineering</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>40 Stage 1</td>
<td>Fri Aug 22 2014 1:30-3:10 pm</td>
<td>By Aug 15 2014 <a href="mailto:russell.watkin@henleyhs.sa.edu.au">russell.watkin@henleyhs.sa.edu.au</a></td>
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<td>Metal Trade Skills</td>
<td>Certificate I in Engineering</td>
<td>Thebarton Senior College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:40-15:05</td>
<td>40 Stage 1</td>
<td>Tues Aug 19 2014 1:30-2:30 pm</td>
<td>By Aug 12 2014 <a href="mailto:mandy.roberts@thebartonsc.sa.edu.au">mandy.roberts@thebartonsc.sa.edu.au</a> or ring Mandy on 83525811</td>
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<tr>
<td>Hair and Beauty</td>
<td>Certificate II in Retail Makeup and Skin Care</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>TBA</td>
<td>08:40-15:00</td>
<td>45 Stage 1</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Hairdressing</td>
<td>Certificate II in Hairdressing</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Tuesday or Thursday</td>
<td>08:40-15:00</td>
<td>45 Stage 1</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Hairdressing Plus</td>
<td>Certificate III in Hairdressing (partial certificate)</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>TBA</td>
<td>08:40-15:00</td>
<td>25 Stage 2</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
</tr>
<tr>
<td>Introduction to Hair and Beauty</td>
<td>Certificate II in Retail Makeup and Skin Care (partial certificate)</td>
<td>Mount Carmel College</td>
<td>TAFE SA</td>
<td>One semester (semester 2)</td>
<td>Half day TBA</td>
<td>10 Stage 1</td>
<td>Wed Aug 13 2014 3:00-8:00 pm</td>
<td>By Aug 6 2014 <a href="mailto:Shane.gubbin@mcc.catholic.edu.au">Shane.gubbin@mcc.catholic.edu.au</a> or ring Shane on 0407261967</td>
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<tr>
<td>Health and Community Services</td>
<td>Allied Health Year 1</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre</td>
<td>18 months</td>
<td>Friday</td>
<td>08:30-15:00</td>
<td>40 Stage 2</td>
<td>Fri Aug 15 2014 2:30-3:30 pm</td>
<td>By Aug 8 2014 <a href="mailto:Alana.Probert557@schools.sa.edu.au">Alana.Probert557@schools.sa.edu.au</a></td>
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<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>RTO</td>
<td>DURATION</td>
<td>DAY/ S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY DATE AND TIMES</td>
<td>RSVP FOR OPEN DAY</td>
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<tr>
<td>Allied Health Year 2 – not available in 2015</td>
<td>Certificate III in Allied Health Assistance</td>
<td>Woodville High School</td>
<td>Australian Nursing and Midwifery Education Centre</td>
<td>18 months</td>
<td>NA</td>
<td>NA</td>
<td>30</td>
<td>Stage 2</td>
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<td>Child, Aged and Disability Care</td>
<td>Certificate II in Community Services</td>
<td>Findon High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:00</td>
<td>40</td>
<td>Stage 1</td>
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<td>Certificate II in Community Services</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>07:45-11:00</td>
<td>40</td>
<td>Stage 1</td>
<td>Fri Aug 22 2014 9:00-10:45 am By August 15 2014 <a href="mailto:tania.duff-lyttle@henleyhs.sa.edu.au">tania.duff-lyttle@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Portside Christian College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>08:45-15:00</td>
<td>40</td>
<td>Stage 1</td>
<td>Sat Aug 16 2014 10:00 am-12:00 pm By August 8 2014 <a href="mailto:kerry.branton@portside.sa.edu.au">kerry.branton@portside.sa.edu.au</a> or ring Kerryn on 83415133</td>
</tr>
<tr>
<td>Childcare</td>
<td>Certificate II in Community Services</td>
<td>Woodville High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:30</td>
<td>40</td>
<td>Stage 1</td>
<td>Fri Aug 15 2014 11:00 am-1:00 pm By August 8 2014 <a href="mailto:Alana.Probert357@schools.sa.edu.au">Alana.Probert357@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Christian Ministry and Theology</td>
<td>Certificate III in Christian Ministry and Theology</td>
<td>Portside Christian College</td>
<td>Australian Centre for Advanced Studies</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:45-15:00</td>
<td>30</td>
<td>Stage 2</td>
<td>Sat Aug 16 2014 10:00 am-12:00 pm By August 8 2014 <a href="mailto:kerry.branton@portside.sa.edu.au">kerry.branton@portside.sa.edu.au</a> or ring Kerryn on 83415133</td>
</tr>
<tr>
<td>Disability Care</td>
<td>Certificate III in Disability</td>
<td>Findon High School</td>
<td>ATEC</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:45-15:00</td>
<td>85</td>
<td>Stage 2</td>
<td>NA</td>
</tr>
<tr>
<td>Family Well-being</td>
<td>Certificate II in Family Well-being (partial certificate)</td>
<td>Le Fevre High School</td>
<td>TAFE SA</td>
<td>One semester</td>
<td>Monday and Thursday</td>
<td>09:00-10:45</td>
<td>30</td>
<td>Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Health Services</td>
<td>Certificate III in Health Services Assistance</td>
<td>Portside Christian College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:45-16:00</td>
<td>60</td>
<td>Stage 2</td>
<td>Sat Aug 16 2014 10:00 am-12:00 pm By August 8 2014 <a href="mailto:kerry.branton@portside.sa.edu.au">kerry.branton@portside.sa.edu.au</a> or ring Kerryn on 83415133</td>
</tr>
<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</td>
<td>18 months</td>
<td>Friday</td>
<td>09:00-14:30</td>
<td>25</td>
<td>Stage 2</td>
<td>Fri Aug 8 2014 10:00 am-12:00 pm By August 1 2014 <a href="mailto:rod.grant972@schools.sa.edu.au">rod.grant972@schools.sa.edu.au</a> or ring Rod on 82970488</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</td>
<td>18 months</td>
<td>Wednesday (11 wk 6-10, 12 wk 1-5)</td>
<td>09:00-15:00</td>
<td>30</td>
<td>Stage 2</td>
<td>NA</td>
</tr>
<tr>
<td>Hospitality</td>
<td>Certificate I in Hospitality</td>
<td>St George College</td>
<td>TAFE SA</td>
<td>One semester</td>
<td>TBC</td>
<td>09:00-13:00</td>
<td>15</td>
<td>Stage 1</td>
<td>Thurs Aug 28 2014 10:00 am-12:00 pm By August 19 2014 <a href="mailto:cswaffield@stgeorgecollege.sa.edu.au">cswaffield@stgeorgecollege.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Food &amp; Beverage)</td>
<td>Certificate II in Hospitality</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Friday</td>
<td>13:00-16:15</td>
<td>30</td>
<td>Stage 1</td>
<td>Fri Aug 22 2014 1:30-3:10 pm By August 15 2014 <a href="mailto:tania.duff-lyttle@henleyhs.sa.edu.au">tania.duff-lyttle@henleyhs.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>St George College</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Thursday</td>
<td>08:30-15:00</td>
<td>40</td>
<td>Stage 1</td>
<td>Thurs Aug 28 2014 10:00 am-12:00 pm By August 19 2014 <a href="mailto:cswaffield@stgeorgecollege.sa.edu.au">cswaffield@stgeorgecollege.sa.edu.au</a></td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations)</td>
<td>Certificate II in Kitchen Operations</td>
<td>Woodville High School</td>
<td>Quality Training and Hospitality College</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>45</td>
<td>Stage 1</td>
<td>Fri Aug 15 2014 10:30 am-12:30 pm By August 8 2014 <a href="mailto:Alana.Probert357@schools.sa.edu.au">Alana.Probert357@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Digital Media</td>
<td>Certificate II in Creative Industries (Media)</td>
<td>Henley High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10</td>
<td>30</td>
<td>Stage 1</td>
<td>NA</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Certificate II in Creative Industries (Media)</td>
<td>Le Fevre High School</td>
<td>TAFE SA</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:55-13:20</td>
<td>33</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</td>
<td>One year</td>
<td>NA (online)</td>
<td>NA (online)</td>
<td>60</td>
<td>Stage 1</td>
<td>Tues Aug 12 2014 1:30-3:00 pm By August 5 2014 <a href="mailto:mandy.roberts@thebartonisc.sa.edu.au">mandy.roberts@thebartonisc.sa.edu.au</a> or ring Mandy on 83525811</td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>RTO</td>
<td>DURATION</td>
<td>DAY/S</td>
<td>TIME/S</td>
<td>SACE CREDITS</td>
<td>OPEN DAY DATE AND TIMES</td>
<td>RSVP FOR OPEN DAY</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>--------------------------</td>
<td>---------------</td>
<td>--------------------------</td>
<td>-----------------------------</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</td>
<td>One year</td>
<td>Wednesday (plus online)</td>
<td>16:00-19:00</td>
<td>10 Stage 1, 55 Stage 2</td>
<td>Wed Aug 20 2014 1:30-3:00 pm</td>
<td>By Aug 13 2014 <a href="mailto:mandy.roberts@thebartonsc.sa.edu.au">mandy.roberts@thebartonsc.sa.edu.au</a> or ring Mandy on 83525811</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</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45, 13:30-15:10</td>
<td>60 Stage 1</td>
<td>NA</td>
<td>NA</td>
</tr>
<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</td>
<td>Two years</td>
<td>Monday and Wednesday</td>
<td>13:30-15:10, 11:05-12:30</td>
<td>20 Stage 2</td>
<td>NA</td>
<td>NA</td>
</tr>
<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</td>
<td>Two years</td>
<td>Monday and Wednesday</td>
<td>13:30-15:10, 11:05-12:30</td>
<td>20 Stage 2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Maritime Industry Pathway</td>
<td>Certificate II in Transport and Distribution (Maritime Operations)</td>
<td>Le Fevre High School</td>
<td>Australian Maritime and Fisheries Academy</td>
<td>3 x 5 day blocks plus voyage in term 3 holidays</td>
<td>Last week of terms 1, 2 and 3 plus term 3 holidays</td>
<td>08:30-16:00</td>
<td>55 Stage 1</td>
<td>Visit to the Academy by appointment</td>
<td><a href="mailto:Rod.Hunter598@schools.sa.edu.au">Rod.Hunter598@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Pharmacy Customer Service</td>
<td>Certificate II in Community Pharmacy (partial certificate)</td>
<td>St George College</td>
<td>The Pharmacy Guild of Australia</td>
<td>One term</td>
<td>Wednesday</td>
<td>09:00-15:00</td>
<td>20 Stage 1</td>
<td>Thurs Aug 28 2014 10:00 am -12:00 pm</td>
<td>By August 19 2014 <a href="mailto:cswaffield@stgeorgecollege.sa.edu.au">cswaffield@stgeorgecollege.sa.edu.au</a></td>
</tr>
<tr>
<td>Career Oriented Participation (AFL)</td>
<td>Certificate III in Sport Career Oriented Participation</td>
<td>Henley High School</td>
<td>Sport SA</td>
<td>One year</td>
<td>Tuesday and Thursday</td>
<td>13:30-15:10, 11:05-12:30</td>
<td>50 Stage 2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Career Oriented Participation (Soccer) Year 1</td>
<td>Certificate II in Sport Career Oriented Participation</td>
<td>Underdale High School</td>
<td>Sport SA</td>
<td>Two years</td>
<td>Tuesday and Friday</td>
<td>13:30-15:15, 09:00-10:45</td>
<td>20 Stage 1</td>
<td>By appointment</td>
<td>Ring 83018000 to arrange</td>
</tr>
<tr>
<td>Career Oriented Participation (Soccer) Year 2</td>
<td>Certificate II in Sport Career Oriented Participation</td>
<td>Underdale High School</td>
<td>Sport SA</td>
<td>Two years</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45, 11:15-13:00</td>
<td>20 Stage 1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Fitness</td>
<td>Certificate III in Fitness</td>
<td>Henley High School</td>
<td>Sport SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>13:30-15:10, 09:00-10:45</td>
<td>65 Stage 2</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sport and Recreation</td>
<td>Certificate II in Sport and Recreation</td>
<td>Henley High School</td>
<td>Sport SA</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>09:00-10:45, 13:30-15:10</td>
<td>40 Stage 1</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Sports Trainer</td>
<td>Certificate III in Sports Trainer</td>
<td>Henley High School</td>
<td>Sport SA</td>
<td>One year</td>
<td>Tuesday and Thursday</td>
<td>09:00-10:45, 13:30-15:10</td>
<td>40 Stage 2</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
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.

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 to complete time off of your contract of training term
- 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-oriented 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 year 12, 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 (two years plus) generally work part-time while still attending school and continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

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

What are 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. Trade Schools for the Future, Western Adelaide, 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 Coordinator to arrange a meeting. Vicki can also be contacted on 0458 564 603 and Chris on 0488 584 029.

Where can I find out more information?
For more information about Trade Schools for the Future, Western Adelaide, please go to www.wats.sa.edu.au. Your Home School VET Coordinator will also be able to give you more information about School-Based Apprenticeships.

Career Pathways
Completion of Secondary Education can lead to many opportunities. The following pages show some subject groupings, which lead in certain directions. These do not make up packages in the same way as Engineering or Multimedia Pathways as the following subject groupings are more flexible. Students are able to select from the subjects offered without the need to select all of the subjects listed. It is also a useful guide in thinking and planning about future options that may interest students.
ARTS-HUMANITIES PATHWAY

STAGE 1 SUBJECTS

- English
- Mathematics
- Art-Design-Creative Arts
- Aboriginal Studies
- Ancient Studies
- Drama
- History
- Legal Studies
- Music - Arts & the Community
- Indonesian
- Society and Culture

STAGE 2 SUBJECTS

PRE-TAFE
- Aboriginal Studies
- English
- History
- Indonesian
- Legal Studies
- Society and Culture
- Women’s Studies

PRE-UNIVERSITY
- Aboriginal Studies
- English Communications or English Studies
- History
- Indonesian
- Legal Studies
- Society and Culture
- Women’s Studies
- Other units to fit entry requirements

POST-SECONDARY SUBJECTS

TAFE
- Certificate or Diploma in:
  - Aboriginal Education
  - Justice Studies
  - Human Resource Development
  - Para Legal Studies
  - Library Management
  - Women’s Education
  - Computer Applications
  - Tourism
  - Small Business Management

UNIVERSITY
- Degree in:
  - Aboriginal Studies
  - Arts
  - Education
  - Labour Studies
  - Cultural Tourism
  - Anthropology
  - Women’s Studies/Gender Studies
  - Languages

CAREER POSSIBILITIES

AFTER TAFE
- Aboriginal Services
- Administrator
- Clerk
- Computer applications
- Human Resources Management
- Librarian
- Manager
- Marketing
- Para-legal Worker
- Tourism
- Small Business Owner/Operator

AFTER UNIVERSITY
- Banking Officer
- Computing
- Defence Forces
- Economist
- Human Resources
- Industrial Officer
- Interpreter
- Lawyer
- Manager
- E.O. Consultant
- Journalism
- Professional writing
- Private Enterprise
- International Development Worker
- Marketing
- Nurse
- Public Service
- Psychologist
- Aboriginal Services
- Sales
- Social Worker
- Teacher
- Translator
- Tourism
- Anthropologist
ARTS (CREATIVE) PATHWAY
VISUAL ARTS/PERFORMING ARTS

YEAR 10 SUBJECTS

Art (Visual Arts)  
Design & Digital Media (VET)  
Art & Digital Media  
Drama  
Music  
Personal Learning Plan

STAGE 1 SUBJECTS

English  
Mathematics  
Music - Arts & the Community  
Art and Digital Media  
Art & Digital Media (VET)  
Design and Digital Media (VET)  
Drama  
Visual Arts - Art

STAGE 2 SUBJECTS

Visual Arts - Art  
Visual Arts - Design  
Drama  
Music  
Other units to fit specific entry requirements

TAFE
Certificate 2 in Entertainment (Lighting)  
Degree: Dance Performance ACA  
Diploma: Acting  
Printing and Graphic Arts - Advanced Diploma  
Multimedia - Advanced Diploma  
Screen (Game Art) - Advanced Diploma  
Photography (Commercial) - Advanced Diploma  
Advertising & Graphic Design - Advanced Diploma  
Visual Merchandising - Diploma  
CGI and Visual Effects (Screen Studies) - Advanced Diploma

UNIVERSITY
Architecture  
Drama  
Industrial Design  
Interior Design  
Visual Arts  
Visual Communication (Graphics)  
Multimedia  
Dramatic Arts

POST-SECONDARY SUBJECTS

Independent Artist  
Gallery Curator & Assistant  
Digital Photographer  
Designer of Software & Computer Games  
Actor  
Mural Artist  
Visual Merchandiser  
Web Page Designer  
Graphic Designer  
Community Artist  
Television  
Multimedia Author  
Print Industry Designer  
Landscape Designer  
Industrial Designer  
Fashion Designer  
Cinema (Film makers)  
Video Editor  
Architect  
Interior Designer  
Jeweller  
 Animator

CAREER POSSIBILITIES

* VET Subjects at Stage 1 still acquire SACE credits
ENGINEERING TRADES PATHWAY
(Metal, Electrical, Automotive & Maritime)

STAGE 1 SUBJECTS

- English
- Mathematics Pathways
- Design
- Physics Engineering
- Engineering Metalwork
- Computing: CNC Machining
- Industrial/Environmental Design

STAGE 2 SUBJECTS

TAFE
- Workplace Practices
- Metal Technology
- CAD-CAM
- Control Technology
- Applied Electricity

PRE-UNIVERSITY
- See Mathematics-Science pathway

POST-SECONDARY STUDIES

TAFE
- Certificate or Diploma in:
  - Electronics
  - Engineering
  - Engineering Production
  - Fluid Power
  - Maintenance
  - Toolmaking

  - Plumbing
  - Metal Fabrication
  - CAD Drafting
  - Motor Mechanic
  - Auto Electrical
  - Electrical Fitter

UNIVERSITY
- Degree in:
  - Civil Engineering
  - Electronics
  - Engineering
  - Technology

CAREER POSSIBILITIES

AFTER TAFE
- Automotive Technician
- Electronics
- Electronics service
- Engineering tradesperson in:
  - Pneumatics-hydraulic systems
  - Quality assurance inspector
  - Sheet metal work
  - Toolmaking
  - Welding
  - Maritime Industries

AFTER UNIVERSITY
- Civil Engineer
- Computer Systems Engineer
- Electronics Engineer
- Mechanical Engineer
FOOD AND HOSPITALITY PATHWAY

STAGE 1 SUBJECTS

- English
- Mathematics
- Food & Hospitality
- Information Processing & Publishing

STAGE 2 SUBJECTS

PRE-TAFE
- Food & Hospitality
- Mathematical Applications: Business

PRE-UNIVERSITY
- Food & Hospitality
- Mathematical Applications: Business
- Information Processing & Publishing

Other subjects to fit specific entry requirements

POST-SECONDARY STUDIES

TAFE
- Certificate or Diploma in:
  - Hotel and Catering Operations
  - Food and Wine Service
  - Breadmaking
  - Pastry Cooking
  - Baking
  - Commercial Cookery (Pre-apprentice)
  - Asian/Chinese Cooking
  - Food Technology

UNIVERSITY
- Bachelor of Business (Tourism & Hospitality)
- Bachelor of Science

CAREER POSSIBILITIES

AFTER TAFE
- Cook: chef, bakery, pastry
- Hotel/Motel Manager
- Food Technologist
- Food and Beverage Attendant
- Kitchen Attendant
- Butchery, smallgoods

AFTER UNIVERSITY
- Dietician
- Nutritionist
- Teacher – Home Economics
- Food Technologist
- Catering Manager
- Hotel Management

PRE-UNIVERSITY
- Food & Hospitality
- Mathematical Applications: Business
- Information Processing & Publishing
INFORMATION TECHNOLOGY PATHWAY

YEAR 10 SUBJECTS

- English
- Mathematics
- Science
- Personal Learning Plan
- Humanities
- Information Technology A & B

STAGE 1

- English
- Mathematics
- Information Technology

STAGE 2

- Other subjects to fit specific entry requirements

POST-SECONDARY STUDIES

TAFE

- Certificate II in Information Technology
- Certificate III in Information Technology
- Certificate IV in Information Technology
- Diploma in Information Technology

UNIVERSITY

- Appropriate degrees in the Information Technology and Computing area

CAREER POSSIBILITIES

- Computer Technical Support
- Computer Operator
- Computer Programmer
- Data Processing Operator
- Computer Service Technician

- Computer Programmer
- System Analyst
- Computing Engineer
- Networking Engineer
MATHMATICS - SCIENCE PATHWAY

**STAGE 1 SUBJECTS**

- English (Literacy)
- Mathematics (Numeracy)

**Leading to TAFE:**
At least 2 units of science from:
- Marine Biology
- Forensic Science
- Mathematical Applications
- or
- Mathematical Pathways

**Leading to University:**
At least 2 subjects from:
- Biology
- Chemistry
- Physics
- Mathematics: A, B and C

**In addition:**

**STAGE 2 SUBJECTS**

**PRE-TAFE**
- Mathematical Applications or Mathematical Pathways
- At least one of the Science subjects:
  - Biology
  - Chemistry
  - Physics

**PRE-UNIVERSITY**
- At least two of:
  - Biology
  - Chemistry
  - Mathematical Studies
  - Specialist Mathematics
  - Physics

**Other subjects to fit specific entry requirements**

**POST-SECONDARY SUBJECTS**

**TAFE**
- Certificate or Diploma in:
  - Animal Care
  - Dental Assistant
  - Mechanical Food Science
  - Horticulture Operations
  - Rural Management
  - Veterinary Nursing Identification
  - Environmental Officer

**UNIVERSITY**
- Engineering
  - Mechanical
  - Chemical
  - Biomedical
  - Environmental

- Medical
  - Dental
  - Pharmacy
  - Medicine
  - Nutrition
  - Physiotherapy

- Teaching
  - Maths and Science

**ENGINEERING**
- Agriculture
- Mechanical
- Chemical
- Aerospace
- Civil
- Biomedical
- Environmental

**MEDICAL**
- Dental
- Pharmacy
- Medicine
- Nutrition
- Physiotherapy

**TEACHING**
- Maths and Science

**AFTER TAFE**
- Science Technicians
- Horticultural Assistant
- Medical Laboratory Scientists
- Nursing
- Veterinary Nurse
- Agricultural Technicians
- Chemist, Food & Wine Scientists

**AFTER UNIVERSITY**
- Agricultural Scientist
- Biochemist
- Dentist
- Physiotherapist
- Scientist
- Wine Maker
- Forensic Scientist
- Veterinary Science
- Medical Practitioner
- Marine Scientist
- Textile Technician

- Dietitian
- Economist
- Pharmacist
- Teacher
- Surveyor
- Researcher
- Engineer

- Aerospace
- Astronaut
- Astrophysics
- Environmental
- Sport Scientist
- Food Technologist
- Laboratory Scientist
- Nanotechnology
- Meteorological
- Bioremediation
SPORTS AND PHYSICAL EDUCATION PATHWAY

STAGE 1 SUBJECTS

English
Mathematics
Biology
Physical Education

STAGE 2 SUBJECTS

PRE-TAFE
Biology
Mathematics
Physical Education - Integrated Learning or Physical Education

PRE-UNIVERSITY
Physical Education
Mathematical Studies
Biology
Some tertiary courses require Physics or Chemistry (see Mathematics-Science pathway)

POST-SECONDARY SUBJECTS

TAFE
Certificate or Diploma in:
Fitness Leadership Studies in Recreation Personal Trainer

UNIVERSITY
Degree in:
Applied Science Podiatry
Human Movement Nursing
Medicine Teaching
Physiotherapy Business
Sports Science Science
Sports Medicine Teaching

CAREER POSSIBILITIES

AFTER TAFE
Fitness Consultant Gym Supervisor Rehabilitation Worker Sports Medicine University Entry Coaching

AFTER UNIVERSITY
Exercise Physiologist Sports Medicine
Physical Education Teacher Physiotherapist
Sports Doctor Biomechanist

Elite Sports Trainer/Consultant

STAGE 1 SUBJECTS

STAGE 2 SUBJECTS

PRE-TAFE
Biology
Mathematics
Physical Education - Integrated Learning or Physical Education

PRE-UNIVERSITY
Physical Education
Mathematical Studies
Biology
Some tertiary courses require Physics or Chemistry (see Mathematics-Science pathway)

POST-SECONDARY SUBJECTS

TAFE
Certificate or Diploma in:
Fitness Leadership Studies in Recreation Personal Trainer

UNIVERSITY
Degree in:
Applied Science Podiatry
Human Movement Nursing
Medicine Teaching
Physiotherapy Business
Sports Science Science
Sports Medicine Teaching

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VOCATIONAL EDUCATION PATHWAY
DIGITAL MEDIA PATHWAY

**Year 10**
- Design & Digital Media (VET)

**Stage 1**
- Design and Digital Media (VET)
- Art and Digital Media (VET)
- Optional Work Placement

**Certificate II in Creative Industries (Media)**

**Stage 2**
- Visual Arts - Art
- Visual Arts - Design

**Post-Secondary Studies**

**TAFE**
- Printing and Graphic Arts - Advanced Diploma
- Multimedia - Advanced Diploma
- Screen (Game Art) - Advanced Diploma
- Photography (Commercial) - Advanced Diploma
- Advertising & Graphic Design - Advanced Diploma
- Visual Merchandising - Diploma
- CGI and Visual Effects (Screen Studies) Advanced Diploma

**UNIVERSITY**
- Architecture
- Arts
- Interior Design
- Visual Arts
- Design Studies
- Visual Communication
- Multimedia
- Industrial Design

**CAREER POSSIBILITIES**
- Independent Artist
- Gallery Curator
- Digital Photographer
- Jeweller
- Community Artist
- Mural Artist
- Visual Merchandiser
- Web Page Designer
- Graphic Designer
- Fashion Designer
- Multimedia Author
- Print Industry Designer
- Landscape Designer
- Industrial Designer
- Animator
- Video Editor
- Architect
- Interior Designer
- Designer of Software & Games