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, namely, 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 2015

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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 the Maritime Program Leader on 84497004 or alternatively refer to the Regional VET section in this book.

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

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What is Vocational Education and Training (VET)?
VET refers to national vocational qualifications that are endorsed by industry and includes the development of specific industry-related skills. Students with VET qualifications are well prepared to take on School-based Apprenticeships or Traineeships, further training and skilled jobs. Please refer to the Regional VET information at the back of this course book.

AGED CARE–Stage 1 Integrated Learning (SACE)
10 Stage 1 credits
This course will introduce students to the health industry, with a focus on aged care. While VET competencies will not be attained, this course is highly industry focused and is aimed at students who are considering a career in the health occupations of nursing or aged care. The course is run as a one week block, but also includes an additional, compulsory work placement of 3-5 days. Students will interact with industry representatives, work places and develop an understanding of this growing, vital industry.

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. For full completion of the certificate students need to choose four 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 TRADES TRAINING–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. Students will be supported by local industry partnerships for visits and workplace learning.

FAMILY WELL-BEING–Certificate II in Family Well-being (Partial Certificate)
30 Stage 1 credits - one semester
This course is a self-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 SAASTA 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, special programs section, or Regional VET section at the back of this course handbook.
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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
   - Western Adelaide Trade School: www.wats.sa.edu.au
   - VET Coordinator

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:

- **The Arts** (Music, Drama, Visual Art, Digital Media)
- **English**
- **Health and Physical Education** (Physical Education)
- **Language Acquisition** (Indonesian)
- **Mathematics**
- **Sciences**
- **Individuals and Societies** (Humanities)
- **Design** (Materials Technology, Digital Technology and 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>
</tr>
</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>Language Acquisition - Indonesian</td>
<td>Language Acquisition - Indonesian</td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>5</td>
<td>Individuals and Societies (Humanities)</td>
<td>Individuals and Societies (Humanities)</td>
</tr>
<tr>
<td>6</td>
<td>Health &amp; PE or Soccer</td>
<td>Health &amp; PE or Soccer</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>Elective Design</td>
</tr>
<tr>
<td>7</td>
<td>Design: Materials Tech</td>
<td>Design: Home Economics</td>
</tr>
<tr>
<td></td>
<td>Elective Arts</td>
<td>Elective Arts or Design or H&amp;PE- Sports</td>
</tr>
<tr>
<td></td>
<td>Design: Digital Tech</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health &amp; PE or Rugby</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

Student’s choose 1 from each of the Arts and Design.

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Design</th>
<th>The Arts</th>
<th>Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama (1 or 2 units)</td>
<td>Metalwork</td>
<td>Art &amp; Digital Media (VET)</td>
<td>Trades Technology</td>
</tr>
<tr>
<td>Music (1 or 2 units)</td>
<td>Timber Construction</td>
<td>Visual Arts</td>
<td>Digital Technology (2 units)</td>
</tr>
<tr>
<td>Visual Arts (1 or 2 units)</td>
<td>Digital Technology</td>
<td>Design &amp; Digital Media (VET)</td>
<td>Metalwork</td>
</tr>
<tr>
<td></td>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active 8 (1 unit)</td>
</tr>
<tr>
<td>Individuals and Societies (Humanities)</td>
</tr>
<tr>
<td>Health &amp; Physical Ed- Girls only (1 Unit)</td>
</tr>
<tr>
<td>Health &amp; Physical Ed- Sports Focus (1 Unit)</td>
</tr>
</tbody>
</table>
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 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 MYP: a unique approach, relevant for today’s global society
- At the core of all IB Programmes is the learner profile, 10 attributes fostered in students that promote their development as responsible members of their local, national and global communities. These attributes are developed through student participation in the MYP. Other distinctive features of the MYP include:
  - Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They ensure breadth and depth in the curriculum and promote learning within and across traditional disciplines.
  - Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.
  - Approaches to teaching and learning, a unifying thread throughout all MYP subject groups, are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
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. The project is introduced in Year 9 and completed in year 10. Students conduct research into an area of personal interest which leads to the creation of a significant product or outcome.

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. Teachers 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.”

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

IBMYP and the Australian Curriculum

The IBMYP has eight areas of study which align with those of the Australian Curriculum and the current South Australian Department for Education and Child Development (DECD) requirements.

<table>
<thead>
<tr>
<th>IBMYP</th>
<th>AUSTRALIAN CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>English</td>
</tr>
<tr>
<td>Language Acquisition</td>
<td>Indonesian</td>
</tr>
<tr>
<td>Design</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Individuals and Societies</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Health and Physical Ed</td>
<td>History and Geography</td>
</tr>
<tr>
<td>Sciences</td>
<td>Science</td>
</tr>
<tr>
<td>Arts</td>
<td>Visual &amp; Performing Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
**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 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.

**HEALTH AND 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 or 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.

**INDIVIDUALS AND SOCIETIES (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 ACQUISITION-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 IB MYP Criteria in the following areas:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

**MATHEMATICS**

*Units: 2*

All students undertake a Mathematics course based around the topics below:
- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-linear relationships
- Using units of Measurement
- Geometric Reasoning
- Chance
- Data Representation and Interpretation

A scientific calculator is essential.

**ASSESSMENT**

Students will be assessed against the IB MYP Criteria:
- Knowing and understanding
- Investigating patterns
- Communicating
- Applying mathematics in real-life contexts.

Evidence of student achievement in these areas will be gathered through tests, investigations and other assignment tasks.
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.

SPECIALIST FOOTBALL–SOCCER
Units: 1
The Specialist Football Program enables students with a passion for football to develop knowledge, understanding and skills in all aspects of football including playing, the history of football, rules, and fitness components and training principles. 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 for all practical lessons. Football boots and shin guards are recommended to be worn at training and games.

DESIGN
DESIGN: DIGITAL TECHNOLOGY
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
- 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.

DESIGN: 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: MATERIALS 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.
THE ARTS
The Arts includes: Visual Art and the Performing Arts of Music and Drama. 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 dramatic styles. They apply this knowledge in drama to 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 intensions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

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

INSTRUMENTAL MUSIC
Length: Full Year
Students have the opportunity to learn an instrument through the Instrumental Music Service from Years 8 to 12. Instruments 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.

MUSIC-PERFORMING ARTS
Length: 1 Term
In 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 IBMYP criteria aligned with the Australian curriculum.

VISUAL ART
Length: 1 Term
In Year 8, students identify and analyse how artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. Students explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art-making in response to exploration of techniques and processes used in their own and others artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

ASSESSMENT
Finished art pieces, written and oral responses that demonstrate a student’s specialized vocabulary, IBMYP process journal.
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.

HEALTH AND 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.

HEALTH AND PHYSICAL EDUCATION – SPORTS FOCUS
Units: 1
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.

INDIVIDUALS AND SOCIETIES (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 ACQUISITION-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 IB MYP Criteria in the following areas:
- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form
MATHEMATICS
Units: 2
All students undertake a Mathematics course based around the topics below.
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-linear relationships
- Using units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation
A scientific calculator is essential.

ASSESSMENT
Students will be assessed against the IB MYP Criteria:
- Knowing and understanding,
- Investigating patterns,
- Communicating
- Applying mathematics in real-life contexts.
Evidence of student achievement in these areas will be gathered through tests, investigations and other assignment tasks.

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.

SPECIALIST FOOTBALL—SOCCER
Units: 1
The Specialist Football Program enables students with a passion for football to develop knowledge, understanding and skills in all aspects of football including playing, rules, and fitness components and training principles. 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 for all practical lessons. Football boots and shin guards are recommended to be worn at training and games.

DESIGN
DESIGN: DIGITAL TECHNOLOGY
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.

DESIGN: 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.

DESIGN: METAL WORK—WELDING AND MACHINING
Units: 1
This involves students in the areas of:
- Gas welding – fusion and brazing welding
- Machining using lathes – some use of CNC lathes
- 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.
DESIGN: 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
In Year 9, Drama 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
Performance, workshops/improvisations, written reviews, reflective journals and written reports using IBMYP criteria aligned with the Australian curriculum.

MUSIC-PERFORMING ARTS
Units: 1 or 2
In Year 9, Music 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.

VISUAL ART
Units: 1 or 2
In year 9, students evaluate how visual art form communicates artistic intentions in artworks that the students make and view. They evaluate artworks and displays from different cultures, times and places. Students analyse connections between visual conventions, practices and viewpoints that represent their own and others ideas. They identify influences of other artists’ on their own artworks. Students manipulate materials, techniques and processes to develop and refine these to represent ideas and subject matter in their artworks.

ASSESSMENT
Finished Art pieces, written and oral responses that demonstrate a student’s specialized vocabulary, IBMYP Process journal.
YEAR 10 CURRICULUM

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.

ASSESSMENT
Students will be assessed according to the IB criteria

- Listening to spoken texts, examining spoken texts and producing spoken texts
- Reading and viewing texts
- Composing written and multimedia texts
- Associated language activities

At Year 10 a Literacy class may run to assist students who require extra support in developing Language skills.

HEALTH AND PHYSICAL EDUCATION
Units: 1
Physical Education course provides students with a variety of sporting options including Volleyball, Gaelic football, Softsrosse, 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.

INDIVIDUALS AND SOCIETIES (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.

LANGUAGE ACQUISITION-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.

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 IB MYP Criteria in the following areas:

- Comprehending spoken and visual text
- Comprehending written and visual text
- Communicating in response to spoken, written and visual text
- Using language in spoken and written form

MATHEMATICS, MATHEMATICS A & ESSENTIAL MATHEMATICS
Units: 2
In Year 10, Maths classes are created based on student’s performance during Year 9. Students complete either Mathematics, Mathematics A or Essential Mathematics. Students can select either Mathematics or Mathematics A. Essential Mathematics will be offered to students based on information gathered by the end of Year 9.

Mathematics A extends the content of Mathematics course and is designed for students planning to study in mathematically rich fields in the future. It provides the necessary background for Mathematical Methods and Specialist Mathematics at Stage 1 and is advantageous for Stage 1 Physics.

Essential Mathematics is offered to students who need to focus in further developing their numeracy skills to ensure that they can meet the compulsory requirements of the SACE. It offers a skills focussed subset of the Mathematics course.

Requests for changes are negotiated with students, their parents and Mathematics Coordinator. The classes are reviewed at the end of Semester 1 to allow for changes and to ensure learners access the Mathematics courses they need to support their chosen pathway.

All Year 10 Mathematics courses are based around:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-linear relationships
- Using units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation
A scientific calculator is essential.
ASSESSMENT
Students will be assessed against the IB MYP Criteria
- Knowing and understanding,
- Investigating patterns,
- Communicating and
- Applying mathematics in real-life contexts. Evidence of student achievement in these areas will be gathered through tests, investigations and other assignment tasks.

PERSONAL LEARNING PLAN

Credits: 10
Students complete 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:
- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding.

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
- Planning and Decision-making Skills
- Communication
- Work Skills
- Social Living and Responsibility
- 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).

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

NB: Playing and travel fees will apply with this course. This course will only be available in 2016 for Year 10.

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.
DESIGN

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.

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.

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.
THE ARTS

ART AND DIGITAL MEDIA-VET
Units: 1
CONTENT
Specialise in Digital Art, Illustration and 2D Animation. Students explore how technology can foster personal expression in art. Students use Photoshop and Illustrator to create artworks exploring and reflecting their world. Work will be based on a range of historical and contemporary styles. Students also develop skills in 2D animation using Flash. Students study the Digital Media industry in relation to illustration, digital art and animation. This course includes a VET module, which contributes to Certificate II in Creative Industries (Media). Students can choose a four-subject package to complete the full certificate, or choose this as an individual subject.

ASSESSMENT
This work is assessed using both IB criteria and VET competencies. Practical Folios, assignments and homework tasks, use of specialist vocabulary, practical demonstration of skills, self-assessment and evaluation of artworks.

DESIGN AND DIGITAL MEDIA-VET
Units: 1
10 SACE Credits
CONTENT
Specialise in Graphic Design and Digital Imaging. Students explore how using the design process is a creative and efficient way of creating a graphic product suited to a particular audience. Students use Photoshop to design products. Students also explore graphic design from a historic, cultural and technological context. They analyse and evaluate works of design. This course includes 3 units from VET Certificate II in Creative Industries (Media), and earns 10 SACE credits. Students can choose a four-subject package to complete the full certificate, or choose this as an individual subject.

ASSESSMENT
This work is assessed using both IB criteria and VET competencies. Practical Folios, assignments and homework tasks, use of specialist vocabulary, practical demonstration of skills, self-assessment and evaluation of design works.

MUSIC-PERFORMING ARTS
Units: 2
By the end of Year 10, 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.

VISUAL ART
Units: 1
In Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

ASSESSMENT
Finished Art pieces, written and oral responses that demonstrate a student’s specialized vocabulary, IBMYP Process journal.
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 Senior 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.

N.B: Please be aware there may be costs associated with the participation of students in these activities. If you have any queries or concerns, please speak to Ben Jones for further details.

HEALTH AND PHYSICAL EDUCATION - GIRLS ONLY
Units: 1
This course is specifically designed for girls who want to explore the various aspects of physical activities from a female perspective. Students will be involved in a variety of activities both within school grounds and the local community and will be provided with the opportunity to critically reflect on their learning. Theory topics students may explore include women’s health, history of women in sport, nutrition, the media and leadership. Practical units may include conditioning and fitness (pilates, weight training, aerobics and yoga), AFL, netball and self defence.

ASSESSMENT
Students are assessed against the criteria for IBMY Health and Physical Education:
- Knowing and Understanding
- Planning for Performance
- Applying and Performing
- Reflecting and Improving Performance

N.B: It’s expected that students change into PE uniform for all practical lessons.

HEALTH AND PHYSICAL EDUCATION - SPORTS FOCUS
Units: 1
Year 10 Students have the opportunity to study Physical Education for a 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

N.B: It is expected that students change into PE uniform for all practical lessons.

INDIVIDUALS AND SOCIETIES (HUMANITIES)-GEOGRAPHY
Units: 1
Students have a choice to study two semesters of Individuals and Societies. The elective component of this course is Geography.

- 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.
WHAT IS THE SACE?

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

HOW DO STUDENTS GET THE SACE?

Students gain their SACE in two stages:
- Stage 1, which most students complete in Year 11
- Stage 2, which most students complete in Year 12.
Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required to gain the certificate.

Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2. All SACE teachers and assessors mark with reference to the performance standards. Each level describes the knowledge, skills and understanding needed to demonstrate that level of learning. In Stage 2, teachers assess 70% of student work, and 30% is assessed by the SACE Board.

To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2:
- Personal Learning Plan (10 credits at Stage 1)
- Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
- Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects and/or courses totalling at least 60 credits. Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these, to gain the SACE.

SACE requirements
Examination policy

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 at Year 12.

STUDENTS ONLINE

Students Online is a one-stop shop for information about an individual student’s SACE. It can help students:
- plan the SACE and look at different subject, or subject and course, combinations
- check your progress towards completing the SACE
- access results

To access Students Online, students need their SACE registration number and PIN at www.sace.sa.edu.au/connect/students-online
WHAT IS VET AND HOW CAN I DO IT?
Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. Students may access VET in a number of ways including:
- through in-school delivery
- at a Registered Training Organisation (RTO), TAFE is one example of a RTO
- or through a School-based Apprenticeship or Traineeship
The SACE provides significant flexibility for students to study VET competencies as part of their senior schooling. Student may earn up to 150 credits, of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.
For more details about VET courses please refer to the relevant sections in this course book. Interested students need to make an appointment with our VET Coordinator to discuss these possibilities.

STUDENTS WITH DISABILITIES
The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

SPECIAL PROVISIONS
Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in an assessment.
If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

UNIVERSITY AND TAFE SA ENTRY
Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. Students who complete the SACE are eligible for university entry, provided they meet certain requirements. TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses www.tafesa.edu.au. It also considers a variety of other qualifications and experiences in its entry and selection processes. Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC) www.satac.edu.au.

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
Some 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 SELECTION
To be eligible for selection into a university course/program students must:
- qualify for the SACE
- obtain an Australian Tertiary Admission Rank (ATAR)
- meet any prerequisite subject requirements for the course/program

UNIVERSITY AGGREGATE AND ATAR
To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) students must:
- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS)* and a maximum of 20 credits can be Recognised Studies
* Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject.
## SACE Planner

### Personal Learning Plan = 10 credits

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

### Literacy = 20 credits

*Choose from a range of English subjects or courses*

### Numeracy = 10 credits

*Choose from a range of mathematics subjects or courses*

### Stage 2 subjects or courses = 60 credits

*Choose from a range of Stage 2 subjects and courses*

### Research Project = 10 credits

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

### Additional choices = 90 credits

*Choose from a range of Stage 1 and Stage 2 subjects and courses*

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subtotal</th>
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<tbody>
<tr>
<td>90</td>
<td>90</td>
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</table>

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

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Stage 1</td>
<td>Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE</td>
</tr>
<tr>
<td>Compulsory Stage 1 and/or Stage 2</td>
<td></td>
</tr>
<tr>
<td>Compulsory Stage 2</td>
<td></td>
</tr>
<tr>
<td>Choice of subjects and/or courses (Stage 1 and/or 2)</td>
<td>Students must achieve a grade or equivalent for subjects and/or courses selected</td>
</tr>
</tbody>
</table>

**Total** = 200
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 (e.g. 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 (e.g. 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.

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.

CROSS DISCIPLINARY STUDIES–Fit for Life and Work
Credits: 10 or 20
This subject will prepare students to recognise the importance of a balanced lifestyle and develop strategies to work towards and maintain physical, emotional and mental fitness and wellbeing.
They will develop knowledge and skills to design and implement programs for Fitness for Life and Work.

Content
- Understanding the difference between good nutrition and junk food and their impact physical, emotional and mental health and wellbeing.
- Fitness and strength testing
- Fitness Programs

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Interactions both written and oral
- Skills and application Tasks
- Folio
- Group Project

Note: This subject is offered to students based on recommendation by Flexi Centre staff and the Student Support Coordinator and cannot be selected in course counseling.
STAGE 1 COMPULSORY SUBJECTS

Stage 1 English is a compulsory subject and students must complete 20 credits or 2 semesters of either Stage 1 English or Stage 1 Essential English. Students who complete 20 credits of either of these subjects at C grade level will meet the Literacy requirements of the SACE.

Stage 1 Essential English should be chosen only after consultation with the students’ Year 10 English teacher as it does not lead to the study of English at stage 2. Students should select this subject if they have difficulty with English. All other students should choose Stage 1 English.

ENGLISH
Credits: 10
This subject leads to both English Studies and English Communications at Stage 2. There is an emphasis on responding to texts, creating texts and intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama texts.

ESSENTIAL ENGLISH
Credits: 10
This subject is designed for:
- students who are seeking to meet the SACE literacy requirements
- An English language development focus for students who are new arrivals in Australia
- Students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis and text creation.

ASSESSMENT
Assessment will be according to the new SACE subject outline and aligned with the Australian Curriculum.

ESSENTIAL MATHEMATICS
Credits: 10 OR 20
Essential Mathematics is designed to support students who have Numeracy as an area for development. It focusses on the mathematics of daily life rather than in the context of work or further study. Students intending to study Stage 2 General Mathematics should undertake 20 credits of General Mathematics at Stage 1.

CONTENT
- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

A scientific calculator is required.

ASSESSMENT
Assessment at Stage 1 is school-based and subject to moderation, includes assessment types:
- Skills and Applications Tasks
- Mathematical Investigations

GENERAL MATHEMATICS
Credits: 10 OR 20
General mathematics is designed for students to develop a broad range of quantitative skills to support them in fields such as business, commerce or the trades. Students intending to study Stage 2 General Mathematics should undertake 20 credits of General Mathematics at Stage 1.

CONTENT
- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions
- Matrices and Networks

A Scientific Calculator is essential or, if possible, a Graphics Calculator (CASIO 9860 series)

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
Students choose one maths subject at Stage 1, based on their performance in Year 10, career aspirations and teacher recommendation. Students wishing to have the strongest possible mathematics background can select a second maths subject, Specialist Mathematics, that is studied in conjunction with Mathematical Methods. Essential Mathematics 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 SACE compulsory 10-credit numeracy requirement.
**MATHEMATICAL METHODS**
**Credits: 10 OR 20**
Mathematical Methods provides the necessary background for students wishing study tertiary courses with significant mathematical content like Aviation, Architecture, Engineering or the Physical Sciences. Mathematical Methods is the prerequisite subject for all tertiary Engineering courses and many other scientific fields of study (in conjunction with Specialist Mathematics in some cases). Consult tertiary course publications for more information. Students intending to study Stage 2 Mathematical Methods need to successfully complete 20 credits of Mathematical Methods at Stage 1.

A Scientific Calculator is essential or, if possible, a Graphics Calculator (CASIO 9860 series)

**CONTENT**
- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics.
- Growth and Decay
- Introduction to Differential Calculus

**ASSESSMENT**
Assessment at Stage 1 is subject to moderation. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
- Mathematical Investigations

**SPECIALIST MATHEMATICS**
**Credits: 10 OR 20**
This subject can only be studied in combination with Mathematical Methods.
Specialist Mathematics provides the best possible background for students wishing study mathematically rich tertiary courses such as Engineering, Computer Science or Mathematics. Students intending to study Stage 2 Specialist Mathematics need to successfully complete at least 10 credits of Specialist Mathematics at Stage 1. 20 credits at Stage 1 is highly recommended.

A Scientific Calculator is essential or, if possible, a Graphics Calculator (CASIO 9860 series)

**CONTENT**
- Arithmetic and Geometric Series and Sequence
- The Geometry of Planar Figures
- Matrices
- Vectors in the Plane
- Trigonometry
- Real and Complex Numbers

**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
- Mathematical Investigations

**RESEARCH PROJECT**
**Credits: 10**
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). This is a Stage 2 subject, studied in Year 11 at Le Fevre High School. 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%

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**Image:** Ruang Baca
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.

ADVANCED MANUFACTURING-CAD/CAM
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, 3D printers 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 Advanced Manufacturing.

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.

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
Specialise in Digital Art, Illustration and 2D Animation. Completion of Year 10 Art and Digital Media is recommended.

CONTENT
Students work as Digital Artists. Students use Photoshop and Illustrator to create artworks, illustrations for commercial use, character design, or animation/ game environments. Students also develop skills in 2D animation using Flash. This course includes exploring and using creative thinking techniques.
Students gain an understanding of the Digital Media Industry, workflow and techniques by working with industry mentors.
This course includes 3 units from VET Certificate II in Creative Industries (Media). Students can choose a four-subject package to complete the full certificate, or choose this as an individual subject.

ASSESSMENT
All work is assessed against VET competencies-
Practical Folios, assignments and homework tasks, practical demonstration of skills, self-assessment.

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

DESIGN AND DIGITAL MEDIA-VET
Credits: 10

CONTENT

Completion of Year 10 Design and Digital Media is recommended.

CONTENT
Students work as Designers. Students use software (Photoshop) to complete two major practical designs. They study photography and incorporate their work into a graphic design product. They use the Design Process and record all developmental work in Folios. Students study the Digital Media Industry, including researching roles, jobs, and training.

Students gain an understanding of the Digital Media Industry by working with industry mentors.

This course includes 2 units from VET Certificate II in Creative Industries (Media). Students can choose a four-subject package to complete the full certificate, or choose this as an individual subject.

ASSESSMENT
All work is assessed against VET competencies- Practical Folios, assignments and homework tasks, practical demonstration of skills, self-assessment.

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

Section 1: 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
Skills and Application tasks 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.

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
- Local and Global Issues in Food and Hospitality
- 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:
- 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 in terms of Gender and Gender Relations and make recommendations for a more just and equal society. Issues like Violence and 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 (The 10 credit option should not be selected without a discussion with the Language Coordinator)
NB: re: eligibility. To ensure student success in this subject a passing grade in Yr. 10 Indonesian is required.

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).

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 lawmaking 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
- Plus a minimum of two other topics from below:
  - Topic 1: People, Structures and Processes
  - 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, revie writing, individual project, plus theory and aural training. Regular rehearsals and performances are required. Students undertaking this course are expected to own their musical instrument. Students are expected to have a desire to perform and previous musical experience strongly encouraged.

CONTENT
- Skills presentation – ensemble and solo
- Skills development – theory and aural skills
- Folio – revie 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. Due to the structure of Stage 1 SACE subjects, the Stage 1 Naval Engineering course has been split in two semesters. However, it is expected that students applying to be part of this course will choose both semesters.

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
    - Engineering Activities: As an extension of Semester 1, further exploration of Engineering Principles are used this time to design and build remote controlled working Submarines.
Excurions will include visits to the ASC to research Design and Engineering specifications relating to submarine technologies. This will also include the visit to a Collins Class submarine, depending on ASC maintenance schedules.
Le Fevre High School as the Maritime School of South Australia is privileged to have Industry links and contacts, which ensure the direct relevance of the Naval Engineering courses (Stage 1 and 2). This prepares students for industry pathways which
include Tafe courses but also Engineering studies at Flinders University and beyond this the Australian Maritime College Engineering courses (University of Tasmania).

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

**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.

**Practical Skills and Application**
- For a 10-credit subject, students complete two or three practicals. For a 20-credit subject, students complete four to six practicals.
- These will be negotiated depending on student numbers, facilities and teacher expertise.

**Principles and Issues**
- The Nature of Physical Activity (Body systems, Fitness, Human physical performance, Participation in physical activity, Sports injuries, Training principles and methods)

**ASSESSMENT**
- Practical 60%
- Folio (Course work, issues analysis and exam) 40%

N.B: It is expected that students change into PE uniform for all practical lessons as directed by their PE teacher.

**PHYSICS**
Credits: 10 OR 20

**CONTENT**
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
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 MANUFACTURING—
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 design products to be manufactured using modern manufacturing technologies such as a laser machines, 3D printers, milling machine and lathe. The course may include a visit to local manufacturing companies utilising modern manufacturing technologies.

ASSESSMENT
Practical skills in CAD and machine programming form a major component of the assessment.
- Skills and Applications Tasks 20%
- Product 50%
- External Assessment
- Folio. 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%
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%
  - 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
- 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%
External Assessment
- 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%
MATHEMATICAL 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 20%
- Product 50%
- Folio 30%

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.
- Electronics – the Transistor.
- Speed regulator for electric motors
- Remote control technology and control systems.
- Electromagnetic spectrum and radio waves. Applications in Radar, GPS and Navigation Technologies.
- Navigation Principles.
- Engineering Activities: Students fit in the hull built in semester 1, the Electronics necessary to steer and control the speed of their boat on the water. Le Fevre High School as the Maritime School of South Australia is privileged to have Industry links and contacts, which ensure the direct relevance of the Naval Engineering courses (Stage 1 and 2). This prepares students for industry pathways which include Tafe courses but also Engineering studies at Flinders University and beyond this the Australian Maritime College Engineering courses (University of Tasmania).

**ASSessment**
Assessment is based on Practical, Group activity and Portfolio.
- Practical 30 %
- Group Activity 20 %
- Portfolio and discussion 20 %
- Project (externally assessed) 30 %

**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, badminton, lawn bowls & Kayaking/Sailing)
- These will be negotiated depending on student numbers, facilities and teacher expertise.

**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.
- Biomechanical principles in sport
- The psychology of learning and performance.
- Skill acquisition

**Assessment**
- Folio (Course work and issues analysis) 20%
- Practical 50%
- External Examination 30%

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

**Physical Education-Integrated Learning**
Credits: 20
Physical Education (Integrated Learning) is a 20 credit course for students interested in sport and physical activity as well as health and well being among the community. Students will participate in both practical and theory lessons with a focus of sport, personal development and community service. Students are required to undertake an individual study and collaborative activity throughout the duration of the course.

**Practical:**
- 3 Sports (2015 Sports included volleyball, netball and kayaking/sailing)

**Theory:**
- Practical 30%
- Research Project 30%
- Portfolio Task 20%
- Collaborative Activity 20%

**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
In Semester One, students will complete their Practical and Group Activity. In Semester Two, students will complete the Project component of the subject by developing their skills in health activities. The final assessment task in this subject is the Folio and Discussion in which students will deliver a presentation based on all of their learning in this subject across the entire year.

**Assessment**
Practical 30%
Students undertake a series of individual tasks aimed at developing their skills. They will learn how to develop their specific skills while reviewing their performance for 3 main concepts. The main concepts are:
- Physical Performance
- Students set and review long and short term goals that they want to achieve in a term. They research the Physical Fitness components and participate in a personal training session and fitness testing.
student then plans and undertakes a strenuous fitness development program based on their fitness testing results. Students are continually assessing their progress against benchmarks.

- Culture
Students set out to define culture, what is culture to them, their family and how might this have changed through the generations. Students interview family members and/or elders in the community. Students research more about their background their family bloodline and look at some of the differences in the family system compared to that of the common western society. This journey takes students through research of the Kinship system, connections with Dreaming, significant historical, political events and reflecting on what it all means to them.

- Hands On Culture
This course is designed for students to experience hands on cultural activities and to try new things. Students demonstrate their leadership skills researching, planning and conducting a cultural activity for members of the community. They participate in lessons to learn a cultural dance and perform it on Adelaide oval before a Port Power Match in the Indigenous round. Students are food critics during the Leadership Conference they participate in a lunch where they try a range of different traditional foods and also try something new through their participation in practical cultural workshops run by recognised community members.

Group Activity  (20%)

- Leadership and coaching
Students examine the concept of Coaching and identify their own coaching qualities. They undertake a series of activities where they have the opportunity to develop their skills as a coach. As leaders and mentors for the school’s Power Cup team, each student plays a major role in the team football training preparing their team for the State wide competition and giving advice for the required tasks for the Aboriginal Power Cup.

Project  (30%)
As their last opportunity to get together before they graduate students attend a 2 day State Wide Leadership Conference, they stay together in accommodation and participate in an intensive learning experience where they listen to guest speakers and participate in activities in preparation for their 2000 word response. Aboriginal guest speakers are invited to speak and give advice to students on the essay topic focused around personal development and being successful as they embark into further education or the workplace.

Folio & Discussion  (20%)
Students reflect on their learning through-out the whole year covering:
- Physical Performance
- Increase in mental aptitude and confidence
- Increased understanding of personal relationships.
Students are required to summarise the main components of their learning and present this information in a round table discussion with their teacher and peers.

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. Previous Art experience is strongly encouraged.

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. Previous Art experience is strongly encouraged.

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 is studied as a 20-credit subject. 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 the 20 credit subject, the teaching program includes the following areas of study:

- Industry and Work Knowledge
  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.
- Vocational Learning and/or Vocational Education and Training (VET).

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 ‘KARND0’ 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 to Years 10-11 for 2016. 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).

AGED CARE – INTEGRATED LEARNING
Credits: 10
10 Stage 1 Credits
Through the SACE subject of Integrated Learning, students will participate in a one week, intensive introduction to aged care. There will also be a compulsory 3-5 day work placement in an aged care setting. While VET competencies will not be attained, this course is highly industry focused and is targeted at students who are considering a career in health care occupations such as nursing, aged care or community services.

Students who demonstrate success and an interest to continue on a pathway in this industry have opportunities to undertake a Certificate III Aged Care, either through a Regional VET course or traineeship. A Certificate III in Aged Care is recognised within the SACE at Stage 2 and, if completed, may also form part of the requirements for an ATAR.

CONTENT
For this 10-credit subject, students will focus on developing the Capability for Work key area of study, which includes:
• developing and applying employability skills
• learning, living and working in local, national and global environments
• participating actively and responsibility in learning, work and community life
• understanding and exercising individual and shared obligations and rights

During the week long, intensive unit, students will participate in industry visits, undergo mentoring from aged care professionals, learn first-aid and WHS procedures, and conduct a career investigation. Students will also be required to participate in a 3-5 day, compulsory work placement with an aged care provider. The school will assist students in the arrangement of this placement.

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

- School-based Assessment
  - Practical
  - Group Activity
  - Folio and Discussion

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 development, 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 and School-Based Apprenticeships in 2016

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

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

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

REGIONAL VET PROGRAMS
What is Vocational Education and Training (VET)?
VET (Vocational Education and Training) refers to national vocational qualifications that are endorsed by industry. VET qualifications provide opportunities 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 2016 (divided into industry areas). More detailed information about each program is also available on our website www.wats.sa.edu.au, under ‘Regional VET Programs’. Brochures will also be distributed to schools at the beginning of term 3 (for year 9, 10 and 11 students). Please see your VET Leader to get a copy of this brochure.

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

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

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 for Education and Child Development (DECD) provides guidelines for all South Australian students. Before participating in workplace learning, your school will ensure you have participated in an orientation program which includes:
- Work Health and Safety (WHS)
- Insurance arrangements and implications
- Equal opportunity and harassment in the workplace
- Child protection
- Specific requirements of the workplace provider.

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

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

What Regional VET Programs can I enrol in for 2016?
The table following provides a brief summary of the programs offered for 2016 (grouped in industry areas). To find out more detailed information about each program, please go to www.wats.sa.edu.au (and click on ‘Regional VET Programs’). 2016 program information will be available on this website from the beginning of term 3, 2015.

Who can I speak to about a Regional VET Program?
Please contact your VET Leader for more information.

How do I apply for a Regional VET Program?
Step 1: Read the information about each program in the table following (also available in the brochure distributed to your school).
Step 2: Read the detailed Program Information for the program/s you are interested in and encourage your parents/caregivers to read this too. This information is available for each program on our website www.wats.sa.edu.au under ‘Regional VET Programs’.
Step 3: Fill out the Student Application Form and hand it to your VET Leader by Friday week 8, term 3 (11 September, 2015). See your VET Leader for a copy of this form, or download it from www.wats.sa.edu.au
Step 4: You will be provided with more information about the program from the Host School/Organisation, including the particular selection and enrolment procedures, which may include an interview. Selection for entry to regional programs will be based on the following principles:
- Demonstrated capacity for independent learning and meeting the requirements of the program.
- Identified relevant interest and/or experience in the program.

LE FEVRE HIGH SCHOOL COURSE BOOK 2016

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

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

**SCHOOL-BASED APPRENTICESHIPS**

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

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

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

- Getting a head start in your chosen job without competing with the rest of the school leavers in the state.
- Earning credits as part of your training which accrue towards your SACE.
- Starting your career and earning money while you are still at school.
- Working towards or gaining a nationally-recognised qualification.
- Gaining hands-on experience in a career-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 SACE, students will continue on as a permanent employee until it is completed. Apprenticeships are now competency-based, which means that if all the training is successfully completed and the employer believes the Apprentice or Trainee is competent in all areas, the Contract of Training can be ‘signed off’. Students commencing a Certificate III or IV generally work part-time while still attending school, then continue full-time to complete the Apprenticeship when their schooling is finished (SACE is achieved).

**How much time does a School-Based Apprentice spend away from school?**

As facilitated by the school’s Apprenticeship Broker, the School-Based Apprenticeship can be organised in a number of ways. It can be by working one or more days a week; on weekends; during school holidays or blocks of time (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. In Western Adelaide, we have two Apprenticeship Brokers (Vicki Bryant and Chris Houltby) who work closely with students, school staff and parents/caregivers to connect students with employers to establish School-Based Apprenticeships.

**How can I meet with an Apprenticeship Broker?**

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

**Where can I find out more information?**

For more information about School-Based Apprenticeships, please go to [www.wats.sa.edu.au](http://www.wats.sa.edu.au). Your Home School VET Leader will also be able to give you more information.
The program information following was correct at the time of printing. There is a possibility that details for some programs may change. It is not guaranteed that all programs will run, as formation of classes is based on viable numbers of students selecting programs. Updated information will be provided on our website as it becomes available (www.wats.sa.edu.au).

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>CERTIFICATE</th>
<th>HOST</th>
<th>INTENDED RTO</th>
<th>DURATION</th>
<th>DAY/S</th>
<th>TIME/S</th>
<th>SACE CREDITS</th>
<th>OPEN DAY, TIMES AND RSVP INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive</td>
<td>Certificate I in Automotive Vocational Preparation</td>
<td>Underdale High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>07:30-12:00</td>
<td>20 Stage 1</td>
<td>Call 8301 8000 to make an appointment</td>
</tr>
<tr>
<td>Automotive</td>
<td>Certificate II in Automotive Servicing Technology</td>
<td>Underdale High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday and Friday</td>
<td>07:30-10:30 12:00-15:15</td>
<td>55 Stage 2</td>
<td>NA (continuing students)</td>
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<tr>
<td>Business (Logistics Stream) - ‘Making Smart Moves’</td>
<td>Certificate III in Business</td>
<td>Ocean View College B-12</td>
<td>Maxima Training Services 0569</td>
<td>One year</td>
<td>Friday</td>
<td>09:00-15:00</td>
<td>70 Stage 2</td>
<td>Friday 21 August, 12pm-3pm Call Shelley on 8248 1422</td>
</tr>
<tr>
<td>Simulated Business</td>
<td>Certificate II in Business</td>
<td>Thebarton Senior College</td>
<td>Thebarton Senior College 40117</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:05</td>
<td>50 Stage 1</td>
<td>Wednesday 12 August, 11am-12pm <a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or ring Tina on 8352 5811</td>
</tr>
<tr>
<td>Conservation and Horticulture</td>
<td>Certificate II in Conservation and Land Management</td>
<td>Portside Christian College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:45-15:45</td>
<td>55 Stage 1</td>
<td>Friday 21 August, 3pm-5pm <a href="mailto:tradetrainingcentre@portside.sa.edu.au">tradetrainingcentre@portside.sa.edu.au</a></td>
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<td>Horticulture</td>
<td>Certificate II in Horticulture</td>
<td>Woodville High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:00</td>
<td>60 Stage 1</td>
<td>Friday 28 August, 10am-11am <a href="mailto:alana.probert357@schools.sa.edu.au">alana.probert357@schools.sa.edu.au</a></td>
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<tr>
<td>Construction</td>
<td>Certificate I in Construction</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>40 Stage 1</td>
<td>Monday 31 August, 9am-2:30pm <a href="mailto:scott.polkingham@henleyhs.sa.edu.au">scott.polkingham@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 Rosewater TIC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday, Tuesday, Wednesday or Thursday</td>
<td>08:40-15:00</td>
<td>40 Stage 1</td>
<td>Tuesday 18 August, 1pm-5pm <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>Master Builders Association 0646</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:05</td>
<td>40 Stage 1</td>
<td>Wednesday 12 August, 2pm-3pm <a href="mailto:tina.kritikos@thebartonsc.sa.edu.au">tina.kritikos@thebartonsc.sa.edu.au</a> or ring Tina on 8352 5811</td>
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<td>Doorways 2 Construction</td>
<td>Certificate I in Construction</td>
<td>Woodville High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Friday</td>
<td>08:15-15:00</td>
<td>40 Stage 1</td>
<td>Friday 28 August, 11.30am-12.30pm <a href="mailto:alana.probert357@schools.sa.edu.au">alana.probert357@schools.sa.edu.au</a></td>
</tr>
<tr>
<td>Doorways 2 Construction Complete Construction</td>
<td>Certificate I in Construction</td>
<td>Ocean View College B-12</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Monday</td>
<td>07:30-15:30</td>
<td>40 Stage 1</td>
<td>Friday 4 September, 12pm-1pm Call Shelley 8248 1422</td>
</tr>
<tr>
<td>Doorways 2 Construction Plus (Bricklaying)</td>
<td>Certificate III in Bricklaying/Blocklaying (partial certificate)</td>
<td>Mount Carmel College Rosewater TIC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:40-15:00</td>
<td>30 Stage 2</td>
<td>Tuesday 18 August, 1pm-5pm <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction Plus (Carpentry)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
<td>Mount Carmel College Rosewater TIC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Monday or Friday</td>
<td>08:40-15:00</td>
<td>35 Stage 2</td>
<td>Tuesday 18 August, 1pm-5pm <a href="mailto:shane.gubbin@mcc.catholic.edu.au">shane.gubbin@mcc.catholic.edu.au</a></td>
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<tr>
<td>Doorways 2 Construction Plus (Carpentry)</td>
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<td>Woodville High School</td>
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<td>One year</td>
<td>Monday</td>
<td>08:30-14:00</td>
<td>40 Stage 2</td>
<td>Friday 28 August, 11.30am-12.30pm <a href="mailto:alana.probert357@schools.sa.edu.au">alana.probert357@schools.sa.edu.au</a></td>
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<td>Doorways 2 Construction Plus (Joinery)</td>
<td>Certificate III in Carpentry (partial certificate)</td>
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<td>ATEC 0022</td>
<td>One year</td>
<td>Tuesday</td>
<td>07:00-14:30</td>
<td>40 Stage 2</td>
<td>Friday 4 September, 12pm-1pm Call Shelley 8248 1422</td>
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<tr>
<td>COURSE NAME</td>
<td>CERTIFICATE</td>
<td>HOST</td>
<td>INTENDED RTO</td>
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<tr>
<td><strong>Furnishing</strong></td>
<td>Certificate I in Furnishing</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday</td>
<td>07:45-11:00</td>
<td>35 Stage 1</td>
<td>Wednesday 2 September, 9am-11am</td>
</tr>
<tr>
<td><strong>Introduction to Construction</strong></td>
<td>Certificate II in Construction [partial certificate]</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
<td>Friday fort nightly</td>
<td>08:40-15:00</td>
<td>10 Stage 1</td>
<td>NA</td>
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<tr>
<td><strong>Plumbing</strong></td>
<td>Certificate II in Metal Roofing and Cladding</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Thursday</td>
<td>08:40-15:00</td>
<td>55 Stage 1</td>
<td>Tuesday 25 August, 1pm-5pm</td>
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<tr>
<td><strong>Plumbing</strong></td>
<td>Certificate I in Construction</td>
<td>Seaton High School</td>
<td>Master Plumbers Association 40070</td>
<td>One semester (semester 2)</td>
<td>Thursday</td>
<td>08:30-16:30</td>
<td>40 Stage 1</td>
<td>Call Michael Coggins on 8445 2944 to make an appointment</td>
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<tr>
<td><strong>Plumbing</strong></td>
<td>Certificate I in Construction</td>
<td>Thebarton Senior College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Friday</td>
<td>08:30-15:05</td>
<td>40 Stage 1</td>
<td>Wednesday 12 August, 2pm-3pm</td>
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<tr>
<td><strong>Plumbing Plus</strong></td>
<td>Certificate III in Roof Plumbing [partial certificate]</td>
<td>Seaton High School</td>
<td>Master Plumbers Association 40070</td>
<td>Terms 1, 2 &amp; 3</td>
<td>Friday</td>
<td>08:30-14:30</td>
<td>30 Stage 1</td>
<td>Call James Liappas on 8445 2944 to make an appointment</td>
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<tr>
<td><strong>Electrotechnology</strong></td>
<td>Certificate I in Electromms Skills</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>08:30-10:45, 13:25-15:10</td>
<td>25 Stage 1</td>
<td>Wednesday 2 September, 9am-10.45am</td>
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<tr>
<td><strong>Electronics and Computer Systems Engineering Cert I</strong></td>
<td>Certificate II in Electromms Skills</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>08:30-10:45, 13:25-15:10</td>
<td>45 Stage 2</td>
<td>Friday 4 September, 9am-10.45am</td>
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<tr>
<td><strong>ElectroComms Skills Cert I</strong></td>
<td>Certificate I in Electronics</td>
<td>Henley High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday and Friday</td>
<td>08:30-10:45</td>
<td>25 Stage 1</td>
<td>Call Martin Reeve on 8445 2944 to make an appointment</td>
</tr>
<tr>
<td><strong>ElectroComms Skills Cert II</strong></td>
<td>Certificate I in ElectroComms Skills</td>
<td>Seaton High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:45-16:30</td>
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<td><strong>Electrotechnology Cert II</strong> (Not available in 2016)</td>
<td>TBA</td>
<td>Seaton High School</td>
<td>ATEC 0022</td>
<td>One year</td>
<td>NA</td>
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<td><strong>Engineering</strong></td>
<td>Certificate I in Engineering</td>
<td>Le Fevre High School</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Wednesday</td>
<td>08:00-16:00</td>
<td>35 Stage 1</td>
<td>Wednesday 19 August, 3pm-3.30pm</td>
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<tr>
<td><strong>Introduction to Manufacturing and Engineering</strong></td>
<td>Certificate II in Engineering [partial certificate]</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>One semester (semester 2)</td>
<td>Friday fort nightly</td>
<td>08:40-15:00</td>
<td>10 Stage 1</td>
<td>NA</td>
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<tr>
<td><strong>Manufacturing and Metal Engineering Year 1</strong></td>
<td>Certificate II in Engineering Pathways</td>
<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Two years</td>
<td>Tuesday</td>
<td>08:40-15:00</td>
<td>40 Stage 1</td>
<td>Tuesday 25 August, 1pm-5pm</td>
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<tr>
<td><strong>Manufacturing and Metal Engineering Year 2</strong></td>
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<td>Mount Carmel College Rosewater TTC</td>
<td>TAFE SA 41026</td>
<td>Two years</td>
<td>Friday</td>
<td>08:40-15:00</td>
<td>TBA Stage 2 and Stage 1</td>
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<td>TAFE SA 41026</td>
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<td>Wednesday 2 September, 9am-10.45am</td>
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<td>Thebarton Senior College</td>
<td>TAFE SA 41026</td>
<td>One year</td>
<td>Tuesday</td>
<td>08:30-15:05</td>
<td>35 Stage 1</td>
<td>Wednesday 12 August, 2pm-3pm</td>
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<td>Course Title</td>
<td>Certificate/Program Details</td>
<td>Institution/Location</td>
<td>Duration</td>
<td>Timings</td>
<td>Stage</td>
<td>Notes</td>
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</tbody>
</table>
| Hairdressing                                    | Certificate II in Hairdressing                                                                | Mount Carmel College Rosewater TTC       | One year          | Tuesday or       | 50 Stage 1 | Tuesday 18 August, 1pm-5pm  
|                                                  |                                                                                             | TAFE SA 41026                            | Wednesday or Thursday | 08:40-15:00   |          | shane.gubbin@mcc.catholic.edu.au                                       |
| Hairdressing Plus                               | Certificate III in Hairdressing (partial certificate)                                       | Mount Carmel College Rosewater TTC       | One year          | Tuesday          | 25 Stage 2 | Tuesday 18 August, 1pm-5pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:40-15:00     |          | shane.gubbin@mcc.catholic.edu.au                                       |
| Introduction to Hair and Beauty                 | Certificate II in Retail Makeup and Skin Care (partial certificate)                         | Mount Carmel College Rosewater TTC       | One semester (semester 2) | Friday fortnightly | 10 Stage 1 | NA                                                                    |
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:40-15:00      |          |                                                        |
| Retail and Beauty Therapy                        | Certificate II in Retail Makeup and Skin Care                                               | Mount Carmel College Rosewater TTC       | One year          | Monday           | 55 Stage 1 | Tuesday 18 August, 1pm-5pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:40-15:00     |          | shane.gubbin@mcc.catholic.edu.au                                       |
| Aged and Disability Care                         | Certificate III in Aged Care and Certificate III in Disability                             | Findon High School                       | One year          | Wednesday        | 100 Stage 2| Wednesday 2 September, 10am-2pm  
|                                                  |                                                                                             | ATEC 0022                                |                    | 08:45-15:00     |          | shannyn.daniel260@schools.sa.edu.au                                    |
| Child, Aged and Disability Care                  | Certificate II in Community Services                                                        | Findon High School                       | One year          | Friday           | 40 Stage 1 | Wednesday 2 September, 10am-2pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:45-15:00     |          | shannyn.daniel260@schools.sa.edu.au                                    |
| Childcare                                        | Certificate II in Community Services                                                        | Henley High School                       | One year          | Friday           | 40 Stage 1 | Friday 4 September, 9am-10.45am  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:45-11:00     |          | tanja.duff-tyler@henleyhs.sa.edu.au                                   |
| Childcare                                        | Certificate II in Community Services                                                        | Portside Christian College              | One year          | Friday           | 40 Stage 1 | Friday 21 August, 3pm-5pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:30-15:15     |          | tradetrainingcentre@portside.sa.edu.au                                |
| Childcare                                        | Certificate II in Community Services                                                        | Woodville High School                   | One year          | Friday           | 40 Stage 1 | Friday 28 August, 2pm-3pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:30-15:30     |          | alana.probert357@schools.sa.edu.au                                    |
| Family Well-being                                | Certificate II in Family Well-being (partial certificate)                                  | Le Fevre High School                    | One semester (Monday and Thursday) | Tuesday       | 30 Stage 1 | Friday 21 August, 3pm-5pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 08:55-10:45     |          | tradetrainingcentre@portside.sa.edu.au                                |
| Health Services                                  | Certificate III in Health Services Assistance                                                | Portside Christian College              | One year          | Monday and  
|                                                  |                                                                                             | TAFE SA 41026                            | Thursday | 55 Stage 2 | Tuesday 21 August, 3pm-5pm  
|                                                  |                                                                                             | Portside Christian College              |                    | 08:45-15:15     |          | tradetrainingcentre@portside.sa.edu.au                                |
| Health Services Cert II                          | Certificate II in Health Support Services                                                    | William Light R-12 School               | One year          | Thursday        | 1BA Stage 1| Friday 21 August, 9.30am-2.30pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 09:00-14:45     |          | rod.grant977@schools.sa.edu.au                                       |
| Health Services Cert III Year 1                  | Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance| William Light R-12 School               | 18 months         | Friday           | 25 Stage 2 | Friday 21 August, 9.30am-2.30pm  
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 09:00-14:45     |          | rod.grant977@schools.sa.edu.au                                       |
| Health Services Cert III Year 2                  | Certificate III in Health Services Assistance and Certificate III in Allied Health Assistance| William Light R-12 School               | 18 months         | Wednesday       | 30 Stage 2 | NA (continuing students)                                              |
|                                                  |                                                                                             | TAFE SA 41026                            |                    | 09:00-15:00     |          |                                                        |
| Health Services Assistance Year 1                | Certificate III in Health Services Assistance                                               | Woodville High School                   | 18 months         | Friday           | 50 Stage 2 | Friday 21 August, 10am-12pm at ANMEC  
|                                                  |                                                                                             | ANMEC 40064                              |                    | 09:00-15:30     |          | alana.probert357@schools.sa.edu.au                                   |
| Health Services Assistance Year 2                | Certificate III in Health Services Assistance                                               | Woodville High School                   | 18 months         | Friday           | 15 Stage 2 | NA (continuing students)                                              |
|                                                  |                                                                                             | ANMEC 40064                              |                    | 09:00-15:30     |          |                                                        |
| Hospitality                                      | Certificate II in Hospitality | Henley High School | TAFE SA 41026 | One year | Friday 13:00-16:30 | 35 Stage 1 | Friday 4 September, 1pm-4pm  
  tania.duff-tytler@henleyhs.sa.edu.au |
|--------------------------------------------------|--------------------------------|--------------------|---------------|----------|--------------------|-----------|-----------------------------------|
| Hospitality (Food & Beverage) Cert I             | Certificate I in Hospitality  | St George College  | TAFE SA 41026 | One semester (semester 1 and 2) | Wednesday 08:30-15:00 | 15 Stage 1 | Wednesday 19 August, 10am-12pm  
  cswoffield@stgeorgecollege.sa.edu.au |
| Hospitality (Food & Beverage) Cert II            | Certificate II in Hospitality | St George College  | TAFE SA 41026 | One year | Wednesday 08:30-15:00 | 40 Stage 1 | Wednesday 19 August, 10am-12pm  
  cswoffield@stgeorgecollege.sa.edu.au |
| Hospitality (Kitchen Operations)                  | Certificate II in Kitchen Operations | St George College  | TAFE SA 41026 | One year | Thursday 08:30-15:00 | 40 Stage 1 | Thursday 20 August, 11am-12pm  
  cswoffield@stgeorgecollege.sa.edu.au |
| Information Technology, Media and Studio Recording| Certificate II in Creative Industries (Media) | Henley High School | TAFE SA 41026 | One year | Wednesday 13:30-15:10 | 30 Stage 1 | NA |
| Digital Media                                    | Certificate II in Creative Industries (Media) | Le Fevre High School | TAFE SA 41026 | One year | Wednesday 08:55-15:15 | 35 Stage 1 | NA |
| Game Design Foundations Year 1                   | Certificate III in Media       | Ocean View College B-12 | AIE 88021 | Two years | Monday 08:55-15:10 | 25 Stage 2 | Friday 4 September, 12pm-1pm  
  Call Shelley 8248 1422 |
| Game Design Foundations Year 2 (Not available in 2016) | Certificate III in Media       | Ocean View College B-12 | AIE 88021 | Two years | NA | 40 Stage 2 | NA |
| Information Technology and Technology            | Certificate II in Information, Digital Media and Technology | Henley High School | TAFE SA 41026 | One year | Wednesday 13:25-15:10 | 60 Stage 1 | Friday 4 September, 9am-10.45am  
  greg.pascoe@henleyhs.sa.edu.au |
| Information Technology Cert II                   | Certificate II in Information, Digital Media and Technology | Thebarton Senior College | Thebarton Senior College 40117 | One year | NA (online) | NA (online) | 60 Stage 1 | Wednesday 12 August, 11am-12pm  
  tina.kritikos@thebartonsc.sa.edu.au  
  or ring Tina on 8352 5811 |
| Information Technology Cert III                  | Certificate III in Information, Digital Media and Technology | Thebarton Senior College | Thebarton Senior College 40117 | One year | Wednesday (plus online) 16:00-19:00 | 10 Stage 1 | 65 Stage 2 | Wednesday 12 August, 11am-12pm  
  tina.kritikos@thebartonsc.sa.edu.au  
  or ring Tina on 8352 5811 |
| Music Technical Production Year 1                 | Certificate III in Technical Production | Henley High School | ACAS 50392 | Two years | Wednesday 09:00-10:45 13:25-15:10 | 20 Stage 2 | Friday 4 September, 1.25pm-3.10pm  
  greg.pascoe@henleyhs.sa.edu.au |
| Music Technical Production Year 2                 | Certificate III in Technical Production | Henley High School | ACAS 50392 | Two years | Wednesday 09:00-10:45 13:25-15:10 | 20 Stage 2 | NA (continuing students) |
| Maritime                                          | Certificate II in Maritime Operations (Coxswain Grade 1 Near Coastal) | Le Fevre High School | AMFA 0649 | 4 x weekly blocks | One week at the end of terms 1, 2 & 3, and mid-term 4. | 60 Stage 1 | Call the Maritime Coordinator on 8449 7004 |
| Sport and Recreation                              | Certificate III in Fitness     | Henley High School | Sport SA 2280 | One year | Wednesday and Friday 13:25-15:10 | 65 Stage 2 | NA |
| Sport and Recreation                              | Certificate II in Sport and Recreation | Henley High School | Sport SA 2280 | One year | Wednesday and Friday 09:00-10:45 13:25-15:10 | 40 Stage 1 | NA |
| Sport and Recreation (Soccer focus) Year 1        | Certificate II in Sport and Recreation | Underdale High School | Sport SA 2280 | Two years | Tuesday and Friday 08:45-10:30 | 30 Stage 1 | Call 8301 8000 to make an appointment |
| Sport and Recreation (Soccer focus) Year 2        | Certificate II in Sport and Recreation | Underdale High School | Sport SA 2280 | Two years | Monday and Wednesday 11:15-13:00 08:45-10:30 | 20 Stage 1 | NA (continuing students) |
ENGLISH-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
- Gender Studies

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
- Law
- Nursing
- Social Work
- International Business
- International Studies
- Tourism & Recreation
- Journalism
- Asian Studies

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
- Marketing
- Computing
- Nurse
- Defence Forces
- Public Service
- Economist
- Psychologist
- Human Resources
- Aboriginal Services
- Industrial Officer
- Sales
- Industrial Officer
- Interpreter
- Teacher
- Lawyer
- Translator
- Manager
- Social Worker
- E.O. Consultant
- Translator
- Professional writing
- Tourism
- Private Enterprise
- Anthropologist
- International Development Worker
**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

**STAGE 1 SUBJECTS**
- 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

**POST-SECONDARY SUBJECTS**

**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

**CAREER POSSIBILITIES**
- Independent Artist
- Mural Artist
- Video Editor
- Gallery Curator & Assistant
- Visual Merchandiser
- Architect
- Digital Photographer
- Web Page Designer
- Interior Designer
- Designer of Software & Computer Games
- Graphic Designer
- Jeweller
- Actor
- Community Artist
- Television
- Fashion Designer
- Animator
- Cinema (Film makers)

* VET Subjects at Stage 1 still acquire SACE credits
BUSINESS PATHWAY

STAGE 1 SUBJECTS

English
Mathematics
Information Technology
Information Processing & Publishing
Legal Studies

STAGE 2 SUBJECTS

PRE-TAFE
Mathematical Applications: Business
Information Processing & Publishing
Workplace Practices

PRE-UNIVERSITY
Mathematical Applications: Business OR
Mathematical Studies
Information Processing & Publishing
Legal Studies
Workplace Practices
Other subjects to fit entry requirements

POST-SECONDARY STUDIES

TAFE
Certificate or Diploma in:
Accounting
Justice Studies
Office Administration
Legal Administration
Information Technology
Human Resource Development
Banking
Legal Services
Marketing
Small Business
Financial Services

UNIVERSITY
Degree in:
Accounting
Banking and Finance
Commerce
International Business
Administrative Management
Human Resource Management
Education
e-Business
e-Commerce
Finance
Law
Economics
Marketing

CAREER POSSIBILITIES

AFTER TAFE
Advertising
Banking
Clerical Officer
Real Estate Management
Legal Secretary
Secretary
Small Business Owner/Operator
Payroll Clerk
Police Officer
Data entry
Insurance
Para-legal worker
Marketing

AFTER UNIVERSITY
Economist
Human Resource Manager
Financial Adviser
Accountant
Information Technology
Financial Management
Lawyer
Management
Marketing
Public Service
Teacher
Advertising
ENGINEERING TRADES PATHWAY
(Metal, Electrical, Automotive & Maritime)

**STAGE 1 SUBJECTS**

- English
- Mathematics Pathways
- Design
- Physics Engineering
- Engineering Metalwork
- Advanced Manufacturing – Cad/Cam
- Industrial/Environmental Design

**STAGE 2 SUBJECTS**

**TAFE**
- Workplace Practices
- Metal Technology
- Advanced Manufacturing - 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
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
MATHEMATICS - SCIENCE PATHWAY

STAGE 1 SUBJECTS

<table>
<thead>
<tr>
<th>English (Literacy)</th>
<th>Mathematics (Numeracy)</th>
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**Leading to TAFE:**
At least 2 units of science from:
- Marine Biology
- Forensic Science
- Mathematical Applications
  or Mathematical Pathways
  from the ‘Leading to University’ list

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

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
- Food Science
- Horticulture
- Rural Management
- Veterinary Nursing
- Environmental Officer

- Aquaculture
- Engineering-Mechanical
- Health Industries
- Laboratory Operations
- Urban Horticulture
- Mineral Identification
- Lab Technology

UNIVERSITY

Engineering
- Mechanical
- Chemical
- Aerospace
- Biomedical
- Civil
- 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
- Dietician
- Bio chemist
- Economist
- Dentist
- Pharmacist
- Physiotherapist
- Teacher
- Wine Maker
- Surveyor
- Forensic Scientist
- Researcher
- Veterinary Science
- Engineer

CAREER POSSIBILITIES

TAFE

- Animal Care
- Dental Assistant
- Food Science
- Horticulture
- Rural Management
- Veterinary Nursing
- Environmental Officer

- Aquaculture
- Engineering-Mechanical
- Health Industries
- Laboratory Operations
- Urban Horticulture
- Mineral Identification
- Lab Technology

UNIVERSITY

Science
- Agricultural
- Veterinary
- Geology & Mining
- Applied

Research
- Biochemical

Architecture
- Surveying

Business & Economics
- Nanotechnology

AFTER TAFE

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

AFTER UNIVERSITY

- Agricultural Scientist
- Dietician
- Bio chemist
- Economist
- Dentist
- Pharmacist
- Physiotherapist
- Teacher
- Wine Maker
- Surveyor
- Forensic Scientist
- Researcher
- Veterinary Science
- Engineer

- Aerospace
- Astronaut
- Astrophysics
- Environmental Scientist
- 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
- Human Movement
- Medicine
- Physiotherapy
- Sports Science
- Sports Medicine
- Podiatry
- Nursing
- Teaching
- Business
- Science
- Teaching

CAREER POSSIBILITIES

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

AFTER UNIVERSITY
- Exercise Physiologist
- Physical Education Teacher
- Sports Medicine
- Physiotherapist
- Sports Doctor
- Biomechanist
- Elite Sports Trainer/Consultant

STAGE 1 SUBJECTS
STAGE 2 SUBJECTS
PRE-TAFE
PRE-UNIVERSITY
POST-SECONDARY SUBJECTS
TAFE
UNIVERSITY
AFTER TAFE
AFTER UNIVERSITY
CAREER POSSIBILITIES

LE FEVRE HIGH SCHOOL COURSE BOOK 2016
60
VOCATIONAL EDUCATION PATHWAY
DIGITAL MEDIA PATHWAY

Year 10
Design and Digital Media (VET)  →  Art and Digital Media (VET)

Stage 1
Design and Digital Media (VET)  →  Art and Digital Media (VET)

Stage 2
Visual Arts - Art
Visual Arts - Design

TAFE
Graphic Design (Digital Design) - Advanced Diploma
Graphic Design (Illustration) - Advanced Diploma
Screen (Game Art) - Advanced Diploma
Screen (CGI and Visual Effects) - Advanced Diploma
Visual Arts (Photomedia) - Cert IV
Photo Imaging (Photography) - Diploma

UNIVERSITY
Architecture
Interior Design
Visual Arts
Visual Communication
Media
Media Arts
Creative Arts (Digital Media)
Information Technology (Digital Media-Game Art)
Industrial Design

LE FEVRE HIGH SCHOOL COURSE BOOK 2016

PATHWAYS

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