

PRINCIPAL'S MESSAGE

Welcome to the Port Lincoln High School. We challenge all students to achieve their personal best.

Our curriculum is based around the needs and aspirations of our students. We have therefore introduced pathways to assist our students in reaching their goals. When completed successfully the student is prepared for further education or employment.

As well as completing their pathway subjects, students can choose additional subjects based upon their skills, interests and strengths. Counselling is available to support students in making the decision as to which pathway to follow.

This Handbook provides information to assist in making these significant decisions. The purpose is to provide students and parents with information about the pathways, courses and subjects for all year levels for 2014.

If you have any questions, please contact the school via phone on 8682 3677 or email to dl.0791_info@schools.sa.edu.au

Tony Green
Principal

CONTACT DETAILS

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Principal

Tony Green

Deputy Principal

Greg Barry

Middle School Senior Leader

Jarrod Jones (8 – 10)

Senior School Senior Leader

Jill Murdoch (Years 11 and 12)

Daily Operations Senior Leader

Clive Palmer

Indigenous Projects Senior Leader

Todd George

Student Counsellors

Peter Jolley and Amy O'Brien

VET Senior Leader

Tristan Kouwenhoven

Curriculum Coordinators

The Arts: Stephen Campbell

Business, Enterprise and Technology: Tristan Kouwenhoven

English: Greg Fitzgerald

Health and Physical Education: Joh Walding
Humanities and Social Sciences: Sheryl Skalski
Languages other than English: Sheryl Skalski
Mathematics: Bambi Britten
Sciences: Francois Pienaar

CAREER COUNSELLING

The Port Lincoln High School provides career counselling for students who wish to consider their study career pathways. The Senior School Counsellor is available for students to make an appointment to discuss a range of career options and related courses of study that would support an easier transition into further study or into the world of work.

Students are encouraged to discuss areas of interest and vocational preferences and are shown a range of related vocational options that they may not have considered to focus their subject choices. It is far easier to generate enthusiasm for subjects when students see there is a tangible purpose for their study efforts.

Career counselling is an important process in helping students who have no idea what they want to do after their secondary education to develop purpose.

PATHWAYS OVERVIEW

Students about to enter the Senior School should be thinking about career choices and future pathways. A curriculum pathway involves a set of subjects that lead to a defined specific post-school option. This option may be university, TAFE, training or employment. Choosing a pathway does not lock students into one career direction for the next three years of their life. The Pathways provide a suggested structure to assist students to choose appropriate subjects. Students can select a new pathway if their interests and preferences change.

Students still have a wide range of choice after they have chosen their Pathways subjects. What the pathway will provide is a clear focus and guidance to select the subjects they need to provide good preparation for their post-school option.

We have designed our Senior School curriculum around the set of pathways that we believe are relevant, interesting and connected to our local community and employment opportunities. We are also introducing pathways that will lead to Certificate III training for students who choose not to complete SACE but still need to meet government requirements for leaving school.

No course is guaranteed to run. If a sufficient number of students select a course then it will be offered in 2014. The final decision on what subjects do run will be made in Term 4. In case a course does not run students are asked to nominate two reserve choices.

Detailed information about the eight curriculum pathways that we have established for 2014 can be found on Pages 8 to 14.

MIDDLE SCHOOL

The Middle School has been organised in such a way as to allow adolescents to learn from within a broad curriculum. The majority of the Year 8 and 9 curricula are common to all students, with some variation available to those who wish to study within our various specialist programs.

The Middle School enables students to:

- learn within a wide variety of subject areas in line with the Australian National Curriculum
- relate positively to a range of staff and students
- develop effective independent learning skills that will allow them to be successful in the Senior School
- engage with current and local events/issues

Students commencing Year 8 in 2014 will be given the opportunity to select their subjects in consultation with the High School and their current Primary School.

All Year 8 students will have the opportunity to attend an overnight camp in Weeks 1 or 2. This camp has been designed to assist our Year 8 cohort in:

- Transitioning from Primary School to High School
- Study skills
- Diary use
- Group dynamics
- Aquatic skills
- Making friends

This activity has previously proved to be a real success and I would encourage all Year 8's to attend.

Students commencing Year 9 in 2014 select their subjects during Social Ed/Personal Development sessions in Term 3.

Students commencing Year 10 in 2014 will select their subjects during the Subject Counselling days held in Term 3 with families. The school will provide information about the days and organise bookings for families.

If you have any questions regarding subject offerings, please contact the relevant Faculty Coordinator by phoning the Port Lincoln High School on 8682 3677.

Jarrold Jones
Senior Leader Middle School

YEAR 8 CURRICULUM

Most Year 8 students will complete a full year of English, Maths, HASS and Science, and a semester equivalent of HPE, Technology and The Arts. Students also complete a semester of Media / Research Skills / ICT and participate in a Social Education/Personal Development program.

The Arts

Year 8 students are asked to select their compulsory Arts semester from one of the following two subjects:

- Visual Art (Art and Design)
- Performing Arts (Drama and Music)

Specialist Programs

If they have an interest or have previously been identified, Year 8 students may also select from the following specialist programs:

- Advanced Mathematics
- Concert Band
- Indonesian
- Japanese

YEAR 9 CURRICULUM

Most Year 9 students will complete a full year of English, Maths, HASS and Science, and a semester equivalent of HPE, Technology and The Arts.

The Arts

Year 9 students are asked to select their compulsory Arts semester from one of the following four subjects:

- Art
- Design
- Drama
- Music

Specialist Programs

Year 9 students can choose to continue in the following specialist programs:

- Advanced Mathematics
- Concert Band
- Indonesian
- Japanese

Choice Semesters

Year 9 students are also asked to select choice semesters from the following subjects:

- Art (*can only be chosen once*)
- Design (*can only be chosen once*)
- Japanese or Indonesian
- Dance
- HPE (Sport)
- HPE (Girls Group)
- Music
- Pantomime (Drama)
- Technology Studies (Construction)
- Technology Studies (Food. Textiles or Digital Technology)

THE ARTS – YEAR 8

MRI – MEDIA / RESEARCH / ICT SKILLS

All Year 8 students complete a course which consolidates a range of skills using the schools computers. Students work in groups to develop research skills using the Resource Centre. They are introduced to the computer network and produce a personal website and a range of presentation tasks.

VISUAL ART (ART and DESIGN)

For Year 8 students, the aim of this course is to provide a broad range of experiences and to develop skills in the following areas of Visual Arts:

- Drawing
- Painting
- Printmaking
- 3D Construction
- Design
- Lateral Thinking Skills
- Art Appreciation and Analysis
- Presentation Skills
- Art History

PERFORMING ARTS (DRAMA and MUSIC)

Year 8 students will be given an introduction to theatre. The areas covered include:

- Theatre Sports
- Movement
- Blocking
- Ensemble
- Characterisation
- Music Theory and Contemporary Music
- Guitar, Piano and Drum Tuition
- History of Music and Theatre

CONCERT BAND

The Concert Band program operates from Years 8 – 12 and includes all the students who are already studying an instrument and are capable of rehearsing in a Concert Band or Orchestra. Students can arrange an interview at the High School if they are unsure of their standard.

Students will also be able to join other school groups that practice outside of normal school hours. These vary each year and include:

- Jazz Ensembles
- Choir
- Brass Ensemble
- Saxophone Quartet
- Guitar Ensemble
- Rhythm Section

Special Note: Students who attend instrumental lessons will be expected to purchase tutors and if they do not own an instrument, hire one from the school. The band also tours South Australia or interstate, which will involve additional costs for parents.

THE ARTS – YEAR 9

ART

This semester course develops lateral thinking, presentation and research skills associated with the both 2D and 3D Art.

- Painting (watercolour and acrylic)
- Drawing (charcoal, pastels, pencil)
- Printmaking (lino, screen printing, collograph)
- Ceramics (handbuilding techniques, casting)
- Sculpture (carving assemblage)
- Construction (various methods and materials)

DESIGN

Students will be exposed to the three areas of design, (graphics, product and environmental.) This semester course fosters lateral thinking and artistic presentation skills.

- Creative Thinking (games, puzzles and problems)
- Graphics (logo and lettering)
- Product (stereo or fashion design)
- Environmental (drawing houses in perspective)

DRAMA

The areas covered include:

- Mime
- History of Music Theatre
- Movement
- Blocking
- Ensemble
- Characterisation
- Chorus work

They will continue the areas studied in Year 8 and extend them into scriptwriting, styles of drama, makeup and lighting.

PANTOMIME

Students may choose to join the Pantomime program will be expected to be involved in the performance at the end of the year. This will involve public performances to students from local junior primary schools and kindergartens.

MUSIC

Music is for students with or without musical experience who wish to learn a pop instrument or who are not ready to join the band. They will study classroom instruments, musical theory and the history of music.

DANCE

This semester course provides a curriculum that meets a wide range of learners, promotes student wellbeing and provides a pathway to Senior Dance courses. Topics include:

- History of dance
- Dance technique
- Positions of the body
- Composition
- Group choreography
- Warm up/cool down

Assessment will be based on practical dance classes and dance theory.

BUSINESS, ENTERPRISE and TECHNOLOGY – YEAR 8

Students will complete a semester of Technology Studies. They will rotate through three of the following disciplines:

- Digital Technology
- Textiles
- Food
- Metalwork
- Plastics
- Timber

The course is based on designing, making and appraising. Students will be introduced to a wide range of materials, equipment, information and systems.

Extra Fees: The basic course structure for Technology does not require students to pay for the materials that they use. However, individual students may negotiate with the teacher to undertake special projects which will require them to pay for the extra materials. Special fittings, hinges, paint and finishes will also be paid for by the student.

BUSINESS, ENTERPRISE and TECHNOLOGY – YEAR 9

Year 9 students complete a compulsory semester of Technology Studies and have the opportunity to select a further semester.

For the first time in 2014 students will be able to select one of the following as their compulsory semester of Technology Studies:

Tech Studies A: Plastics/Timber/Metal (rotation)
Tech Studies B: Food/Textiles/Digital Technology

Extra Fees: The basic course structure for Technology does not require students to pay for the materials that they use. However, individual students may negotiate with the teacher to undertake special projects which will require them to pay for the extra materials. Special fittings, hinges, paint and finishes will also be paid for by the student.

ENGLISH – YEARS 8 and 9

Middle School English focuses on studies of literature and language. The texts include contemporary and classical literature such as poetry, drama and novels, as well as everyday and media texts.

There is a focus on adolescent literature, especially Australian texts and those which provide a perspective on Asia. Students are encouraged to read widely across a wide range of texts and to compose a range of their own creative work.

Language studies include consolidating skills in writing, reading and viewing, listening and speaking. Students are given opportunities to develop their oral language skills both formally and informally. Functional grammar skills are introduced at Year 8 level through a focus on spelling and building noun groups, At Year 9, the focus is on conjunctions

and utilising nominalisation techniques to develop lexical density in written texts.

In Year 8 there is a focus on developing competence in using information technologies to research and publish both oral and written texts, whilst at Year 9, the media text focus is on the auditory medium and the application of information technologies to develop and publish work

Students are expected to keep a folder of polished work and to maintain a journal which reflects a range of writing styles and records their reading. There will be minor film and performance costs as part of the program.

HEALTH and PHYSICAL EDUCATION – YEAR 8

This course involves active participation in a variety of physical activities. Topics include:

- Racquet skills
- Footy Codes
- Court skills
- Aquatics
- Leisure and recreational activities
- Hitting skills
- Field skills
- Rhythmic and expressive activities

These will be inter-related with health topics:

- Physical Fitness
- Protective Behaviour
- Personal Hygiene
- Safety (including Sun Safety, first aid and emergency care)
- Fitness

This course is complimented by the Year 8 Social Education course and leads to Year 9 HPE.

Costs: There will be an estimated cost of \$21.00 for excursions such as to the community Gymnastics and Hockey facilities, which are optional activities. Aquatics costs will be negotiated

HEALTH and PHYSICAL EDUCATION – YEAR 9

COMPULSORY

Year 9 students complete one compulsory semester of HPE and have the opportunity to select a further semester of Sport. The number and size of classes will depend on choices and school demands. Topics include:

- Racquet skills
- Footy Codes
- Court skills
- Leisure and recreational activities including trangia cooking, a day bushwalk and orienteering
- Aquatics
- Hitting skills

- Field skills
- Rhythmic and expressive activities

These will be inter-related with health topics:

- Relationships and Sexual Health
- Fitness

Costs: There will be an estimated cost of \$21.00 for excursions such as to the community Gymnastics and Hockey facilities, which are optional activities. Aquatics costs will be negotiated.

OPTIONAL SEMESTER (SPORT)

This semester contains practical units chosen in negotiation with the teacher depending on the students' interests. These units could include:

- Aquatics/Swimming
- Athletics
- Badminton
- Basketball
- Cricket
- Football Codes
- Hockey
- Indoor Hockey
- Indoor Soccer
- Lawn Bowls
- Netball
- Orienteering
- Softball/Baseball
- Volleyball

These topics will be inter-related with units of Exercise Physiology and Physical Fitness. This course leads to Year 10 Health and Physical Education, Physical Education, Outdoor Education, Fishing and Seafood and Dance.

Costs: There will be an estimated cost of \$21.00 for excursions such as to the community Gymnastics and Hockey facilities, which are optional activities.

OPTIONAL SEMESTER (GIRLS GROUP)

Please read Optional Semester (SPORT) for the outline of the course. The gender specific course has the flexibility be catered to the group of girls wanting to work on personal fitness and health.

HUMANITIES and SOCIAL SCIENCES – YEAR 8

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious and historical systems and structures. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities.

The Humanities and Social Sciences include elements of History, Geography, Civics and Citizenship and Business Education.

History: Medieval Europe and Shogunate Japan

Geography:

Civics and Citizenship: Laws and Democracies

Business Education: Consumer rights

Students can be involved with extension projects, local fieldwork, excursions and competitions to complement their studies

HUMANITIES and SOCIAL SCIENCES – YEAR 9

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The Humanities and Social Sciences include elements of History, Geography, Civics and Citizenship and Business Education

- History: Industrial Revolution, Colonial Australia and World War One
- Geography: Biomes and food security and Geographies of interconnections.
- Civics and Citizenship: Political parties and the court system
- Business Education: Businesses and the market place

HUMANITIES and SOCIAL SCIENCES/LOTE – YEAR 9

Students wishing to continue with a Language (Japanese or Indonesian) will cover a full year modified HASS course and incorporate the learning of LOTE. This subject is compulsory for those students who wish to continue with LOTE at Yr. 10

The Humanities and Social Sciences include elements of History, Geography, Civics and Citizenship and Business Education

- History: Industrial Revolution, Colonial Australia and World War One
- Geography: Biomes and food security and Geographies of interconnections.
- Civics and Citizenship: Political parties and the court system
- Business Education: Businesses and the market place

The LOTE elements are listed on the next page.

LANGUAGES OTHER THAN ENGLISH – YEAR 8

Students have the opportunity to choose between Indonesian and Japanese. Students can choose a language that they have never studied before.

INDONESIAN

Assessment is based on speaking, listening, reading and writing skills. An emphasis is placed on interpersonal skills through conversation, role plays, surveys, games and listening exercises.

Year 8 includes an introduction to the study of Indonesia's language and culture. Students will learn vocabulary, structural concepts and forms of the language, and be given a basic understanding of the way of life in Indonesia.

Special topics include:

- Time
- Activities and Hobbies
- School
- Descriptions
- Dates and Places
- Food
- Special Holidays

JAPANESE

This course involves the study of HIRAGANA and basic KANJI writing. Students will learn vocabulary, structural concepts and grammatical forms of the language. Cultural aspects of life in Japan will also be an integral part of this course.

Assessment is skills-based, involving tests of speaking, listening, reading and writing with an emphasis in the middle years on the interpersonal skills – i.e. speaking and listening.

Topics covered in Year 8 include:

- Self-Introduction
- Japanese Calendar
- Family
- Hobbies/Leisure Activities
- Around Town
- Housing
- Describing
- Japanese Festivals

LANGUAGES OTHER THAN ENGLISH – YEAR 9

Students have the opportunity to choose between Indonesian and Japanese for a full year in combination with HASS. Experience in Year 8 language is recommended.

INDONESIAN

Assessment is based on speaking, listening, reading and writing skills. An emphasis is placed on interpersonal skills through conversations, role plays, surveys, games and listening exercises.

Special topics include:

- Fashion
- Housing
- Your Body
- Illness
- Weather
- Markets and Shopping
- Eating

JAPANESE

This course involves the study of HIRAGANA, KATAKANA and basic KANJI writing. Students will learn vocabulary, structural concepts and grammatical forms of the language. Cultural aspects of life in Japan will also be an integral part of this course.

Assessment is skills-based, involving tests of speaking, listening, reading and writing with an emphasis in the middle years on the interpersonal skills – i.e. speaking and listening.

Topics covered in Year 9 include:

- School
- Pets
- Dates
- Food
- Free Time
- Sports/Activities
- Daily Routine

MATHEMATICS – YEAR 8

All students will develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities such as skills and application tasks, directed investigations and projects.

Topics covered in Year 8 include:

- Number and Place Value
- Fractions, Decimals and Percentages
- Money and Financial Mathematics
- Patterns and Algebra
- Linear Relationships
- Measurement, Time and Shape
- Geometric Reasoning
- Chance
- Data Representations and Interpretations

Students will be encouraged to participate in Maths competitions and events.

ADVANCED MATHEMATICS

Some students, identified through a selection process, will have the opportunity to study Advanced Mathematics. This course is designed for students whose mathematical skills are significantly higher than average for their profile.

Year 8 Advanced Mathematics will include the extension of all year 8 topics as well as:

- Scientific Notation
- Pythagoras and Trigonometry

MATHEMATICS – YEAR 9

All students will continue to develop their mathematical knowledge and skills in the curriculum strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will be assessed using a variety of activities such as skills and application tasks, directed investigations and projects.

Topics covered in Year 9 Mathematics include:

- Index Laws and Scientific Notation
- Financial Mathematics
- Patterns and Algebra
- Linear and Non-linear Relationships
- Measurement and Shape
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representations and Interpretations

Students will be encouraged to participate in Maths competitions and events.

ADVANCED MATHEMATICS

Some students, identified through a selection process, will have the opportunity to continue to study within the Advanced Mathematics program. This course is designed for students whose mathematical skills are significantly higher than average for their profile.

Year 9 Advanced Mathematics will include the extension of all year 9 topics not covered within the Year 8 Advanced program, as well as year 10 Australian Curriculum content.

SCIENCE – YEAR 8

Year 8 Science has a practical focus where students investigate and develop a scientific understanding of the world. They also consider how the knowledge of science has grown over time and the impact of scientific applications for their lives.

Australian National Curriculum Topics:

- Introduction – Working in Lab
- Science at work – Solving problems, Experimenting and Report Writing
- Chemical Reactions – Physical- and Chemical Reactions
- Energy in our lives – Forms of energy
- Particles – Matter, Particle - Theory
- Cells – Cell processes, Organelles and Stem cell research
- Growth and Reproduction – Producing new life, Reproduction and Survival

- Investigating Heat – Heat and Temperature, Heat in
- Body Systems – How the body works?
- Elements and Compounds – Atoms, Molecules and Chemical Reactions
- Rocks – Earth's changing face and Rock cycles
- Everyday Substances – Metals, Plastics and fibres

The National Curriculum will include: Cross Curricular learning, Capabilities and Investigations on science issues which impact on Humans and the Environment. Students will be given the opportunities to compete in National Competitions and Projects in Science.

SCIENCE – YEAR 9

Year 9 Science has a practical focus where students investigate and develop a scientific understanding of the world. They also consider how the knowledge of science has grown over time and the impact of scientific applications for their lives.

Australian National Curriculum Topics:

- Science is investigating
- Light and Sound
- Living with microbes
- Inside the atom
- Using Electricity
- Everyday reactions
- Body balance
- Ecosystems
- Dynamic Earth
- Communication Technology
- An Introduction to Marine Aquatic sciences – (Includes establishing an aquarium, investigating yabbies, brine Shrimp and marine issues)

The Australian National Curriculum includes: Cross Curricular learning, Capabilities and Investigations on science issues which impact on Humans and the Environment. Students will be given the opportunities to compete in National Competitions and Projects in Science.

EXTRA CURRICULA

Through Year 8 and 9 students will be able to access a range of support programs that improve core skills, personal development, self-esteem building and organisational skills.

The school provides access to a wide range of intraschool and interschool sports activities throughout the year which are supported by teaching staff as managers and coaches. There is occasionally a cost associated with these programs. All students are expected to participate in the school Sports Day and will be allocated a House (Eyre = green, Flinders = yellow, Grantham = red or Stamford = blue) for this and other events.

Port Lincoln High School runs an on-site Special Education class and parents/ care givers are able to contact the Middle School Senior Leader for further information.

AQUACULTURE

Up to 200

Year 10, Stage 1 and Stage 2

3 years

SACE and Certificate II Seafood Operations

Mr Kouwenhoven, Mr Pienaar or Mr McGown

This pathway is designed for students who aspire to a career in the seafood or aquaculture industries.

The intention of this pathway is to allow students to gain the industry-standard training required to enter the seafood/aquaculture sector. Year 10 offers a range of Occupational Health Safety and Welfare and core units. Year 11 (and Year 12) allow for a focus into specific industries. Students will complete Certificate 1 in Seafood Operations and commence Certificate II study.

Year 10: Assessment is school-based. Stage 1 and 2: SACE Board requirements

SACE (A to E grades)

\$350 plus \$400 for PADI Dive ticket (Optional)

TAFE SA

In 2013 an exciting program will be delivered to Year 11 Students ONLY (age restrictions). Through 3 one week blocks, students will undertake a range of industry courses as pre-requisites to gaining their Coxswains qualification. **Survival at sea, small boat handling, deckhand skills, marine radio and maritime engineering** will be offered.

The culmination of this training will be a 3 day sea voyage in the Term 3 holidays aboard the **One and All** to apply these skills

YEAR 10:	English Pathways (2 semesters) Mathematics: (Year 10 standard or workplace) Seafood Operations (2 semester) Aquaculture Sciences (1 semester) Person Learning Plan/Wellbeing (1 semester) HPE (1 semester) CHOICE: 2 semesters
STAGE 1:	English Pathways or Literacy for Work and Community Life (2 semesters) Mathematics (Numeracy or Maths A BT) (2 semesters) Workplace Practices: Aquaculture (2 semesters) CHOICE: 5 semesters
STAGE 2:	Workplace Practices: A and B ,Aquaculture focus (2 Semester) Scientific Studies Marine (2 semesters) Research Project (1 semester)

AUTOMOTIVE

Up to 200

Year 10, Stage 1 and Stage 2

2 years (3-year option with Stage 2 Workplace Practices)

Certificate I

Mr Kouwenhoven

This pathway is designed for students who aspire to a career in the automotive industry.

To complete the automotive pathway students will be required to undertake further training in their choice of automotive or mechanical engineering courses at TAFE. This course is designed to prepare students for the skills shortages in these industry areas.

Year 10: Assessment is school-based
 Stage 1 and 2: SACE Board requirements

SACE (A to E grades)

Negotiated according to products made

A large range of university degrees and TAFE courses; refer to the SATAC Guide for further details.

Students will be able to access Automotive Certificates at TAFE through the Training Guarantee for SACE Students (TGSS)

YEAR 10:	English Pathways (2 semesters) Mathematics: (Year 10 standard or workplace) Metalwork (2 semester) Person Learning Plan/Wellbeing (1 semester) HPE (1semester) Sciences (1 or 2 semesters) CHOICE: 2 semesters
STAGE 1:	English Pathways or Literacy for Work and Community Life (2 semesters) Material Products: Metal Motors (1 semester) Material Products: Metalwork(1 semester) Mathematics (Numeracy or Maths A BT) (2 semesters) CHOICE: 5 semesters + TAFE (TGSS – Certificate II Automotive and Engineering)
STAGE 2:	Workplace Practices A and B (2 semesters) Material Products: Metal (2 semesters) + TAFE (TGSS – Certificate II Automotive and Engineering)

CREATIVE MEDIA

Up to 200

Year 10 and Stage 1

Can be completed in 2 years

Certificate II

Mr Campbell

This pathway is designed for students who aspire to a career in the multimedia field, including digital music, film, design and photography.

This is a full year course that introduces students to Certificate II in Creative Industries (Media). Core units include Applying Critical Techniques, Developing and Applying Creative Arts Industry Knowledge, Occupational Health Safety and Welfare processes and Working Effectively with Others. Students will use Apple iMac computers to complete these units through projects that may include web pages, short films, music and/or photography.

Certificate II competency-based training
 Year 12: Assessment is school-based
 Stage 1 and 2: SACE Board requirements

TAFE

Detailed by individual subjects

Registered Training Organisations and TAFE courses

Creative Arts (Film/Graphics/Music etc.)
 Information Technology
 Multimedia
 Web Design

YEAR 10:	Creative Industry Media (2 semesters) English Pathways or Literacy for Work and Community Life (2 semesters) Numeracy for Work and Community Life (1 semester) Personal Learning Plan/Wellbeing (1 semester) HPE (1 semester) Sciences (1 or 2 semesters) CHOICE: 5 semesters
STAGE 1:	Creative Arts: Multimedia (1 semester) English Pathways (2 semesters) Information Processing and Publishing (1 semester) Music Experience: Rock Music Industry (1 semester) Visual Arts - Design (1 semester) CHOICE: 5 semesters

KITCHEN OPERATIONS

Up to 200

Year 10, Stage 1 and Stage 2

2 years (3 years for Certificate II)

Certificate II (3-year option)

Mr Kouwenhoven, Mr Elliot, Mrs Orbons and Ms Hilder

This pathway is designed for students who aspire to a career in the hospitality sector.

This course will allow students to follow a trade pathway into hospitality. By undertaking the core units, students will also have the option of pursuing a tourism pathway. This course will utilise the Port Lincoln High School's new state-of-the-art Trade Training Facility.

Year 10: Assessment is school-based

Stage 1 and 2: SACE Board requirements

SACE (A to E grades)

Certificate II: Minimal costs for negotiated consumables

Certificate III: Funding available for 80% of TAFE Costs through TGSS

Registered Training Organisations and TAFE courses

In Stage 2 students who have followed the pathway will be able to access training through the Training Guarantee for SACE Students (TGSS)

Hospitality

Tourism

English Pathways (2 semesters)

Food Technology A and B (2 semester)

Mathematics: (Year 10 standard or workplace) (2 semesters)

Personal Learning Plan/Wellbeing (1 semester)

HPE (1 semester)

Sciences (1 or 2 semesters)

CHOICE: 2 semesters

English Pathways or Literacy for Work and Community Life (2 semesters)

Food and Hospitality (2 semesters)

Mathematical (Numeracy or Maths A BB or BT) (1 semester)

Workplace Practices: Hospitality (1 semester)

CHOICE: 5 semesters

Workplace Practices A and B

Food and Hospitality

CHOICE: 2 subjects

S.A.A.S.T.A. (*South Australian Aboriginal Sports Training Academy*)

Up to 200

Stage 1 and Stage 2

2 years

SACE

Mrs Boylan

This pathway is designed for Indigenous students with an interest in community-based health, sport and recreation, and who wish to successfully complete SACE Stage 1 and 2. Subjects can be modified to suit students with a wide range of academic abilities. Entrance to the Academy is by application, and students are expected to meet Academy-wide attendance and conduct standards.

S.A.A.S.T.A. is a state-wide Indigenous education initiative, recently run in 16 individual schools. The program involves both core compulsory subjects and limited student choice from the wider subject list available at PLHS. In 2014, the Academy will run at both senior year levels.

Stage 1 and 2: SACE Board requirements.

SACE (A to E grades)

Detailed by individual subjects

Registered Training Organisations and TAFE course

There is potential for employment within the many sectors of the Sport and Recreation Industry

Student interested in this pathway need to make an appointment with Mrs Rebecca Boylan and the Aboriginal Education team for subject selection days.

Students are expected to meet a range of skills and work practices criteria to join SAASTA. Students in Year 10 will complete some pre-SAASTA Mathematics and English courses.

STAGE 1:

English Pathways or Literacy for Work and Community Life (2 semesters) if required
 Integrated Learning: Power Cup
 Integrated Learning SAASTA Shield (2 semesters)
 Numeracy for Work and Community Life or Maths Applications (2 semesters)
 Cert 111 in Sports and Rec

STAGE 2

Integrated Learning: (2 semesters)
 Cert 111 in Sports and Rec

CHOICE: 7 semesters

TERTIARY ENTRANCE

200+

Year 10, Stage 1 and Stage 2

3 years

SACE

Mrs Murdoch or Mr Jolley

This pathway is designed for students who aspire to study at university. It will also provide a score for TAFE entry.

To gain entry to university you need to complete your SACE and gain maximum points. Full details are available from the SATAC Guide or from the SATAC website <<http://www.satac.edu.au/>>. Entrance requirements under the SACE are detailed at <<http://www.satac.edu.au/newSACE/uni.htm>> TAFE entrance details are also available from SATAC.

Year 10: Assessment is school-based
Stage 1 and 2: SACE Board requirements

SACE (A to E grades)

Detailed by individual subjects

A large range of university degrees and TAFE courses; refer to the SATAC Guide for further details

Agricultural Science
Animal Science
Aquaculture
Arts
Biotechnology
Business and Commerce
Computing Sciences
Education
Engineering
Environmental Sciences
International Studies
Medicine and Health Sciences
Music
Psychology etc.

YEAR 10:	English (2 semesters) Mathematics (2 OR 4 semesters) Personal Learning Plan/Wellbeing (1 semester, at C grade or better) Science (1 or 2 semesters) HPE (1 semester)
STAGE 1:	English (2 semesters at C or better) Mathematics (1 semester at C or better)
STAGE 2:	Research Project (1 semester at C or better) Four Stage 2 subjects
CHOICE:	Enough units to fulfil the 200 credits required

PATHWAY:	TGSS (Training Guarantee for SACE Students)
SACE CREDITS:	Negotiated
LEVELS:	Stage 1 and Stage 2
LENGTH:	2 or 3 years
ACCREDITATION:	SACE and Certificates
CONTACT:	Mr Kouwenhoven

Overview: This pathway is designed for students who aspire to a career requiring certificate level training i.e. TAFE.

Course Information: This is a new program being funded by the Government. It aims at engaging students in further training while they are still at school in order for them to move seamlessly into further training after school. This is a result of there being a dramatic shortage of people in the Labour Force with Certificate III or Trade qualifications.

There are intakes into training each semester. Students are required to apply through the VET Manager the term before the semester starts. In the application they need to explain their interest in the training and career it leads to.

The list of qualifications available is extensive and includes:

- | | |
|----------------------|--------------------|
| Childcare | Business |
| Sport and Recreation | Engineering |
| Bricklaying | Media |
| Community Health | Food Processing |
| Automotive | Hospitality |
| Carpentry | Civil Construction |
| Music | Hairdressing |

Students need to be aware that this training will be outside of regular lessons. It may be delivered in block release or regularly each week. Due to this, students need to be very organised to complete the rest of their school work.

Accredited by: All courses are Nationally Accredited. They also count towards SACE (but not towards an ATAR)

Costs: Costs for all Certificate 1 and II courses are covered by the Government. 80% of Certificate III course costs are covered, leaving 20% gap for families. In the past the school has successfully applied for funding to cover these costs once the student has completed their requirements, however this is not guaranteed.

Further Training: TAFE SA and other Registered Training Organisations

Leads to Careers in: Most industries

REQUIRED SUBJECTS	YEAR 11:	English Pathways or Literacy for Work and Community Life (2 semesters) Mathematics (Numeracy or Maths A BB or BT) (2 semesters) Workplace Practices: (2 semesters) CHOICE: 4 semesters + TTGS TRAINING
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The ARTS

Coordinator: Mr Stephen Campbell

ART

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM or YR	N/A

This course offers a broad range of art forms for students to experience. They will further develop and explore media, techniques and skills associated with Drawing, Painting, Printmaking and Sculpture. Students learn about the installation of artworks.

Students will have the opportunity to negotiate practical areas of specific interest.

Students will present final visual artworks and the support work displaying their developmental process. They produce a written practitioner's statement of 250 words. They will exhibit final artworks within the school community and when possible, the wider community.

Students will use critical analysis and personal research to gain an understanding of historical and contemporary artists and artworks and develop the use of art terminology. Students will visit exhibitions and become familiar with local artists and art in the community.

This course leads to SACE Stage 1 Visual Arts - Art.

CONCERT BAND / ORCHESTRA / JAZZ ENSEMBLE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	YES	FULL YEAR	N/A

Level 3, 4 and 5 (Years 10, 11 and 12)

Pre-requisites – Interview and audition with the conductor

Students will be expected to satisfactorily complete the following tasks:

- Complete theory/listening work appropriate to their level
- Attend all instrumental lessons
- Keep a rehearsal log
- Keep a performance log
- Write short critiques about performances
- Complete aural work including recognition of listening exercises.

Special Comments – students will be expected to attend the music trip. Students must be actively learning an instrument. Any student who does not maintain any of the above tasks may be withdrawn from the school instrumental lessons.

Extra time - students may be involved in a 3-5 day trip

Extra fees – Instrumental hire, tutor books and theory books range from \$20 to \$150 per year. Students may also attend a music tour either within South Australia or interstate.

This course leads to SACE Stage 1.

CREATIVE INDUSTRY MEDIA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

Pre-requisites: An interest in completing Certificate II in Creative Industries (Media).

This full year course introduces students to Certificate II in Creative Industries (Media). There are four core units to be covered:

- Applying critical techniques
- Develop and apply creative arts industry knowledge
- Participate in OHSW process
- Work effectively with others

Students will use the Apple iMac computers to complete these core units through projects that may include web pages, short films, music and/or photography.

Assessment Methods: According to the VET assessment plan

This course leads to the completion of Certificate II in Creative Industries (Media).

DANCEA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM 1	N/A

During this semester of dance students will be exposed to a variety of dance styles including; contemporary, ballet, hip hop, latin, indigenous and jazz. Through which students will be able to develop skills in the following areas.

- Develop knowledge of and application of dance technique in the context of safe dance practice
- Apply skills, techniques and procedures to both improvisation and rehearsed work
- Further explore the elements of dance compositions with a focus on developing own choreography works
- Respond to own dance practice in an analytical, critical and reflective manner using arts-specific terminology.
- Develop life skills in teamwork, communication, literacy and resilience
- Be able to critically analyse professional or community based dance works or practice.
- Demonstrate an understanding of the skills required of a dance performer.
- Appreciate and apply the use of various technologies in Dance

Note- In this semester of dance students may be given the opportunity to participate in the PLHS senior dance performance

DANCEB

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM 2	N/A

During this semester of dance students who have completed Dance in semester one have the opportunity to continue their development in dance practice, concentrating on dance posture conditioning, knowledge of dance practice and further development in choreographic skill. Meanwhile students who have had limited or no experience in dance will also be given the opportunity to develop and apply skills in

- Knowledge of and application of dance technique in the context of safe dance practice
- Apply appropriate skills, techniques and procedures to both improvisation and rehearsed work
- Further explore the elements of dance compositions with a focus on developing own choreography works
- Respond to own dance practice in an analytical, critical and reflective manner using arts-specific terminology.
- Develop life skills in teamwork, communication, literacy and resilience
- Be able to critically analyse professional or community based dance works or practice.
- Demonstrate an understanding of the skills required of a dance performer.
- Appreciate and apply the use of various technologies in Dance

Note- Optional performance opportunities may be offered towards the end of the year

DESIGN				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

This 80% practical and 20% theory course is intended to provide students with an opportunity to develop a variety of design-related skills, and to further equip potential students for Stage 1 Design.

Key topics covered include presentation techniques, computer graphics, form and function, ergonomics, eco-housing and Australian architecture. Students will also complete a research-based theory assignment on design history/appreciation and learn about design-related tertiary and career options.

Participants will complete a major practical piece from each of the three areas of design (as outlined below):

- Graphics (perfume/after shave graphics – colour prints)
- Product (chair concept – 3D presentation)
- Environmental (eco-residence – floor plan and elevations)

This course leads to SACE Stage 1 Visual Arts - Design.

DRAMA				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM or YR	N/A

Topics covered include:

- Voice work
- Performance – either in a group or monologue
- Improvisation
- Script work – self-written script and published script
- Spectator and audience skills
- Characterisation
- Folio- review writing, personal reflection report
- Verbal reporting
- Technical/Design aspects and skills – sound, lighting, costume, make-up, design etc.
- Acting styles – define various styles- Stanislavsky method
- Research/Theatrical Vocabulary – history of theatre and understanding of theatrical terms
- Individual Project

This course leads to Stage 1 Drama.

MUSIC EXPERIENCE: ROCK MUSIC INDUSTRY				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	1MUE10

Pre-requisites - An interest in Rock Music generally and the willingness to play an instrument.

This is a semester course that can be linked to Rock Music Technology. There are five areas covered:

- Formation of performing groups and learning an instrument
- Mixing, recording and mastering
- Australian rock styles
- Industry Marketing or Band Management
- Song Writing

Extra time - students may be involved in a 3-5 day trip

MUSIC EXPERIENCE: ROCK MUSIC TECHNOLOGY				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	1MUE10

Pre-requisites - An interest in Rock Music and a willingness to play an instrument.

This is a semester course that can be linked with Rock Music Industry. There are five areas covered:

- Formation of working groups and learning an instrument
- Study of Sound and Recording Equipment
- Study of Musical Equipment
- Recording Songs on Computer
- Styles of Rock music throughout the world

Extra time - students may be involved in a 3-5 day trip

BUSINESS, ENTERPRISE and TECHNOLOGY

Coordinator: Mr Tristan Kouwenhoven

BUSINESS EDUCATION				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

This course introduces students to the world of business. Topics studied include a selection from banking and finance, budgeting, cash vs. credit, spending your income on consumer items and completing an Independent Living assignment. Students will also develop an understanding of the business world, looking at the structure of businesses, how they operate, marketing and record keeping. They will set up their own business and invent and market a product.

This course gives a practical introduction to SACE Stage 1 Business Education and Legal Studies.

FOOD TECHNOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM or YR	N/A

This course is the initial choice for students wishing to enter the Kitchen Operations Pathway. Core units of training will be delivered from Certificate II in Hospitality (Kitchen Operations).

The course aims to develop:

- Awareness of the sectors in the hospitality industry
- Knowledge of effective meal planning
- Knowledge of food origins and production
- Management skills for small catering purposes
- Practical food preparation skills
- Safe food handling skills
- Skills in food selection/costing/promotion for catering
- Use of technology in kitchen operations

Students will be involved in the planning, implementing and evaluating of a variety of food practicals.

GIRLS TECH

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	NO	SEMESTER	N/A

This course aims to provide Year 10 girls with an opportunity to undertake some general "Tech" Studies in a course aimed specifically at the needs of girls. This allows girls to gain some valuable background in a non-traditional area.

Students will participate in a range of negotiated practical tasks from:

- Mechanics
- Woodwork or Metalwork
- Jewellery making
- Occupational Health Safety and Welfare issues
- Personal presentation and health
- Environmental issues

Costs: This course carries a base fee of \$20. Further costs are probable but will only be known as the course activities are developed with the student group.

INFORMATION PROCESSING and PUBLISHING And PERSONAL DTP

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	NO	SEMESTER	N/A

We offer this subject to Year 10 students who would like to acquire the skills for Year 11 and Year 12. Depending on timetable constraints, it may be possible (in Year 10) to study this unit first, in addition to Year 11 IPP.

This course is focused on developing computer-generated and designed artistic materials of a personal nature. This course is focused on keying and editing text/data of a personal nature. Students develop production speed and produce useable copies. Students learn to proofread and design products attractively, using a variety of Adobe, Corel and Microsoft software to gain skills and become confident computer users. Students produce paper-based publications, such as essays, letters, reports, flyers, menus and invitations of a personal nature.

Content selected from the following:

- Data input
- Personal Publishing focus

It is an advantage to have access to Microsoft software out of class time.

Assessment method:

- Practical skills 50%
- Designing 30%
- Theory 20%

Costs - This course carries a \$15 fee towards printing ink for additional and colour copies.

This course leads to Stage I Information Processing and Publishing.

METALWORK A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

This 80% practical and 20% theory course is designed for students who are interested in learning about metalwork construction techniques or who are interested in the Construction Pathway in the Senior School.

This course will concentrate on:

- Gas welding with a focus on fusion welding and braze welding
- Introduction to methods of joining and fastening
- Sheet metal construction
- Basic machining
- Developing skills in technical drawing
- Safety with hand and power tools
- Safe work practices

Suggested Projects: Small screwdriver and small vice. Project design includes students negotiating with the teacher in the designing, making and appraising of an article made from steel tubing.

Extra Fees: The basic structure for Metalwork does not require students to pay for the materials that they use. However, individual students may negotiate with the teacher to undertake special projects, which will require them to pay for the extra materials.

METALWORK B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

This 80% practical and 20% theory course is designed for students who are interested in learning about metalwork construction techniques or who are interested in the Construction Pathway in the Senior School.

This course will concentrate on:

- Metal machining concentrating on the metal lathe
- Metal welding using Gas, ARC and MIG
- Small engine operation
- Hand tools including measuring, marking and cutting to tolerance
- Safe work practices

Suggested Projects: Sheet metal storage box, quick action clamp, working on small single cylinder engines. Project design includes students negotiating with the teacher in the designing, making and appraising of an article made from steel tubing.

Extra Fees: The basic structure for Metalwork does not require students to pay for the materials that they use. However, individual students may negotiate with the teacher to undertake special projects, which will require them to pay for the extra materials.

It is not essential to have done Metalwork A to select this course.

PHOTOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	NO	SEMESTER	N/A

Students will use a range of photographic equipment and processes to record, enhance, produce and present quality photographic images. Various hardware and software will be explored and utilised for this purpose.

The course requires students to gain at least a basic understanding and appreciation of the following concepts:

- Planning, Taking, Editing and Critiquing a photograph or a product
- The history and development of photography
- Technical aspects of cameras and lighting
- Using and recording the design process in order to produce a quality product (Major Task)

To study this course it is preferable that students have access to a digital camera of 5 mega pixels or more. Hence, students may use a camera from home or they may negotiate to use a school camera, at school in their in lesson time.

Cost: Students will be required to pay an upfront cost of \$20 per semester for photographic consumables (e.g. inks and papers). Should a student negotiate to use larger / more photographic printing paper than anticipated a further cost will be applicable.

SEAFOOD OPERATIONS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	YEAR	N/A

This course is a compulsory subject in the Aquaculture Pathway. It is also suitable for students with a passion for recreational fishing.

It is largely practical and requires students to demonstrate high levels of maturity and responsibility.

Students will complete some of the core units of training for Certificate 1 and 2 Seafood Operations, including Senior First Aid. This course covers the following topics:

- Recreational Fishing tackle and tips
- Cleaning, preparing and cooking fish
- Understanding weather maps
- Navigation and using sea charts
- Small boat handling
- Design and construction of boats
- The use of safety equipment
- Small boat licence

The PADI Dive course can be organised for students following a commercial dive pathway, but funding of this will be the responsibility of the family.

There are a number of full day excursions. Students need to be prepared to attend these events in order to demonstrate their competency of the course outcomes. They will also need to be organised to catch up on other school work.

Extra time: 3 days for training and excursions PLUS 10 day's work placement

Course cost: There will be a minimum course cost of \$50 to cover excursions. Added costs will be a direct result of Nationally Accredited Training which will be negotiated with families, but not compulsory for the course.

WOODWORK A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

Basic Frame Construction: Building

This course is designed for students who are interested in learning about furniture construction techniques or who are interested in a Construction Pathway in the Senior School. Woodwork will focus on a design, make and evaluate methodology.

This course will concentrate on:

- Basic frame construction
- Wood turning
- Glues, finishes and simple jigs
- Safe use of hand and power tools
- Safe use of machinery e.g. bandsaw, drill press
- Develop skills in technical drawing.

Students are given tasks to equip them with the knowledge, skills and understanding about materials, tools and processes.

Extra Fees: The basic structure for Woodwork does not require students to pay for their materials. However, individual students may negotiate with the teacher to undertake special projects, which will require them to pay for the extra materials they use.

WOODWORK B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

Carcase Construction: Cabinet Making

This course is designed for students who are interested in learning about furniture construction techniques or who are interested in a Construction Pathway in the Senior School. Woodwork will focus on a design, make and evaluate methodology.

This course will concentrate on:

- Basic carcass construction
- Use of manufactured board
- Wood turning
- Sanding and finishing techniques
- Glues, finishes and simple jigs
- Safe use of hand and power tools
- Safe use of machinery e.g. wood lathe, bandsaw, drill press
- Develop skills in technical drawing

Suggested projects: Foot stool, jewellery box, storage unit, lathe project (e.g. clock face)

Extra Fees - The basic structure for Woodwork does not require students to pay for their materials. However, individual students may negotiate with the teacher to undertake special projects, which will require them to pay for the extra materials they use.

ENGLISH

Coordinator: Mr Greg Fitzgerald

ENGLISH

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

Year 10 is a preparatory year to SACE. This is a crucial year for developing reading, writing, listening, viewing and speaking skills in a range of forms and situations. Students will also engage with contemporary, classical and everyday texts concentrating on character and theme.

Science Fiction is a special focus as well as texts that explore social issues. Students will read and respond to a Shakespearian play and study poetry in a more formal way.

Writing tasks will include the production of texts across various genres such as narrative, exposition and the discussion form. Business letters, opinionative and essay writing, as well as a range of responses to shared texts will be undertaken.

At Year 10 students particularly enjoy producing their own magazine as part of their study of the media. Students are expected to keep a folder of polished work and a journal, which demonstrates a range of writing styles and records their reading.

This Year 10 English course leads to Year 11 English and can lead to Year 12 English courses.

ENGLISH PATHWAYS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

This is a preparatory course which leads to SACE Stage 1 English Pathways or Stage 1 Literacy for Work and Community Life. The focus is on everyday texts, workplace documents, the world of work and oral and written communication skills.

Students who are recommended for and choose to do this course include those students who have chosen subject packages for 2014 based around a desired future pathway, such as hospitality, construction, the seafood industry and community services.

In English Pathways, students study film, short prose texts, print texts, digital texts and construct responses to these texts, as well as construct magazine and newspaper lift outs, web pages and other multimodal texts. Students also produce written texts in a variety of forms across genres such as recount, response, narrative and exposition.

This Year 10 English course does not lead to Year 12 English Studies or Year 12 English Communications.

HEALTH and PHYSICAL EDUCATION

Coordinator: Ms Joh Walding

HEALTH and PHYSICAL EDUCATION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	TBA	NO	SEMESTER	N/A

COMPULSORY COURSE of 1 SEMESTER

This course involves active participation in a variety of physical activities broken into 3 distinct disciplines including;

- *Sports* (the type of sport(s) will depend on the Teacher and students in the class)
- *Outdoor Pursuits* including tranga cooking, backpack usage, weather interpretation, navigation/orienteering and a possible camp/day excursion.
- *Rhythmic and expressive activities* could include gymnastics, hip hop, dance, gym visits.

These practical subjects are interwoven with Health topics;

- Relationships and Sexual Health
- Drug Education
- Fitness
- Mental wellbeing (beyond blue/mind matters program).

Costs: \$20 for visits to the different gyms in the community + food for tranga cooking excursion

PHYSICAL EDUCATION GIRLS GROUP

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	TBA	NO	SEMESTER	N/A

This course comprises two main strands, which are Health Education and Physical Education and is designed for girls to encourage participation and healthy living. It includes a range of the traditional and the non-traditional sports depending on the needs of the students.

OUTDOOR EDUCATION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	YES	SEMESTER	N/A

This course is 70% practical and 30% theoretical assessment.

Practical topics could include:

- Kayaking
- Surf Safety
- Snorkelling
- Boat Licences
- Cycling
- Bushwalking

Theoretical topics include:

- Camp craft
- Lifesaving and first aid
- Group dynamics
- Low impact camping
- Map work

The course has two compulsory camps. **Attendance on camps is compulsory.** Students need to be prepared to attend these events in order to demonstrate their competency of the course outcomes.

Extra time - 5 days for various camps

Camp costs (food exclusive) will not exceed \$70 (approximately \$50 for Aquatics and \$20 for bushwalking) for the semester. This money needs to be collected within the first fortnight of the course. The school will send out a tax invoice with students.

This course leads to Stage 1 Outdoor Education

PHYSICAL EDUCATION A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

Practical topics (60% of overall assessment) may include:

- Athletics
- Basketball
- Badminton
- Hockey
- Softball
- Cricket
- Lawn Bowls
- Netball
- Soccer
- Tennis
- Volleyball
-

Theoretical topics (40% of overall assessment) include:

- Exercise Physiology
- Nutrition for Sport
- Sport in Society

→ This course leads to Stage 1 Physical Education.

HUMANITIES and SOCIAL SCIENCES

Coordinator: Ms Sheryl Skalski

GEOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

Students must choose **either** Geography or History as a compulsory semester. This subject is also available as a one semester choice subject.

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

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human

wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate

The key inquiry questions

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

→ Geography develops vital skills using a wide range of sources which include the ability to interpret, analyse and critically examine issues. Students are expected to maintain and develop a folio of work.

This course leads to Stage 1 History, Geography, Business Studies, Biology, Legal Studies and Environmental Sciences.

HISTORY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEMESTER	N/A

Students must choose **either** Geography or History as a compulsory semester. This subject is also available as a one semester choice subject.

History gives students the opportunity to make sense of this changing environment by discovering and thinking about the events of the past.

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

Key inquiry questions

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students are expected to collect, collate and maintain a folder of work for the semester

This course leads to Stage 1 History, Geography, Business Studies and Legal Studies.

LANGUAGES

Coordinator: Ms Sheryl Skalski

JAPANESE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

Pre-requisites – Year 9 Japanese

This course builds on knowledge and skills gained in Year 8 and 9 in order to further develop student's ability to communicate in Japanese. Through the course students can expect to increase their understanding and awareness of cultural diversity. Students will further their ability to read and write texts using the hiragana and katakana scripts with a focus on kanji characters. Information and communication technologies will be utilised to design and construct texts, search for and sort information and communicate with others.

Assessment will be based on speaking, listening, reading and writing skills. An emphasis is placed on interpersonal skills through conversations, movie making, plays, language games, presentations and group work.

Embedded in all tasks is knowledge of Japanese vocabulary, grammar and phrase structure. There is also a cultural component to assessment tasks.

Topics include:

- Making Arrangements
- Homestay in Japan
- Eating Out
- Weather
- Travel in Japan
- My Neighbourhood

This course leads to SACE Stage 1 Japanese

INDONESIAN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

Pre-requisites – Year 9 Indonesian

This exciting course builds on knowledge and skills gained in Years 8 and 9 in order to further develop student's ability to communicate in Indonesian. Through the course students can expect to increase their understanding and awareness of cultural diversity. Information and communication technologies will be utilised to design and construct texts, search for and sort information and communicate with others.

Assessment will be based on speaking, listening, reading and writing skills. An emphasis is placed on interpersonal skills through conversations, movie making, plays, language games, presentations and group work.

Topics include:

- Food
- Markets and shopping
- Weather
- Planning holidays
- Music
- Careers

This course leads to SACE Stage 1 Indonesian

MATHEMATICS

Coordinator: Ms Bambi Britten

MATHEMATICS: STANDARD

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

This program intends to give the necessary preparation for students who wish to proceed to Stage 1 and Stage 2 Mathematics. Students who wish to keep their options open also need to do this subject.

Topics:

- Finance
- Exponential Notation
- Measurement
- Trigonometry
- Expanding and Factorising
- Linear Relationships
- Space
- Relationships and Variation
- Chance
- Data

MATHEMATICS: UNITS M1/M2/M3/M4 (Accelerated - Stage 1)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NIL	NO	Up to 4 SEMS	1MAT10

These are Stage 1 (Year 11) subjects; Year 10 students enrolling in these subjects will be expected to display the behaviour and academic rigour expected from senior school students. This includes regular attendance and homework. Stage 1 Mathematics subjects will require regular homework (more than Year 10 subjects) and Year 10 students must be willing to make this extra time commitment if they are to be successful in these units. Students not meeting these expectations will be unenrolled from the course and will not receive any SACE credits.

Teaching and learning activities within these units will focus on encouraging a sound conceptual development. They will provide opportunities for students to consider the mathematical models and key ideas through a selection of scenarios or problems posed. For a list of the topics covered in each unit see Stage 1 section.

Students need to complete all semesters if they are intending to enrol in Mathematical Studies and Specialist Mathematics at Stage 2. Students will need to have completed Year 9 Advanced Maths at a high standard to be successful in these units.

MATHEMATICS: WORKPLACE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NIL	FULL YEAR	

This program is designed to give students a wide perspective of mathematical topics and a broad range of skills. It will provide engaging and accessible mathematics activities that occur in the

workplace and everyday life. Consequently, depth of treatment and the use of algebra have been avoided.

Topics:

- Number
- Data
- Location and Time
- Measurement
- Finance

SCIENCES

Coordinator: Mr Francois Pienaar

It is compulsory that students complete a full year of Science if they are to study any Sciences at Stage 1 and 2 levels.

SCIENCE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	FULL YEAR	N/A

The Science Curriculum covers the four distinct areas of Biological - , Chemical-, Earth/ Space – and Physical Sciences whilst developing the skills required working scientifically.

Science is designed to expand on the knowledge and skills gained in Middle School science, based on National Curriculum requirements.

This course covers the areas of:

- Biology: Cells, Disease, Inheritance, Earth systems and Evolution
- Chemistry: Investigating – and Explaining Reactions, Periodic table and Electrochemistry
- Scientific Writing Skills: Practical Recounts, Discussions and Procedural Reports
- Issues in Science: Our Energy Future/Global Warming
- Physics: Road Science/Energy future, Exploring the universe and Space science
- Introduction to Psychology and Marine Science (2 week block for each topic – Semester 1 & 2)

Choice semester science programs

AQUATIC Science

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	YES	SEMESTER	N/A

This course covers a variety of aquatic topics which range from hands on field trips, to experimenting, influences of aquatic systems on different cultures in Australia, preparation, cooking and growing aquatic animals (fish, oysters, yabbies etc.

During this course students will study the following topics in Aquaculture:

- Aquatic ecosystems and environmental issues
- Aquatic animal husbandry
- Local farm produce/ anatomy of different fish species
- Preparation/ cooking of fresh produce (fish etc.)
- Growing Aquatic Animals: live feed/ zoo plankton - process
- Water Quality: class aquarium – monitored daily and investigating how water quality influences aquatic animals' survival
- Influence of Aquatic waterways (inland and marine) on indigenous cultures locally and state-wide (beliefs and stories)

Students will also undertake 2 units of training from Certificate 1 Seafood Operations in the new Aquaculture Trade Training Centre. Costs for non-pathway students: \$20 field trip

MINERALS/ METALS/ MINING

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NIL	SEMESTER	

This course covers the study of materials, processes, systems, career pathways, resources, production, marketing and earth science based on the National Curriculum outlines. There will be a definite focus on literacy, numeracy and career opportunities. Students will be going on field trips to explore the mining industry and experience a variety of career pathways.

Course Topics:

- Minerals – and Rock formation – earth science
- Local Industry – Mining
- Production Processes and marketing – ore to metals/minerals
- Field trip – interviews and reports
- Impact of Industry on environment and communities – global/ local (Indigenous people)

Assessment: Students will be expected to achieve outcomes based on the National Curriculum Achievement Standards. They will be assessed on Practical Skills (experiments), Theory, Literacy (Report writing) and Projects done (PowerPoint's/posters/ pamphlets)

Extra fees - \$30 – field trip

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS

An Australian School-Based Apprenticeship enables students to study part-time and work part-time. Usually an ASBA is over 18 months to 2 years with on and/or off-the-job training able to count towards their SACE. An ASBA involves a signed, binding contract between an employer, the student and the student's family, and is overseen by an Australian Apprenticeship Centre.

Student interested in an ASBA need to make an appointment with Mr Kouwenhoven and the transition broker for subject selection days.

CROSS-DISCIPLINARY

PERSONAL LEARNING PLAN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1PLP10

The Personal Learning Plan (PLP) is a compulsory SACE subject, undertaken in Year 10. It allows students to investigate their strengths and abilities and align them with certain pathways. It also requires students to critically analyse their weaknesses in order to set goals to improve them.

Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects/courses available in/beyond school
- review their strengths and areas they need to work on, including literacy, numeracy and information technology skills
- gain skills for future employment
- identify goals and plans for improvement
- review and adjust plans to achieve goals

It covers topics that include reflection on learning, work experience and civic involvement, all with a focus on personal development and skill improvement.

The Wellbeing component requires students to be involved in a variety of topics that are centred on the concepts of whole group and individual wellbeing, with an emphasis of lifelong learning.

This subject would deliver the following theory topics:

- SHARE project
- Health and Fitness
- Alcohol and Drug Education
- Body Image
- Self-Esteem
- Health Eating/Diets

In Year 10, the PLP will be delivered across the whole year, whereas Year 11 students who have not yet completed the subject will be required to undertake it in an intensive first semester course.

Extra hours can be obtained through active participation in the Year 10 Work Experience program, or by other negotiated means.

There is no cost for this program.

CADETSHIP

INDIGENOUS RANGER PROGRAM

The Cadetship is available to Year 10, 11 and 12 Aboriginal students who wish to pursue studies in Certificate I and parts of Certificate II of Land Park Management.

The school has contracted the services of Career Employment Group (CEG) to deliver different aspects of the course. There are field trips and camps to compliment the classroom based activities.

This pathway is for students who are looking to explore work opportunities in tourism, Land Park Management and Mining industries.

The Cadetship can be studied in conjunction with SAASTA or within a mainstream pathway

Students will complete a number of off-site excursions and camps associated with training and field experiences and they are expected to complete all of these.

Where possible students' numeracy and literacy work will incorporate the key ideas and support tasks required by the cadetship program.

Further information about the program can be sought from Todd George at todd.george186@schools.sa.edu.au

FLO FLEXIBLE LEARNING

Community Learning Centre

Students who have been part of an ICAN/FLO (Innovative Community Action Network) program at a previous school can negotiate to access the Community Learning Centre.

ICAN offers flexible learning options to 12-19 year old students who are:

- enrolled in school but at risk of leaving early
- attending school but not actively participating in their education
- leaving school early and are not pursuing employment or learning.

ICAN provides students with access to:

- individual case management services
- life skills training
- literacy and numeracy support
- e-learning opportunities
- flexible learning program in school and/or in a community setting

ICAN students work with a school coordinator, case manager or youth worker and parents to identify their strengths, special interests and areas where they need support. This information is used to develop an individual learning plan that can lead to:

- learning options outside school
- access to subjects of specific interest
- support from other agencies - eg youth and community services
- further education, training and apprenticeships
- employment opportunities

PLHS students enter FLO programs by negotiation with families, the Middle and Senior School leaders and the Coordinator of the centre.

The Community Learning Centre provides a range of educational experiences off-site from the school work in collaboration with a number of community agencies in providing different pathways to complete schooling.

Further information about ICAN/FLO can be sought from the coordinator Ms Deb Marks through the school or at the Community Learning Centre on Edinburgh Street Port Lincoln.

The ARTS

Coordinator: Mr Stephen Campbell

CREATIVE ARTS: MULTIMEDIA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	TBA	NO	SEMESTER	1CVA10

Pre-requisites: An interest in completing Certificate II in Creative Industries (Media).

This semester course introduces students to Multimedia for Certificate II in Creative Industries (Media). The following topics will be covered:

- Create, manipulate and incorporate 2D graphics
- Develop and apply creative arts industry knowledge
- Identify components of multimedia
- Incorporate text into multimedia presentations
- Incorporate audio into multimedia presentations
- Produce and manipulate digital images

Students will use Apple iMac computers to complete these topics via projects that include the use of Apple and Adobe programs.

Assessment Methods: According to the VET assessment plan.

This course leads to the completion of Certificate II in Creative Industries (Media).

DANCE A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER 1	1DAE10

During this semester of Dance students will be given the opportunity to support the Year 12 Dance program through participating as dancers in the Senior Dance Production. Alternative assessments could be arranged for those students who do not wish to perform. Students will also be required to fulfil Stage 1 Dance SACE requirements which are stated below.

- **Dance Technique 30%** - Students will be assessed on their ability to practice Contemporary dance technique using safe dance practices during an array of dance movement. Class technique exam and Journal responses will be used for assessment. Exposure to other styles such as Hip-Hop, Jazz, Indigenous and Ballet will also be included.
- **Composition 20%** - Students will need to use composition tools learnt in class to choreograph 1 dance, minimum of 1 minute in length, focusing on developing skills in communication and expression through theme based choreography.
- **Response 20%** - Students will need to critically reflect on the contribution that an Australian dance company makes within a community through a written response of up to 800 words.
- **Performance 30%** - Students will be assessed on the development and execution of dance performance skills through their role as dancers in the Annual dance production. Students will be given the opportunity to complete an alternative assessment if circumstances do not allow for participation in the dance production.

Extra Time - Extra rehearsal time of up to 20 hours outside of school hours will be required.

Cost- Students will be required to purchase jazz shoes, dance tights and leotard for production. Approximate Cost = \$50

Note - This course leads to Stage 2 dance

DANCE B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER 2	1DAE10

The focus during this semester of dance is to further condition students in dance technique. Students are given the option to choose which style of dance they wish to focus on in order to best shape their possible future outcomes. Options are Contemporary, Jazz or Ballet. Also students will be expected to continue developing their choreographic skill for preparation of entering student works into the Dance production the following year. Equally students entering dance for the first time will be given the opportunity to develop their dance skills through covering the SACE requirements stated below.

- **Dance Technique 30%** - Students will be assessed on their ability to practice Contemporary, Hip-Hop, or Ballet dance technique using safe dance practices during an array of dance movement taught in lesson time. Class technique exam and Journal responses will be used for assessment.
- **Composition 30%** - Students will need to use composition tools taught in class to choreograph 1 dance, minimum of 1 minute, focusing on developing skills in communication and expression through theme based choreography.
- **Response 20%** - Students will need to critically reflect on a contemporary issue or historical perspective relating to the contribution dance has made to Australian society, through a written response of up to 800 words.
- **Performance 20%** - Students will be required to perform their own choreography to an audience of their choice and complete a written or oral reflection covering their understanding of performance requirements and qualities. Or students who do not wish to perform can fulfil the requirements through a research project studying another dance performance and reflecting on the performance requirements and qualities of that work.

Note- This course leads to Stage 2 Dance

DRAMA A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1DRM10

Drama A and B build on students experience in the Pantomime and prepares for participation in full production. Students investigate the role of Drama in society and the many facets of

- Involvement in Stage 2 Group in a supportive role i.e. acting, technical - lighting, sound, makeup, costume, set design and construction, publicity
- Individual study in an area of interest
- Folio: a review of live theatre/film and a report on involvement in Stage 2 production.

This course is taught alongside the Stage 2 and leads to Stage 2 Drama: Group Production focus.

DRAMA B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1DRM10

- Individual study in an area of interest i.e. acting, technical - lighting, sound, makeup, costume, set design and construction, publicity
- Group Presentation/Performance
- Folio: a review of live theatre/performance and a report on the individual study.

This course leads to Stage 2 Drama: Individual Study Focus

MUSIC ADVANCED A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER	1MUV10

Pre-requisite – involvement in a band course

Students are expected to complete the following tasks:

- Complete and perform an arrangement
- Attend all instrumental lessons
- Attend all performances
- Keep a rehearsal log
- Mid-year Aural/arrangement exam
- Write short critiques about performances
- Review professional performers

Extra time - students may be involved in a 3-5 day trip.

Cost - Instrumental hire, tutor books and theory books range from \$20 - \$150 per year. Plus students may attend a music tour either in South Australia or interstate.

This course leads to SACE Stage 2 Ensemble Performance, Solo Performance, Music Individual Study or Musicianship.

MUSIC ADVANCED B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER	1MUV10

Pre-requisite - involvement in a band course.

The students are expected to complete the following tasks:

- Complete an individual study
- Attend all instrumental lessons
- Attend all performances
- Keep a rehearsal log
- End-of-year Aural/arrangement exam
- Write short critiques about performances
- Review professional performers

Extra time - students may be involved in a 3-5 day trip.

Cost - Instrumental hire, tutor books and theory books range from \$20 - \$150 per year. Plus students may attend a music tour either in South Australia or interstate.

This course leads to SACE Stage 2 Ensemble Performance, Solo Performance, Music Individual Study or Musicianship.

MUSIC EXPERIENCE: ROCK MUSIC INDUSTRY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	1MUE10

Pre-requisites - An interest in rock music generally and the willingness to play an instrument.

This is a semester course that can be linked to Rock Music Technology. There are five areas covered:

- Formation of performing groups and learning an instrument
- Mixing, recording and mastering
- World Jazz Rock styles
- Industry Marketing or Band Management
- Song Writing

Extra time - students may be involved in a 3-5 day trip.

This course leads to SACE Stage 2 Ensemble Performance and Music Individual Study.

MUSIC EXPERIENCE: ROCK MUSIC TECHNOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	1MUE10

Pre-requisites - An interest in rock music and a willingness to play an instrument.

This is a semester course that can be linked with Rock Music Industry. There are five areas covered:

- Formation of working groups and learning an instrument
- Study of Sound and Computer Recording Equipment
- Analogue/Computer lighting
- Music used in Films
- Music Video Clips, Editing, Filming, PowerPoint

Extra time - students may be involved in a 3-5 day trip.

This course leads to SACE Stage 2 Ensemble Performance and Music Individual Study or Drama as a lighting/sound technician.

VISUAL ARTS - ART

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	Full year or semester	1VAA10

This course provides students with an opportunity to develop visual art skills through analysis, research and practice, and to assist them in undertaking further study at Stage 2. Students work in two, three and four dimensional art forms and conceive, develop and resolve art works using a creative problem solving process. Students will experiment in a range of teacher led workshops covering various media and artistic styles.

The course has three assessment components:

- **Folio** – students produce one folio consisting of 20 pages that documents their visual learning and supports their resolved, practical artworks.
- **Practical** – consists of a series of resolved artworks that links to the Folio. A 250 word Practitioner's Statement is prepared by the student explaining aspects of their work.

→ **Visual Study** – explores artists’ styles, ideas, media, materials, methods and techniques. Students research and critically analyse artworks from local, national and international artists.

Students will exhibit final artworks within the school and if possible, the wider community in a gallery setting. They will visit exhibitions and become familiar with local artists and art in the community.

Students can choose two separate semesters of Visual Art to give them a total of 20 credits towards their SACE. The course varies in content for each semester.

This course leads to SACE Stage 2 Visual Art.

VISUAL ARTS - DESIGN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1VAD10

This 80% practical and 20% theory course is intended to provide students with an opportunity to develop a variety of design-related skills, and to further equip potential students for Stage 2 Design.

Participants will complete one major practical piece from each of the three areas of design (as outlined below):

- Graphics (sporting team logo and uniform)
- Product (negotiated brief - e.g. furniture, fashion, vehicle etc.)
- Environmental (3D house model)

Students will also complete a research-based assignment about a successful designer, then attempt to create some practical work in the style of their designer. Other topics covered in the course include design appreciation, computer graphics and design-related tertiary and career options.

This course leads to Stage 2 Visual Arts - Design.

BUSINESS, ENTERPRISE and TECHNOLOGY

Coordinator: Mr Tristan Kouwenhoven

BUSINESS and ENTERPRISE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1BUE10

This course is intended for students who have an interest in the world of business. Students will develop skills in information management, decision-making, problem solving and the ability to exercise initiative. Students will also develop an understanding of current business terminology and practices.

Areas of study include:

- Structure of business
- Roles and processes of business
- Evaluating and responding to change
- Business documents

Assessment Method: Computing component, case study, research and creative exercises.

CHILD STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1CSD10

This subject examines the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. It examines attitudes and beliefs about childhood, the care of children and the nature of contemporary families.

Throughout the course students will be involved in a variety of activities focusing on child development, safety, play, toys, clothes and food for children. Assessment includes practical activities, group activities and investigations.

COMMUNICATION PRODUCTS: PHOTOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1CCA10

This course expands upon skills taught in earlier units. Students will use a range of photographic equipment and processes to record, enhance, produce and present quality photographic images. Various hardware and software will be explored and utilised for this purpose.

The course requires students to gain at least a basic understanding and appreciation of the following concepts:

- Critiquing a photograph or a product
- The history and development of photography
- How a camera works
- Camera types and accessories
- Camera techniques
- Lighting, correct exposure, flash
- Composition of images
- Methods of capturing and uploading images
- Image manipulation / enhancing techniques
- Printing and presentation of images
- Using and recording the design process in order to produce a quality product. (Major Task)

To study this course it is preferable that students have access to a digital camera of 5 megapixels or more. Hence, students may use a camera from home or they may negotiate to use a school camera.

Cost: Students will be required to pay an upfront cost of \$20 per semester for photographic consumables (e.g. inks and papers). Should a student negotiate to use larger / more photographic printing paper than anticipated a further cost will be applicable.

FOOD and HOSPITALITY A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1FOH10

Through the use of the new Commercial Kitchen students may gain accreditation for units of training in Certificate 2 Hospitality. Food and Hospitality is a course designed to give students a broad appreciation of the various facets of the Hospitality Industry and its related service industries.

It is designed to give a theoretical grounding as well as some practical skilling. The course is made up of units of competence that incorporate the development and updating of industry knowledge, an

understanding of culture diversity, the development of an appropriate work ethic and appreciation of health, hygiene and safety issues.

The course will incorporate practical kitchen work focusing on safe food handling and catering. This includes planning, costing, organisation and management of a catered function

FOOD and HOSPITALITY B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1FOH10

This subject examines certain aspects of the food and hospitality industry including safe food handling and the use of technology. Research is undertaken on the development of the Australian cuisine and students are involved in the planning, costing and operating of a catering function.

Throughout the course students will work in the new Commercial Kitchen and continue to develop their food handling skills and broaden their knowledge of food, its preparation and presentation. Assessment includes practical activities, group activities and investigations.

This subject will allow students to continue with their study of Certificate II in Hospitality (Kitchen Operations) as part of the Kitchen Operations Pathway.

INFORMATION PROCESSING and PUBLISHING Business DTP – YR 11

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1IPR10

This course is focused on keying and editing text/data of a personal and business nature. Students develop production speed and produce useable copies. Students apply design skill, use a variety of Adobe, Corel and Microsoft software to gain skills and become confident in the use of computers.

Students produce paper-based personal publications such as letters, business reports, meeting documents, invitations, menus, advertisements, itineraries, various business forms and brochures.

Content as a 10-credit SACE subject comprises study selected from the following:

- Personal Publishing
- **Business Publishing Focus**

It is an advantage to have access to Microsoft software out of class time.

Assessment Method:

- Practical Skills 50%
- Designing 30%
- Theory 20%

Costs – this course carries a \$15 fee towards printing ink for additional and colour copies.

This course can lead to Year 12 Information Processing and Publishing (SACE Stage 2) as a 20 credit subject and TAFE courses, employment and Business/Office Administration traineeships.

Contact Mrs Campbell

MATERIAL PRODUCTS: FURNITURE CONSTRUCTION A

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMA10

FRAME CONSTRUCTION FURNITURE

This course is designed for students who are interested in learning about framed furniture construction techniques or who are interested in the Construction Pathway in the Senior School.

Course content: The course involves students understanding and using a wide range of woodworking equipment, including machines. Students will design and construct an article of furniture, which will include a major component of frame construction (solid timber).

Students will be assessed on their skills (and application), a folio and their completed product.

Additional costs: Due to the nature of this course, students will be required to pay for take home projects, the amount depending upon the design complexity.

MATERIAL PRODUCTS: FURNITURE CONSTRUCTION B

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMA10

CARCASE FURNITURE CONSTRUCTION

This course is designed for students who are interested in learning about furniture construction techniques or who are interested in the Construction Pathway in the Senior School.

To be successful students need to demonstrate competency in **carcase construction** and the design process. They need to be able to work safely and co-operatively in a workshop environment.

Course content: The course involves students understanding and using a wide range of woodworking equipment, including machines. Students will design and construct an article of furniture, which will include a major component of carcase construction (manufactured board).

Students will be assessed on their skills (and application), a folio and their completed product.

Additional costs: Due to the nature of this course, students will be required to pay for take home projects, the amount depending upon the design complexity.

MATERIAL PRODUCTS: METALWORK

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMB10

This course is designed for students who are interested in learning about welding and metal fabrication techniques or who are interested in the Construction Pathway in the Senior School.

To be successful students need to demonstrate competency in welding and fabrication techniques and the design process. They need to be able to work safely in a workshop environment.

Students will be assessed on their skills (and application), a folio and their completed product.

Additional costs:

Due to the nature of this course, students will be required to pay for take home projects, the amount depending upon the design complexity.

MATERIAL PRODUCTS: METAL/MOTORS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1MMB10

This course is designed for students who are interested in the application of welding and metal fabrication techniques with a focus on simple engines.

To be successful students need to demonstrate competency in welding and fabrication techniques as well as demonstrating an understanding of small motor maintenance. They need to be able to work safely in a workshop environment.

Course content: This course involves students working on simple motors. Students will use the basic tools required to service and maintain the safe operation of these motors. Practical fault finding and problem solving are features of this course. The course also involves students using the following equipment; Gas, ARC and MIG welding, PLASMA cutting and the metal lathe. A variety of hand tools will also be used to design and construct metal projects.

Students will be assessed on their skills (and application), a folio and their completed product.

Additional costs: Due to the nature of this course, students are required to pay for take-home projects, the amount depending upon the design complexity.

WORKPLACE PRACTICES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER OR FULL YEAR	1WPS10

Workplace Practices allows students to further investigate the world of work, in their chosen industry area, through work placement or TAFE training.

Students will also be required to complete certain studies on topics relating directly to their potential employment.

Some of the examples that students have undertaken in the past include: Certificate III in Child Studies, Community Services, Business and Automotive

Students will be required to negotiate training costs with the VET Manager.

WORKPLACE PRACTICES: DOORWAYS TO CONSTRUCTION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	1WPS20

Students that successfully undertake this course will have the opportunity to complete Certificate 1 in Construction, which is a very valuable qualification when moving into the local building and construction industry. Students will complete other valuable training such as a *Whitecard* (Occupational Health Safety and Welfare for worksites) and how to use power tools safely.

Students will be expected to undertake a considerable range of work placements throughout the year, including school holidays. These placements are an integral part of the course and allow students to develop knowledge and skills required for the industry.

Extra time: 20 days for work placement

There are associated course costs of \$200. Students will also be required to have steel-capped boots.

WORKPLACE PRACTICES: VITICULTURE:

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	SEMESTER	1WPS10

Throughout this course students will learn about the process of growing grapes for the production of wine. This is an interesting and emerging industry around Port Lincoln and students will participate in regular excursions and work placements with local wineries.

During this course students will undertake a number of units of training from the Food Processing - Wine certificate, including the following practical units:

- Prune vines
- Pick grapes
- Sampling procedures
- Irrigation systems
- Canopy management

This course not only relates to viticulture, but prepares students for a variety of horticulture and farming jobs as well as giving them a fantastic insight into the food processing industry which is emerging as a significant one across Australia.

There will be a minimal cost for the course relates to the transport for excursions.

SEAFOOD OPERATIONS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	YEAR	N/A

This course is a compulsory subject in the Aquaculture Pathway. It is also suitable for students with a passion for recreational fishing.

It is largely practical and requires students to demonstrate high levels of maturity and responsibility.

Students will complete some of the core units of training for Certificate 1 and 2 Seafood Operations, including Senior First Aid. This course covers the following topics:

- Recreational Fishing tackle and tips
- Cleaning, preparing and cooking fish
- Understanding weather maps
- Navigation and using sea charts
- Small boat handling

- Design and construction of boats
- The use of safety equipment
- Small boat licence

The PADI Dive course can be organised for students following a commercial dive pathway, but funding of this will be the responsibility of the family.

There are a number of full day excursions. Students need to be prepared to attend these events in order to demonstrate their competency of the course outcomes. They will also need to be organised to catch up on other school work.

Extra time: 3 days for training and excursions PLUS 10 day's work placement

Course cost: There will be a minimum course cost of \$50 to cover excursions. Added costs will be a direct result of Nationally Accredited Training which will be negotiated with families, but not compulsory for the course.

CROSS-DISCIPLINARY

COMMUNITY STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1COM10

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program.

They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

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

Assessment – Successful completion of the following:

- Contract of Work
- Folio
- Community Activity
- Reflection

INTEGRATED LEARNING: RESEARCH SKILLS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1ILG10

This semester course has been designed to support the preparation for the Research Project at Stage 2.

Assessment tasks to be completed include:

- Information Processing Skills
- Group Research
- Individual Research
- Research Folio and Discussion

It is highly recommended for students who wish to gain a sound preparation for the compulsory Stage 2 Research Project subject.

INTEGRATED LEARNING: EPSA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	YES	1 or 2 SEMS	1ILG10/20

The Eyre Peninsula Sports Academy (EPSA) uses sport to develop personal skills, community and school relationships, and further educational and career opportunities.

The course examines five facets of organised sport:

- Playing
- Officiating
- Administration
- Coaching
- Sports Injuries

It is recommended that students undertake this course as a full-year subject, although it is possible for students to select either Semester 1 or Semester 2.

SEMESTER 1: Choose from AFL, Basketball, Cricket, Hockey, Netball, Soccer or Touch Football: additional sports can be negotiated.

SEMESTER 2: Choose from AFL, Hockey, Netball or Soccer (or continue with Basketball or Cricket from Semester 1): additional sports can be negotiated.

NOTE:

- Students are expected to attend one workshop per semester and a camp in Semester 1 (approximately \$250)
- Students are expected to have a Community Mentor to act as a facilitator for club activities
- Basketball and Cricket can only be selected in Semester 1

Extra time: 6 days

PERSONAL LEARNING PLAN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NO	NO	SEMESTER	1PLP10

The Personal Learning Plan (PLP) is a compulsory SACE subject.

Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- identify and research career paths and options (including further education, training and work)
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- gain skills for future employment
- identify goals and plans for improvement
- review and adjust plans to achieve goals

The Personal Learning Plan will contribute 10 credits towards the SACE. The subject is a compulsory requirement. Students will be graded (A, B, C, D, or E) and will need to achieve a passing grade (A, B, or C). If they record a D or E grade they may add to their PLP in the following year to achieve a satisfactory result.

Extra hours can be obtained through active participation in Work Experience, or by other negotiated means.

Course work is subject to external moderation.

There is no cost for this program.

ENGLISH

Coordinator: Mr Greg Fitzgerald

ENGLISH				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1EGH20

A twenty credit SACE course studied over two semesters. At this level adult texts with themes relevant to older teenagers are introduced for class study - novels, biographies, autobiographies, plays, poetry and film.

Students are expected to consider these texts thoughtfully and critically, looking at setting, character and themes in detail. A Shakespearian play will be undertaken.

Students are expected to extend their skills in writing, reading, listening and speaking in a range of situations and forms. At the end of each semester, students present a folio of the following work:

- pieces of work related to texts
- pieces of creative work
- one oral presentation
- an extended study from two options:: a language focus or a study based on a pair of texts

Course work is subject to external moderation.

Stage 1 English leads on to either Stage 2 English Studies or Stage 2 English Communications or Stage 2 English Pathways.

ENGLISH PATHWAYS				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1EPW20

A twenty credit SACE course studied over two semesters that satisfies the literacy requirements of the SACE.

The focus in this course is on extended texts, everyday texts, the use of ICT and oral and written communication skills.

At the end of each semester students are expected to present a folio of the following work: an oral presentation, text responses and creative work.

Course work is subject to external moderation. This course can lead to Stage 2 English Pathways.

LITERACY FOR WORK and COMMUNITY LIFE				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1LWC20

A twenty credit SACE course studied over two semesters that satisfies the literacy requirements of the SACE.

The focus of this course is on oral and written communication skills relevant to future work and life skills.

Course work is subject to external moderation. This course does not lead to any Stage 2 English courses.

HEALTH and PHYSICAL EDUCATION

Coordinator: Ms Joh Walding

OUTDOOR EDUCATION				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER	1OUE10

This course is 60% practical and 40% theoretical assessment.

Compulsory topics include:

- Navigation
- Reading and interpreting maps
- Environmental studies

There are also two practical topics to be chosen from the list with all topics including camping commitments of at least three days:

- Bushwalking (\$30)
- Surfing (\$120)
- Rock climbing (\$400)
- Caving (\$200)
- Snorkelling (\$70)

Extra time: 5 days for camps.

Costs are approximate and depend on location chosen. This course leads to Stage 2 Outdoor Education.

Attendance on camps is compulsory.

PHYSICAL EDUCATION: PHYSICAL FITNESS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1PHE10

This course is 60% practical and 40% theoretical assessment.

Practical topics include:

- Badminton
- Basketball
- Golf
- Hockey
- Netball
- Softball/Baseball
- Touch

Theoretical Topics are:

- Issue Analysis
- Physical Fitness Folio

Other topics can be negotiated. Some negotiated topics have associated course costs. This course leads to Stage 2 Physical Education.

PHYSICAL EDUCATION: EXERCISE PHYSIOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1PHE10

This course is 60% practical and 40% theoretical assessment.

Practical topics include:

- Cricket
- Croquet
- Lawn Bowls
- Soccer
- Table Tennis
- Tennis
- Volleyball

Theoretical Topics are:

- Exercise Physiology Folio
- Issue Analysis

Other topics can be negotiated. Some negotiated topics have associated course costs. This course leads to Stage 2 Physical Education.

HUMANITIES and SOCIAL SCIENCES

Coordinator: Ms Sheryl Skalski

ABORIGINAL STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1ABD10

NOTE: You do not have to be Aboriginal to select this subject.

This course provides students with the opportunity to explore aspects of Aboriginal Dreaming, history and a variety of Aboriginal cultures from the perspective of Aboriginal people.

Topics will include culture and heritage, social structures and systems and social interaction.

Other topics will allow students to research modern Indigenous artists, musicians, sportspeople, and politicians. Local Aboriginal people will be involved in presenting special topics including discussion of contemporary social issues such as reconciliation and land rights.

This course leads to Stage 2 Aboriginal Studies, and beyond that to potential study and employment in a wide range of environmental, historical or social fields at university or TAFE, or with various Aboriginal organisations.

GEOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1GPY10

Geography is the study of the spatial interrelationships of people, places, and environments. Case Studies are studied on local, national, and global scales. Students develop an understanding of issues of ecological sustainability, and social justice, making them better placed to make informed decisions about acting in their society and environment, and to become aware, critical, and active citizens.

Key Themes: Location and Distribution; Natural Environments at Risk; People, Resources, and Development; Issues for Geographers.

The School-based Assessment includes:

Task 1: Skill and Application Tasks - where students undertake fieldwork tasks, developing principles of Geography in the spatial arena. They need to demonstrate the use of primary and secondary data which they collect, collate and critically analyse it.

Task 2: Geographical Inquiry: Students undertake spatial inquiry that uses GIS principles and skills to capture, manage, manipulate and analyse data and create a map-based data display. This is assessed according to application, analysis and reflection.

Task 3: Fieldwork: Students undertake a field study in which they apply the skills of geographical interpretation, observe and record data in the field, and identify, select and critically analyse the field data. Reporting can be formally or in electronic multimedia form.

Task 4: Investigation: Students undertake at least one contemporary geographical issue based investigation where they collect, collate and present primary and secondary data. They need to analyse and reflect on the data to make the issue more sustainable. Students need to maintain a folder of work throughout the semester.

Cost: Approx. \$20 for field trips and activities or \$150 if a camp is undertaken for the semester.

This course leads to Stage 2 Geography.

HISTORY: AMERICAN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1HSY10

The American History course will engage students in the study of early colonisation, Westward Migration and the Civil War, including its social, economic and political impact.

By gaining historical perspectives students will be able to analyse historical sources and make judgements of their validity and context. They will learn how to construct reasoned historical arguments, develop skills of historical enquiry and show empathy towards particular groups and individuals in history.

Those skills are an important pre-cursor to the study of Modern History at Stage 2, but not necessarily a pre-requisite.

HISTORY: MODERN EUROPEAN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1HSY10

The European history course will engage students in the causes of World War 2 including the rise of racism and Nazi Germany.

By gaining historical perspectives students will be able to analyse historical sources and make judgements of the validity and context. They will learn how to construct reasoned historical arguments, develop skills of historical enquiry and show empathy towards particular groups and individuals in history.

Those skills are an important pre-cursor to the study of Modern History at Stage 2, but not necessarily a pre-requisite.

LEGAL STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1LEG10

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

This course consists of Topic 1, Law and Society and a minimum of two other topics drawn from the options listed below.

Topics

- Topic 1 – Law and Society
- Topic 2 – People, Structure and Processes
- Topic 3 – Law Making
- Topic 4 – Justice and Society
- Topic 5 – Young People and the Law
- Topic 6 – Victims and the Law
- Topic 7 – Motorists and the Law
- Topic 8 – Young Workers and the Law
- Topic 9 – Relationships and the Law

Assessment

Folio
Issues study
Presentation

TOURISM

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1TOS10

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business.

Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism, as well as the responsibilities of tourists and host communities locally, nationally and globally. A student's understanding of the sustainable management of tourism is central to the subject.

Students will study the major components of Tourism, incorporating fieldwork and interacting with local tourism operator and employers.

This course leads to Stage 2 Tourism.

LANGUAGES

Coordinator: Ms Sheryl Skalski

INDONESIAN BEGINNERS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	Semester or full year	1INB20

This course is designed for students who have had little or no previous knowledge of the language. It provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as education, commerce, hospitality, international relations and tourism.

Topics covered include:

- Family life, home and neighbourhood
- Friends, recreation and pastimes
- People, places, communities
- Future plans and aspirations
- Holidays, travel and tourism
- Education and work

Assessment may include tasks such as magazine articles, diary entries, emails, letters, messages, notes, postcards, oral presentations and role plays.

INDONESIAN CONTINUERS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	Semester or full year	1INB20

This course is designed for students who have previous knowledge of the language. It provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as education, commerce, hospitality, international relations and tourism.

Topics covered include:

- Family life, home and neighbourhood
- Friends, recreation and pastimes
- People, places, communities
- Future plans and aspirations
- Holidays, travel and tourism
- Education and work

Assessment may include tasks such as magazine articles, diary entries, emails, letters, messages, notes, postcards, oral presentations and role plays.

JAPANESE CONTINUERS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1JAC20

Pre-requisite – Year 10 Japanese

This course develops the grammatical, written, oral and aural foundation studied in Years 8, 9 and 10.

In this subject students are expected to develop and apply language skills and cultural understanding to interact with others in Japanese, create and analyse texts in Japanese and examine relationships between language, culture and identity.

The course is organised around three prescribed themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

There are four assessment types:

- Interaction (Speaking in Japanese) 20%
- Text Production (Writing in Japanese) 20%
- Text Analysis (Reading and Listening to Japanese texts) 20%
- Investigation (Research and Reflection) 20%
 - Report in Japanese 20%
 - Reflection in English 20%

This course leads to Stage 2 Japanese Continuers.

Please note: 20 credits in Stage one is strongly recommended in order to continue to stage 2 Japanese Continuers

MATHEMATICS

Coordinator: Ms Bambi Britten

NUMERACY FOR WORK and COMMUNITY LIFE (NUM1)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1NWC10

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject will be offered in semester 1 and provides opportunities for students to meet the SACE numeracy requirement, and to gain additional numeracy support for their studies and future pathways. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. This subject does not lead on to any Stage 2 Mathematics subjects.

Topics:

- Earning and Spending
- Saving and Borrowing

NUMERACY FOR WORK and COMMUNITY LIFE (NUM2)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1NWC10

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject will be offered in semester 2 and provides opportunities for students to meet the SACE numeracy requirement, and to gain additional numeracy support for their studies and future pathways. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE. This subject does not lead on to any Stage 2 Mathematics subjects.

Topics:

- Measurement
- Trigonometry

MATHEMATICAL APPLICATIONS: Financial Literacy (A1)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MCN10

Students who want to learn mathematics with an emphasis on practical applications should choose Stage 1 Mathematical Applications.

Mathematical Applications at Stage 2 leads to training in areas such as building and construction, aquaculture, agriculture, retail, office management, and visual arts.

This unit is intended for students who plan to study only one unit of Stage 1 Mathematics, or who intend to undertake Applied Geometry in second semester and then Mathematical Applications at Stage 2.

Topics:

- Earning and Spending

Students gather information on forms of income and the effects of taxation on personal income are considered.

Building a budget or plan on a spreadsheet allows students to model the management of money when planning an activity such as fundraising or buying a major item.

Students revise percentages, fractions, and decimals and apply them in different contexts with closer links to their world.

- Saving and Borrowing

In this topic, students investigate financial institutions, interest, term deposits, and the costs of credit, using current and relevant examples.

It is assumed that students who study this topic are able to use a calculator for percentages and to convert between decimals, fractions, and percentages.

MATHEMATICAL APPLICATIONS: Applied Geometry (A2)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MCN10

Students who want to learn mathematics with an emphasis on practical applications should choose Stage 1 Mathematical Applications subjects.

Mathematical Applications at Stage 2 leads to training in areas such as building and construction, aquaculture, agriculture, retail, office management, and visual arts.

This unit is intended for students who plan to study only one unit of Stage 1 Mathematics or as a subsequent unit to Financial Literacy for students who want to proceed to Mathematical Applications at Stage 2.

Topics include

→ Measurement

This topic gives students the opportunity for practical learning. Students identify problems and then estimate, measure, and apply relevant techniques to solve them.

It is assumed that students are familiar with the use of rulers and tapes to measure lengths, have had some experience in calculating areas of rectangles, triangles, and circles, and have a basic understanding of the concept of volume.

→ Trigonometry

In the study of Trigonometry the problems used are drawn from contextual areas such as construction, design, navigation, and surveying

Students are encouraged to draw out the simplified mathematical model from the context and then relate its solution back to the original problem.

It is assumed that students who undertake this topic have learnt about the metric measurement system and Pythagoras' theorem and have used a variety of measurement tools.

MATHEMATICS: UNIT M1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MAT10

Students who choose Stage 1 Mathematics subjects are able to proceed to Mathematical Methods, Mathematical Studies, and Specialist Mathematics at Stage 2. This unit is intended as a first unit for students who want to proceed to Stage 2 Mathematics.

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

Topics:

→ Trigonometry

Students learn how measurements are made and how reliable they are, and how to find reasonable solutions to problems posed in contexts such as construction, design, navigation, and surveying.

Students are encouraged to draw out the simplified mathematical model from the context and then relate its solution back to the original problem. The suitability or 'reasonableness' of the answer is interpreted within the context of the problem.

→ Statistics

In this topic students collect, organise, and analyse data, and present and interpret the analysis with a view to making conjectures.

Students learn to use, or revise the use of, various statistical tools and techniques for analysing data.

MATHEMATICS: UNIT M2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MAT10

This unit is intended as a second unit to accompany Unit M1 for students who want to proceed to Mathematical Methods, Mathematical Studies or Specialist Mathematics at Stage 2.

Topics:

→ Quadratics and other Polynomials

This topic gives students the opportunity to examine mathematical models arising from many different situations that can be described algebraically using polynomial functions of degree 2, 3, or 4.

It is assumed that students who study this topic have studied simple surd arithmetic, the factorisation of harmonic quadratic expressions, and the solution of quadratic equations by factorisation, by completing the square, and graphically by means of electronic technology.

→ Functions and Graphs

The emphasis in this topic is on describing, sketching, interpreting, and discussing the behaviour of graphs that arise from everyday situations with which the students are familiar.

It is assumed that students who undertake this topic are familiar with the conventions of plotting points in the Cartesian plane and have had some experience of plotting the graphs of simple linear and quadratic functions.

MATHEMATICS: UNIT M3

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MAT10

This unit is intended as a third to accompany Units M1 and M2 for students who want to proceed to Mathematical Methods, Mathematical Studies or Specialist Mathematics at Stage 2.

Topics:

→ Coordinate Geometry

In coordinate geometry, points in two dimensions are represented by ordered pairs of numbers, and sets of points are represented by relationships between those numbers. Students investigate problems based on locality, as represented by a grid reference system.

It is assumed that students who study this topic have had exposure to the Cartesian coordinate system, and straight lines and their equations.

→ Models of Growth

This topic encompasses the study of linear, exponential, logarithmic, or power functions, as well as sequences and series, under the unifying idea of modelling growth.

It is assumed that students who undertake this topic have had exposure to: using tables, formulae, and graphs to illustrate predetermined relationships; using tables and scatter plots to illustrate bivariate random data (including drawing a line of best fit by 'eye'); and exponents in the form of powers of 2, 10, and $\frac{1}{2}$.

MATHEMATICS: UNIT M4

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MAT10

This unit is intended as a fourth to accompany Units M1, M2 and M3 for students who want to proceed to Mathematical Studies and Specialist Mathematics at Stage 2.

Topics:

→ Planar Geometry

Although the context of this topic is the geometry of planar figures the focus is on forming and testing hypotheses (or theorems) about their properties, which are then proved to be true in all cases.

It is assumed that students who undertake this topic understand the properties of equilateral, isosceles, and right-angled triangles; are able to construct a triangle, given enough information about it; know the properties of parallelograms, rhombuses, rectangles, squares, trapezia, and kites; know the relationships between vertically opposite angles, the angles formed by transversals with parallel lines; and know the relationships between circles and their tangents.

→ Periodic Phenomena

In this topic students learn to identify the characteristics of many types of oscillatory behaviour. By investigating circular motion in the familiar contexts of, for example, Ferris wheels, merry-go-rounds, and bicycle wheels, they attempt to model this behaviour, using functions they already know.

It is assumed that students who undertake this topic have studied right-angled triangle trigonometry, and have some facility with using technology for drawing graphs.

SCIENCES

Coordinator: Mr Francois Pienaar

BIOLOGY: GENERAL

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1BIG10

Pre-requisites: It is compulsory that students have studied a full year of Science at Year 10.

Topics include:

- Cellular Biology - Cell structure and function, DNA, cell replication and inheritance.
- Ecology - the study of interactions of organisms with each other and the environment. This may involve the study of food webs,

populations, human impact, introduced species and nutrient recycling.

Assessment Methods include : Investigations component (50%) is based on Practical skills & an extended writing discussion relating to an issue pertaining to cellular biology or the environment (e.g. stem cell research, IVF, genetic engineering, Nuclear energy, Marine Parks); Skills & Application tasks (50%) involving tests & a mid-year exam.

Extra Fees – these may be applicable for field trips, competition entry fees etc. This course leads to Stage 2 Biology

BIOLOGY: PHYSIOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1BIG10

Pre-requisites: It is compulsory that students have studied a full year of Science at Year 10.

Physiology is the study of the structure and function of living organisms, focusing on the human body. Topics include:

- Nutrition and digestion
- kidney function
- Respiration
- Circulation
- Regulation (hormones and nerves),
- Excretion
- the Immune System

Assessment Method – assessment of student's achievements is based on Practical Skills, Theory, Knowledge, Extended Writing and Oral Communication skills.

Extra Fees: may apply for field trips and/or competition entry fees
This course leads to Stage 2 Biology.

CHEMISTRY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	NO	1 or 2 SEMS	1CME10/20

Pre-requisites: It is compulsory that students have studied a full year of Science at Year 10.

This course includes topics from the following modules:

- Atomic Structure
- Chemical Bonding
- Formula and Equation Writing
- Organic Chemistry
- Acids and Bases
- Stoichiometry and Chemical Calculations
- Redox Reactions and Electrochemistry

This course aims to develop the knowledge and skills, including academic rigour, which students require to be successful in Stage 2 Chemistry. For enrolment in Stage 2 Chemistry it is highly recommended that students satisfactorily complete 20 credits of Stage 1 Chemistry.

Assessment Method – Students semester grade will be determined by their performance in Skills and Application Tasks and their Investigations Folio. Assessment of achievement is based on investigative skills, knowledge and understanding, application of chemical knowledge, and the ability to analyse and evaluate chemical information and procedures.

Cost - \$40 for The Essentials Student Workbook (Textbook)
This course leads to Stage 2 Chemistry.

PHYSICS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	NO	1 or 2 SEMS	1PYS10/20

Pre-requisites: It is compulsory that students have studied a full year of Science at Year 10.

The following topics will be covered:

- Semester 1 – Motion, Waves and Optics
- Semester 2 – Dynamics, Electricity and Magnetism

Assessment Method – assessment of students’ achievements is based on investigative skills, knowledge and understanding, application of physics concepts, terms and collaborative work.

Satisfactorily completing 2 units of Stage 1 Physics is strongly recommended for Stage 2 Physics.

Costs – approximately \$15 study materials and competitions.

This course leads to SACE Stage 2 Physics.

PSYCHOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	1 or 2 SEMS	1PSC10/20

Pre-requisites: It is compulsory that students have studied a full year of Science at Year 10.

The one semester course consists of:

- Introduction to Psychology
- Cognition and Memory
- Human Psychological Development

The full year course consists of:

- Introduction to Psychology
- Cognition and Memory
- Social Influence and Social Interaction
- Brain and Behaviour
- Intelligence
- Human Psychological Development

The assessments include 2 components (4 tasks per semester): Investigation Folio, Skills and Application Tasks (tests, research poster, essay, and exam).

This course leads to Stage 2 Psychology.

SCIENTIFIC STUDIES: EARTH SCIENCE / GEOLOGY/Industry

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1SCF10

This course covers the study of materials, processes, systems and resources which make up our planet. It will also focus on local issues and the mining industry.

Course topics:

- Energy Resources
- Earth’s Structure – Plate Tectonics
- Land Forms and Natural Disasters
- Rock Formation, Minerals & Mine Exploration
- Issues - Waste Products and the Environment
- Global Warming

→ Industry – careers/ pathways – VET or University

Assessment Method – assessment of student achievement is based on Practical Skills, Theory, Knowledge, Extended Writing and Oral Communication Skills.

Extra Fees – \$20 for field trips

SCIENTIFIC STUDIES: MARINE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1SCF10

Pre-requisites: It is recommended (but not essential) that students have studied a full year of Science at Year 10.

This program introduces students to the field of marine biology. The topics covered include Oceanography, Marine environments, marine micro-organisms, and marine macro-organisms..

Assessment Methods –Investigations folio- 60% (2 practicals and an issue study) and Skills and Applications tasks – 40% (identification folio and an exam)

The course involves a snorkelling component, and several excursions to local marine areas for collection and observation purposes.

Costs – approximately \$30 for field trips

This course leads to Scientific Studies: Marine and Workplace Practices: Aquaculture

WORKPLACE PRACTICES AQUACULTURE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER OR FULL YEAR	1WPS10

Workplace Practices allows students to further investigate the world of work, in the Aquaculture industry area, through work placement, on-site or TAFE training.

This course will allow students to complete Certificate 1in Aquaculture. Training will include; Technical aquaculture units, on-board vessel safety, working with outboards, Senior First Aid and Deckhand skills. Other electives could include PADI dive ticket, dependent on numbers.

To achieve competence in this course there will be ‘on the job’ training which may include holidays or weekends.

In 2013 an exciting program will be delivered to Yr 11 Students ONLY (age restrictions). Through 3 one week blocks, students will undertake a range of industry courses as pre-requisites to gaining their Coxswains qualification. **Survival at sea, small boat handling, deckhand skills, marine radio and maritime engineering** will be offered.

The culmination of this training will be a 3 day sea voyage in the Term 3 holidays aboard the **One and All** to apply these skills.

Due to the costs associated with training in this course we recommend that students organise an interview to discuss work and cost issues. All costs will be negotiated with families. Students in this program have the opportunity to participate in the international exchange program to New Zealand.

S.A.A.S.T.A.
(South Australian Aboriginal Sports Training Academy)

CREDITS	COST	EXTRA TIME	LENGTH	CODE
60-70	NIL	YES	7 SEMS	ASSORTED

The South Australian Aboriginal Sports Training Academy (SAASTA) is a SACE accredited program for Indigenous students in Years 10, 11 and 12.

Students are selected through a written application followed by an interview. It is compulsory that students attend school at least 80% of the time and follow the school behaviour code.

Four subjects are compulsory:

SAASTA ENGLISH – English Pathways
2 Semesters (20 credits)

SAASTA English is designed to enable students to build on their knowledge of the English language. In this subject students will expand their literacy skills through the study of written, oral, visual and multimedia texts while also learning to critically analyze and understand the meanings, structures, purposes, and audiences of these texts.

This subject is intended primarily for those students who have identified literacy skills as an area for development and accounts for the compulsory English component of the SACE.

At the end of each semester students are expected to present a folio of the following work: an oral presentation, text responses and creative work.

Course work is subject to external moderation. This course can lead to Stage 2 English Pathways.

SAASTA NUMERACY – Numeracy for Work and Community Life – 1 Semester (10 credits)

SAASTA Numeracy is based on the SACE subject of Numeracy for Work and Community Life and has been designed to enable students to build on their mathematical knowledge. In this subject students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations.

The study of Numeracy for Work and Community Life will allow students to develop their critical thinking and problem solving skills and communicate mathematical processes and results with clarity and understanding.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assignments have a cultural component where students have the opportunity to learn more about themselves and their people.

SAASTA Integrated Learning – SAASTA Shield
1 Semester (10 Credits)

This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

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.

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.

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 and 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.

INTEGRATED LEARNING: Power Cup
1 Semester (10 credits)

Subject Overview

This subject is aimed at both male and female academy students and has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course.

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 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 AAMI stadium.

Regular school attendance is a key factor in a student's ability to gain points for their team.

Subject Assessment

Practical - (40%)

Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event.

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 and 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.

IMPORTANT NOTE

From 2014 only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup event.

MISCELLANEOUS INFORMATION

- SAASTA provides students with the distinctive black, red and yellow SAASTA uniforms
- Students get to keep guernseys and shirts
- There is the option for students to undertake Senior First Aid certificates, various sports coaching courses, the open water rescue certificate and other sports related qualifications
- The Power Cup runs over a weekend; accordingly, students are required to give up some personal time to participate

Certificate 3 in Sports and Rec

It is highly recommended that students undertake this subject at the start of Year 11 and complete through to Year 12..

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 TafeSA.

Out-of-school block release training consists of a one (1) week block delivered by TafeSA lecturers at Regency Campus of TafeSA. Up to three (3) block release weeks are held per year and student attendance is dependent on their current year level and the amount of modules a student has completed from the overall certificate in the preceding year.

The course is aimed at sports minded students who are seeking genuine career opportunities within the sports and recreation industry. As one of the few sporting pathways through the SACE this subject will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports and related field including fitness centres and sporting complexes/clubs as well as the potential to further enhance elite sporting careers.

To be successful in this certificate students must complete all fifteen (15) core and elective modules. All modules are sports based with a particular focus on skill developed, tactics and physical conditioning; in addition students who successfully complete the certificate will achieve a senior first aid certificate.

Subject 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 TafeSA Regency Campus.

S. A. A. S. T. A. (Stage 2)				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
60-70	NIL	YES	4 SEMS	ASSORTED

Certificate 111 in Sports and Rec

Students enrolled in SAASTA continue with a program started in Stage 1. Completion of this course will gain 50 SACE credits.

Integrated Learning SAASTA

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

Subject Assessment

Practical – (30%)

Students undertake a series of tasks, both individually and as a team, in preparation for the Aboriginal Power Cup event.

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.

Group Activity - (20%)

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

Folio & Discussion (20%)

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

Project - (30%)

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

IMPORTANT NOTE

From 2014 only students who are enrolled in this subject will be eligible to participate in the Aboriginal Power Cup and SAASTA Shield events.

The ARTS

Coordinator: Mr Stephen Campbell

DANCE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2DRM20

Students learn creative, technical, and physical knowledge and understanding, and an appreciation of dance as an art form through the study of

- Dance technique
- Composition
- Choreography
- Performance
- and Critical Analysis

Students develop their creativity, self-discipline, self-esteem, personal identity, and confidence through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness. Experience in Stage 1 Dance is preferable. This subject will run concurrently with Integrated Learning (Dance)

There are 3 areas of study

School Assessed 70%

Skills development in (Choreography, Dance technique and Folio) 50%

Dance Perspectives (Written response) 20%

External Assessment 30%

Group Production

(Dance Performer or Choreographer or Off Stage role)

DRAMA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2DRM20

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 also develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

Drama consists of:

Part A – School Assessed. It has three elements of performance and theories of drama.

- Group Presentation 20%
 - Folio 30%
 - Interpretive study 20%
- Part B – Externally Assessed
- Group Production 30%

Costs – students must attend 2 or 3 live performances for their reviews (\$20 to \$200 depending on whether they travel to Adelaide).

During dress rehearsals two school days will be missed; other rehearsals are held during the school holidays prior to the production and it is essential that all students attend

This course leads to specialist study in various institutions, careers in teaching, radio or TV.

ENSEMBLE PERFORMANCE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER	2MBL10

Pre-requisite: suitable proficiency on chosen instrument. Students can choose Concert Band, Orchestra or Rock Band.

Students participate in an ensemble and presentation of a program of a minimum of 20 minutes for public performance.

Accreditation – 10 credits towards SACE. However, when linked to Solo Performance or Individual Study, it becomes a 20 credit course.

Extra time - students may be involved in a 3-5 day trip.

Costs – Instrument hire and tutor books range from \$20 to \$150 per year. Students may also attend a music tour within South Australia or interstate.

MUSIC INDIVIDUAL STUDY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	2MVS10

Pre-requisite: independent learning skills.

This course has three sections:

- Folio – 30% - recording the process involved in selecting and planning the project and its continuing development
- Product – 40% - a topic to be chosen by the student from the following areas or negotiated topic approved by SACE
- Report – 30% - a report of two parts: documentation of skills and evaluations.

Topics:

- Conducting
- Musical Instrument
- Cross-Age Tutoring
- Music of Other Cultures
- Music in the Community
- Vocational Directions in Music

Accreditation – 10 credits towards SACE. However, when linked to Ensemble Performance or Solo Performance, it becomes a 20 credit course. Students need a great deal of personal motivation and initiative to successfully complete this unit.

Extra time - students may be involved in a 3-5 day trip.

This course leads to restricted tertiary institution courses.

MUSICIANSHIP

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEMESTER	2MNP10

Pre-requisites: Stage 1 Music Advanced A and B

This course has 3 sections:

- Skills Development – 30%
- Arrangement – 40%
- External Assessment – 30%

Accreditation is 10 credits towards SACE. However, when linked to the Solo Performance Unit it becomes a 20 credit course.

Costs – Instrumental hire, tutor books and theory books range from \$20 to \$150 per year. Plus students may attend a music tour either in South Australia or interstate.

Extra time - students may be involved in a 3-5 day trip.

This course leads to tertiary institution courses.

SOLO PERFORMANCE				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	2MFC10

Pre-requisites: suitable proficiency on chosen instrument.

Students prepare an 18 minute program for public performance.

Accreditation – 10 credits towards SACE, however when linked to the Musicianship unit, it becomes a 20 credit course.

Extra time - students may be involved in a 3-5 day trip.

VISUAL ARTS - ART				
CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2VAA20

This course is intended to provide students with an opportunity to understand art through analysis, research and practice, and to assist them in undertaking further education or employment within the visual art field.

The course has three assessment components:

- Folio (30%) - students document their visual learning in support of each of their two final pieces. Each back-up book must contain thirty completed A3 sketchbook pages.
- Practical (40%) - students produce two major art pieces and write a 500 word Artist's Statement for each.
- Visual Study (30%) - students explore the style, ideas, concepts, media, techniques and technologies of an area of personal interest. Through individual research, students present 2000 words containing evidence of their learning that includes analysis, opinions, practical experimentation and evaluations over twenty A3 pages.

Due to the time consuming nature of this course, students are required to make an extra time commitment, either after school or during study lessons. Further, the Arts Curriculum Area recommends that students select one Visual Arts course only.

Costs: students may need to purchase special materials for their practical projects and will also be invited to attend a 2-day excursion to Adelaide (\$300 approx).

This subject leads to a variety of TAFE, University and Art/Design School courses in South Australia and interstate. A folio of work is normally required to gain entry.

VISUAL ARTS - DESIGN

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2VAD20

This course is intended to provide students with an opportunity to understand design through analysis, research and practice, and to assist them in undertaking further education or employment within the design field.

The course has three assessment components:

- Folio (30%) - students document the first four steps of the design process (i.e. Brief, Research, Ideation and Concepts) in support of each of their two final pieces. Each back-up book must contain thirty completed A3 sketchbook pages.
- Practical (40%) - students produce two major design pieces and write a 500 word Designer's Statement for each.
- Visual Study (30%) - students explore the style, ideas, concepts, media, techniques and technologies of an aspect of design. Through individual research, students present 2000 words of analysis, opinions and conclusions with supporting images over twenty A3 pages.

Due to the time consuming nature of this course, students are required to make an extra time commitment, either after school or during study lessons. Further, the Arts Curriculum Area recommends that students select one Visual Arts course only.

Costs: students may purchase materials for practical projects and will be invited to attend a 2-day excursion to Adelaide (\$300 approx).

This subject leads to a variety of TAFE, University and Art/Design School courses in South Australia and interstate. A folio of work is normally required to gain entry.

BUSINESS, ENTERPRISE and TECHNOLOGY

Coordinator: Mr Tristan Kouwenhoven

BUSINESS and ENTERPRISE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2BUE20

Students will study two core topics:

- The Business Environment
- The Work Environment

And two option topics, chosen by the teacher from:

- Business and Finance
- Business and the Government
- Technology and Business
- Business and the Law

Students will gain a broad understanding of the business world. The subject allows students to better appreciate their relationship with all forms of business. Involvement with business is an integral component of the course. Students will develop contacts with businesses for their assessment tasks.

This course leads to Tertiary Study and a variety of careers – e.g. accounting, economics and business. There are no pre-requisite study requirements for this course.

CHILD STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2CSD20

Students will explore the nature and diversity of children, from conception to eight years, within our culturally diverse society, by focussing on childhood safety, children's literature, the importance of play, nutritional requirements and children with special needs.

During the year students will organise and run activities that involve working with young children and design and make story books, toys, food and learning aids suitable for 0-8 year olds. They will develop a variety of research, management and practical skills.

Students are required to complete a special study where they research a contemporary issue that relates to young children. This is worth 30% of the final grade.

COMMUNICATION PRODUCTS: PHOTOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2CCC20

This course expands upon skills taught in earlier units. Students will use a range of photographic equipment and processes to record, enhance, produce and present quality photographic images. Various hardware and software will be explored and utilised for this purpose.

The course requires students to gain an understanding and appreciation of the following concepts:

- Critiquing a photograph or a product
- Technical aspects of photography
- The history and development of photography
- Lighting, correct exposure, flash
- Composition of images and their manipulation
- Methods of capturing and uploading images
- Printing and presentation of images

Details of the assessment for this subject can be found by following the links to this Stage 2 subject on the SACE website:
www.sace.sa.edu.au

This unit of work leads to further study in a variety of areas at TAFE or University. E.g. Photography, Photojournalism, Advertising, Graphic Arts.

To study this course it is preferable that students have access to a digital camera of 5 mega pixels or more. Hence, students may use a camera from home or they may negotiate to use a school camera, at school in their in lesson time.

Cost: Due to the high cost of digital photographic consumables (e.g. inks and papers) students will be required to pay an upfront cost of \$20 per semester unit. Should a student negotiate to use larger/more photographic printing paper than anticipated a further cost will apply.

FOOD and HOSPITALITY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2FOH20

Students develop skills in selecting, planning and preparing food for catering events and an understanding of processes used in catering enterprises. An understanding of the nature and scope of the food and hospitality industry, legislation and other factors that impact on it, will be gained.

During the year students will organise and run a variety of catering enterprises which will result in them preparing food for both the school and wider community. Students will complete this work in the new Commercial Kitchen.

This will require out of hours work.

Students are required to complete a special study which is worth 30% of the final grade. Costs associated with this course are related to the menus students choose to produce.

INFORMATION PROCESSING and PUBLISHING

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2IPR20

This course is focused on editing, designing, producing and evaluating a range of text-based communication products using various Microsoft, Adobe and Corel software. Students learn about the design principles and are encouraged to combine their creativity with their technical skills.

Assessments tasks may include design, production and evaluation of the following products:

- Movie Flyer
- Folded Menu
- Magazine Article
- Interactive PowerPoint

It is an advantage to have a background in Year 11 IPP, but not essential. It is helpful to have access to the internet and the software listed, outside of class time.

This course will be assessed in a variety of ways; practically (40%), through an issues analysis (30%) and through a created product (30%)

Costs: this course carries a \$30 fee towards printing ink for additional and colour copies

This course leads to various TAFE courses, employment and Business/Office Administration Traineeships.

MATERIAL PRODUCTS: FURNITURE CONSTRUCTION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MMC20

This 70% practical 30% theory course is designed for students who are interested in learning about furniture construction techniques or who are interested in the Construction Pathway.

To be successful students need to demonstrate competency in carcass/framing construction and the design process. This course is intended to provide students with a wide range of practical experiences within the woodwork area. It focuses on individual work and requires students to understand and use a wide range of woodwork equipment.

This course provides students with the opportunity to participate in a range of tasks. Skills taught include:

- Circular Saw, Radial Arm Saw, Thicknesser. Planner jointer
- Wood Lathe
- General hand tools
- Designing/constructing projects

→ Various joining processes

Costs: Due to the nature of this course, students will be required to pay for take home projects, the amount depending upon the design complexity.

This course leads to various TAFE courses, general employment, trades and apprenticeships.

MATERIAL PRODUCTS: METALWORK

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MMC20

This course is designed for students who are interested in learning about metalwork construction techniques or who are interested in the Construction Pathway.

To be successful students need to demonstrate competency in general metalwork/construction and the design process. This course is intended to provide students with a wide range of practical experiences within the metalwork area. It focuses on individual work and requires students to understand and use a wide range of metalwork equipment including welders and machines.

The course comprises Practical tasks 70%, Theory tasks 30%. This course provides students with the opportunity to participate in a range of tasks. Skills taught include:

- ARC, MIG, Gas welding
- Metal Machining, Metal Lathe
- General hand tools
- Designing/constructing projects
- PLASMA cutting

Costs: Due to the nature of this course, students will be required to pay for take home projects, the amount depending upon the design complexity.

This course leads to various TAFE courses, general employment, trades and apprenticeships.

WORKPLACE PRACTICES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2WPC20

Workplace Practices is a particularly good subject for students enrolled in TAFE SA training through TGSS or an ASBA.

The course focuses on career opportunities and preparing for work in a particular industry (this is not just a course for SIP or Aquaculture students).

Students will select either a training focus or working focus. Students selecting the working focus will need to complete 35 hours per semester.

Students selecting the training focus will need 70 hours per semester.

Students will look at an industry specifically and the workforce at a national level. The topics covered include:

- The changing nature of industry
- Workplace Demographics
- Green Workplaces
- Local Opportunities

Students will also need to undertake a negotiated investigation each semester which is externally assessed.

Students undertaking this course in the past have undertaken such training as Childcare, Automotive, Fitness, Aged Care, Retail, Business and Computer Assembly etc.

WORKPLACE PRACTICES: DOORWAYS PLUS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2WPC20

Pre requisite: Stage 1 Doorways to Construction (Certificate 1 in Construction)

This course is the follow on from Stage 1 Doorways to Construction. In this course, students will have the opportunity to complete further study and work placements in the local building and construction industry.

For those students seriously considering a career in building, general construction or civil construction, this course is ideal. By undertaking this course, student will complete a number of Certificate III units which are apprenticeship standard.

Extra time -25 days for work placement

There will be extra costs around \$300 associated with this course.

CROSS-DISCIPLINARY

COMMUNITY STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	ASSORTED

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

Students prepare a contract of work to develop a community activity from the following ten areas of study:

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

Students demonstrate evidence of their learning through:

- Contract of Work (School-based Assessment)
- Folio (School-based Assessment)
- Presentation (School-based Assessment)
- Reflection (External Assessment)

Accreditation – 20 credits towards SACE but does not count towards an ATAR for university entrance.

INTEGRATED LEARNING: DANCE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	YES	FULL YEAR	2ILG20

Integrated Learning (Dance) gives students the opportunity to either continue their dance studies without a major focus on dance technique or become involved in dance related activities for the first time. Students will be required to develop the learning and personal development capabilities offered through studies in Integrated Learning. These capabilities will be developed through the undertaking of a major project such as a Dance Production. Students will be required to participate through the role as a dancer or choreographer and will be responsible for managing one section of the backstage requirements behind presenting a dance production.

Assessment Criteria

Group Activity 20%

- Student contribution to the group. (Peer Assessed)
- Teacher Checklist.
- Student Reflection.

Folio and Discussion 20%

- Folio.
- Round Table Discussion. (Self Assessed)

Practical 30%

- 3 minute choreographed dance or role as on stage performer.
- Journals reflecting backstage role development and contribution.
- Overall Journal

Project 30% (Externally assessed)

- 1500 word Evaluation of capability development or equivalent Multi-media response.
- 3 minute DVD evidence of role onstage either as dancer or choreographer.

Cost - Students may need to purchase dance related clothing for performance at an estimated cost of \$50.

Extra Time - Students will be required to attend after school or holiday rehearsals of up to 40 hours. This extra time commitment is necessary and not negotiable.

INTEGRATED LEARNING: EPSA

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	YES	FULL YEAR	2ILG20

The Eyre Peninsula Sports Academy (EPSA) uses sport to develop personal skills, community and school relationships, and further educational and career opportunities.

The course examines five facets of organised sport:

- Playing
- Officiating
- Administration
- Coaching
- Sports Injuries

Students are asked to select one of these areas for their specialisation. A negotiated task based around community service is undertaken within a sporting club or association.

There is an expectation that students are involved in community sport on a regular basis. Choose from AFL, Basketball, Cricket,

Hockey, Netball, Soccer or Touch Football; additional sports can be negotiated.

NOTE:

- Students are expected to attend two workshops in Semester 1
- Students are expected to have a Community Mentor to act as a facilitator for club activities
- Basketball and Cricket can only be selected in Semester 1

Extra time – 3days

RESEARCH PROJECT

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	2RPA10

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10-credit Research Project at Stage 2 with a C grade or better.

Students will:

- choose a topic of interest - it may be linked to a SACE subject or course, or to a workplace or community context
- learn and apply research processes and the knowledge and skills specific to their research topic
- record their research and evaluate what they have learnt

School-based assessment 70%

- Folio (preliminary ideas and research proposal, research development, and discussion) 50%
- Research outcome 20%

External assessment 30%

- Evaluation (including written summary)

ENGLISH

Coordinator: Mr Greg Fitzgerald

ENGLISH COMMUNICATIONS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2ECS20

English Communications is concerned primarily with the range of communication processes and helps students to refine and extend their skills in expression, comprehension and interpretation. It can lead to some university studies, writing and media careers. The subject consists of:

- Text Study (3 tasks)
- Text Production (3 tasks)
- Communication (2 tasks)

A folio is required for 30% external assessment purposes consisting of an example of communication and a text production. The folio is required to be up to 2,000 words.

The course is subject to external moderation.

ENGLISH PATHWAYS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2EPW20

In English Pathways, students read, view, listen, speak, compose and use ICT to reflect on ways in which language is used in social and everyday situations.

The subject consists of:

- Text Study: 35% (3 or 4 texts)
- Text Production: 35% (4 texts)
- Language Study: 30%

The Language Study is expected to be up to 2,000 words and is subject to external moderation.

ENGLISH STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2END20

English Studies emphasises reading, viewing and textual analysis. This is an academic course preparing students for university requirements.

Text Study – comprises four shared studies and an individual study. For the shared studies the teacher, in negotiation with the students, will select the texts from a prescribed SACE list.

For the Individual Study, students in association with their teacher will choose two texts.

Text Production Study – students will individually compose texts both written and oral, using their observation of techniques used in other texts to include appropriate structures and features in their own. They will be given the opportunity to explore a range of writing forms such as narrative, discussion, expository and descriptive.

There is a 3-hour exam which comprises 30% of the final mark.

HEALTH and PHYSICAL EDUCATION

Coordinator: Ms Joh Walding

OUTDOOR EDUCATION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2OUE20

Outdoor Education is an exciting subject for students wishing to explore some remote and beautiful locations and learn about the environmental issues impacting on them.

Students will study 4 theory topics relating to their practicals:

- Environmental Studies - develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted
- Planning and Management Practices - students develop skills in planning, organising, and managing the safe conduct of themselves and others in outdoor journeys

- Sustainable Environmental Practices - students demonstrate their ecological knowledge and interpret the significance of the natural environments in which outdoor journeys are conducted
- Leadership and Planning - students learn the skills of planning, management, and leadership needed for the safe conduct of self-reliant outdoor journeys involving lightweight travelling

As a class, students will also undertake 2 group camps and a self-reliant bush walk.

Assessment Type 1: Folio 20% Assignments from theory topics.

Assessment Type 2: Group Practical 30%

- A) Bush walk – location by negotiation.
- B) Mountain bike riding in the Flinders Ranges.

Assessment Type 3: Individual Practical 20%: Self reliant
Four day bush walk in Coffin Bay National Park.

Assessment Type 4: Investigation 30% (external) - students complete a report based on an environmental issue that is related to one of their class practicals.

Extra time: 7 days for various camps, attendance on camp is compulsory.

The cost for each outdoor journey is dependent upon the choice taken. In 2011, the total cost was \$130 (estimate only and is subject to change depending on class size and journeys chosen).

PHYSICAL EDUCATION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2PHE20

Students studying Physical Education at a Stage 2 level will need to complete a theory and practical component. Teachers structure practicals to cater for the different skills, interests, and needs of students and the school community. This assessment type gives students the opportunity to provide evidence of their learning in practical skills, initiative, leadership, and collaboration.

Theory topics will be taught based on the concepts of *Exercise Physiology and Physical Activity* and *The Acquisition of Skill and the Biomechanics of Movement*.

Folio assessments must relate to the two areas of study 'The Nature of Physical Activity' and 'Issues Analysis'. Students will also undertake a 2-hour external examination; the examination covers the content of 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement'. (10. 86. 154. 30)

School Based Assessment

Assessment Type 1 Practical 50% – (Sports to be negotiated)

Assessment Type 2 Folio 20% - (A combination of case studies, laboratory explorations/reports, projects, essays etc)

External Assessment

Assessment Type 3 Examination 30% (The examination covers the content of 'Exercise Physiology and Physical Activity' and 'The Acquisition of Skills and the Biomechanics of Movement')

INTEGRATED LEARNING PHYSICAL EDUCATION

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2ILG20

Students wishing to study Physical Education at a Stage 2 level with a practical focus can complete this course which will run concurrently with Stage 2 Physical Education.

The assessment types include practical and group work, a folio and a project. These tasks give students the opportunity to provide evidence of their learning in practical skills, initiative, leadership, and collaboration.

HUMANITIES and SOCIAL SCIENCES

Coordinator: Ms Sheryl Skalski

ABORIGINAL STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2ABD20

NOTE: You do not have to be Aboriginal to select this subject.

This course gives students:

- An understanding of history and culture from the experiences of Aboriginal people
- Developed understanding of current social issues in Australia
- An appreciation of different cultural values and beliefs
- An opportunity to explore Indigenous visual and performing arts; literature; media; relationships to the land.

Assessment includes:

- A community project written up in a journal
- An optional 3-day field trip
- 3 activities/essays from each of the 3 areas – history, literature and arts and contemporary issues
- A research task to be presented in a folio.

This course could lead to further studies in a wide range of environmental, historical or social fields at university or TAFE, or help to gain traineeships with Aboriginal organisations.

GEOGRAPHY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2GPY20

Geography is the study of the spatial interrelationships of people, places, and environments. Examples are studied on local, national, and global scales. Students develop an understanding of issues of ecological sustainability, and social justice, making them better placed to make informed decisions about acting in their society and environment, and to become aware, critical, and active citizens. Key themes include Location and Distribution, Natural Environments at Risk, People, Resources, and Development, Issues for Geographers.

Core Topic: Population, Resources and Development

This topic introduces students to the processes involved in population change. Through the topic students become aware of the way in which population and consumption impact on the environment. The use of water provides an example of issues related to resource use. Water is fundamental to the preservation of life on the planet. Population and consumption are placing pressure on the finite supply of fresh water.

Minor Topics: Students study two of the following:

- Topic 1: Urbanisation
- Topic 2: Rural Places
- Topic 3: Tourism

- Topic 4: Sources and use of Energy
- Topic 5: Coasts
- Topic 6: Biodiversity
- Topic 7: Climate Change
- Topic 8: Soils
- Topic 9: Environmental Hazards
- Topic 10: Globalisation
- Topic 11: Drylands

Cost: Approx. \$30 for field trips and activities, or \$150 if a camp is undertaken. Study Guide - \$40

This course can potentially lead to a diverse range of careers and tertiary study in particular Geography, Geology, Natural Resource Management, Town Planning,

MODERN HISTORY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MOH20

Modern European History encompasses a detailed study of the French and World War 1.

Students learn about the impact of social, political and economic change within the context of these topics as well as develop an understanding of issues which relate to the modern world.

LEGAL STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2LEG20

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

At Stage 2 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.

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

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

School based assessment 70%

Folio 50%

Inquiry 20%

External Exam

Exam 30%

TOURISM

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2TOS20

This course provides the opportunity for students to explore the dynamic nature of the Tourism industry. Themes studied include:

- The Operations and Structures of the Tourism Industry
- Travellers Interactions with Host Communities
- Planning for and Managing Sustainable Tourism and Evaluating
- Evaluating The Nature of work in the Tourism Industry

Students may be invited to attend a tourism-related trip (eg. 3 day back packer trip to Adelaide)

The course has 4 assessment types:

Folio: Students interpret and critically analyse secondary sources of information in tourism contexts appropriate to the themes or topics being studied.

Practical Activity: The students will explore tourism concepts beyond the classroom and undertake practical fieldtrips to local tourism businesses and various tourism enterprises on the Eyre Peninsula.

Investigation: In negotiation with the teacher, students identify a tourism trend, development, and/or contemporary issue for investigation.

Examination: In the examination, students apply their tourism knowledge, understanding and skills to interpret, compare and analyse sources of information about tourism, based on the four themes.

This course could lead to a degree course in Tourism, TAFE, traineeship in tourism and employment.

LANGUAGES

Coordinator: Ms Sheryl Skalski

JAPANESE CONTINUERS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2JAC20

Pre-requisite – Year 11 Japanese

This course further develops the grammatical, written, oral and aural foundation studied in Years 8, 9, 10 and 11.

School-based Assessment:

- Folio 50%
- In-depth Study 20%

External Assessment:

- Examination 30%

Content: Stage 2 Japanese at Continuers level consists of three themes and a number of prescribed topics and suggested sub-topics.

Themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

At least 150 Kanji characters need to be written and recognised.

Information and communication technologies will be utilised to deliver audio materials, design and construct texts, search for and sort information and communicate with others.

This subject leads to a variety of University and TAFE courses in South Australia and interstate in fields such as Language Teaching, International Law, Translating and Interpreting, International Trade and Sales, Hospitality and Tourism.

Special Comments – currently, a bonus 2 points is added onto passing LOTE results for entrance to Adelaide University.

MATHEMATICS

Coordinator: Ms Bambi Britten

MATHEMATICAL APPLICATIONS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	1 or 2 SEMS	2MCN10/20

Students who want to learn mathematics with an emphasis on practical applications should choose Stage 2 Mathematical Applications, which leads to training in areas such as building and construction, aquaculture, agriculture, retail, office management, and visual arts.

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise.

The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts.

Students undertake four topics (full year) or two topics (half year):

- Applied Geometry
- Investment and Loans
- Mathematics and Small Business
- Matrices
- Optimisation
- Probability and Simulation
- Statistics and Working with Data
- Share Investments
- Open Topic

MATHEMATICAL METHODS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MHD20

Students who want to enter areas such as accounting, management, computer studies, health sciences, business, commerce, psychology, and the social sciences should enroll in Stage 2 Mathematical Methods.

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

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Topics:

- Working with Statistics
- Algebraic Models from Data- Working from Observations
- Calculus – Describing Change
- Linear Models – Managing Resources

MATHEMATICAL STUDIES

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MDS20

Students who want to enter areas such as architecture, economics, finance, and biological, environmental, geological, and agricultural science should enroll in Stage 2 Mathematical Studies. Students envisaging careers in other fields related to mathematics would also benefit from taking Stage 2 Mathematical Studies.

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

Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Topics:

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

SPECIALIST MATHEMATICS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MSC20

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology.

Students who want to continue their studies in mathematics at the tertiary level in fields such as mathematical sciences, engineering, computer science, physical sciences, and surveying should enrol in Stage 2 Specialist Mathematics. Students envisaging careers in other fields related to mathematics would also benefit from taking Stage 2 Specialist Mathematics.

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

Topics:

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

SCIENCES

Coordinator: Mr Francois Pienaar

BIOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2BIG20

This course looks at four major themes:

- Cells (structure, function, processes) in unicellular and multicellular organisms
- Macromolecules (structure/function) of organic molecules found in living things: DNA/RNA, proteins, carbohydrates and lipids, Chromosomes, Proteins and Enzymes
- Organisms (structure/function) including the Human Body, Nerves and Hormones, Exchange Surfaces, Respiration, Photosynthesis
- Ecosystems (interaction between members of the same and different species) including communities, evolution (natural selection) and human intervention

The assessment of this course is in three parts:

- School Assessment
Assessment Type 1: Investigations Folio comprising: 3-4 practical investigations and a Human Awareness Essay (40%)
Assessment Type 2: Skills and Applications Tasks which include theme tests and assignments (30%)
- External Assessment
Assessment Type 3: Examination (30%)

Costs – approximately \$95 (*Essentials Workbook* – single use only, can't be reused); *SASTA Study Guide* (updated each year);
Optional revision book - *Core Knowledge*.

This course leads to university and other tertiary institutions.

CHEMISTRY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2CME20

This course consists of the following 5 compulsory topics:

- Topic 1 – Elemental and Environment Chemistry
- Topic 2 – Analytical Techniques
- Topic 3 – Using and Controlling Reactions
- Topic 4 – Organic and Biological Chemistry
- Topic 5 – Materials

Special Comments - a very sound understanding of Stage 1 Chemistry is strongly recommended.

Assessment Method:

- School-Based Assessment
→ Assessment Type 1: Investigations Folio (40%)
→ Assessment Type 2: Skills and Application Tasks (30%)
- External Assessment
→ Assessment Type 3: Examination (30%)

Costs - \$30 Revision guide (updated each year); \$50 The Essentials Workbook (student textbook and exercise book) Optional Costs – \$30 Core Knowledge Subject Guide

This course leads to university and other tertiary institutions.

PHYSICS

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2PYS20

Topics include:

- Motion in two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

Also skills:

- Experimental Skills
- Investigation Design Skills
- Information Skills
- Communication Skills

School-Based Assessment

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Application Tasks (30%)

External Assessment

- Assessment Type 3: Examination (30%)

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Costs: Revision Guide - \$20

PSYCHOLOGY

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2PSC20

Pre-requisite – it is recommended that you have completed a Science-based subject at Year 11.

The subject is designed around 'Four Levels of Explanation' of behaviour used in Psychology:

Level of Explanation	Topic
Socio-cultural	Social Cognition
Basic processes	Learning
Person	Personality
Biological	Psychobiology or Altered States of Awareness (Sleep)
Integration of levels	Healthy Minds

While studying this course, students must demonstrate knowledge and understanding of the core material, an application of this knowledge to social issues and/or personal growth, the ability to design and report on scientific investigations, and an understanding of ethical issues.

Assessment Method:

Investigation Folio	(40%)
Skills and Application tasks	(30%)
Examination	(30%)

Costs – approx. \$60 (Workbook and Study Guide).

SCIENTIFIC STUDIES: MARINE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2SCF20

This course caters for students with an interest in Marine Science and its interaction with society, technology and the environment. Students will visit the Lincoln Marine Science Centre where they will observe and be involved with some research and investigations.

Assessment Method/Components:

Skills and Application Tasks 30%

- Collaborative presentation which requires groups of students to research a contemporary issue, analyse findings, present conclusions to an audience then reflect on the group process.

Investigation Portfolio 40%

- The portfolio must contain between five and seven tasks from a variety of assessment types that could include interviews, field trips, assessment of manipulative skills, practical reports, oral presentations, written assignments, tests or an examination.

Practical Investigation 30%

- Each student is required to carry out a practical investigation and present an individual report (max. 1000 words – written report) on their findings. This component is externally assessed.

Costs: Approximately \$20 for field trips.

WORKPLACE PRACTICES AQUACULTURE

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2WPS20

Workplace Practices allows students to further investigate the world of work, in the Aquaculture industry area, through work placement, on-site or TAFE training.

This course will allow students to complete Certificate 2 in Aquaculture. Some of the training courses include PADI dive ticket, On-Board safety, Senior First Aid and Deckhand skills.

To achieve competence in this course there will be some on the job training which may include holidays or weekends.

Due to the significant costs associated with this course we recommend that students organise an interview to discuss work and cost issues. Students in this program are able to participate in and international exchange program in New Zealand

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