

## Introduction & Pathways

Principal's Message.....	03
Career Counselling.....	03
Contact Details.....	03
Middle School.....	04
Year 8 Curriculum.....	04
Year 9 Curriculum.....	04
Year 10 Curriculum.....	04
Senior School – SACE.....	05
Pathways Overview.....	05
Australian School-Based Apprenticeships/Traineeships.....	05
Flexible Learning Options (Community Learning Centre).....	06
Vocational Education & Training Opportunities (VET).....	06
External Certificate Courses.....	06
South Australian Aboriginal Sports Training Academy.....	07
SAASTA – Year 10/Stage 1.....	07
SAASTA – Stage 2.....	08
Extra-curricular Activities.....	08

## The Arts

The Arts – Year 8.....	09
The Arts – Year 9.....	09
Art – Year 10.....	10
Dance A – Year 10.....	10
Dance B – Year 10.....	10
Design – Year 10.....	10
Drama – Year 10.....	10
Rock Music B&D – Year 10/Stage 1.....	11
Creative Arts C&D: Creative Industry Media – Year 10/Stage 1.....	11
Dance A – Stage 1.....	11
Dance B – Stage 1.....	11
Drama A – Stage 1.....	12
Drama B – Stage 1.....	12
Visual Arts: Art – Stage 1.....	12
Visual Arts: Design – Stage 1.....	12
Creative Arts: Dance – Stage 2.....	12
Dance – Stage 2.....	13
Drama – Stage 2.....	13
Music Explorations – Stage 2.....	13
Music Performance – Stage 2.....	13
Music Studies – Stage 2.....	14
Visual Arts: Art – Stage 2.....	14
Visual Arts: Design – Stage 2.....	14

## Business, Enterprise & Technology (BET)

Business, Enterprise and Technology – Year 8.....	15
Business, Enterprise and Technology – Year 9.....	15
Business Education – Year 10.....	15
Girls Tech – Year 10.....	15
Digital Technology – Year 10.....	15
Metalwork A – Year 10.....	15
Metalwork B – Year 10.....	16
Photography – Year 10.....	16
Woodwork A – Year 10.....	16
Woodwork B – Year 10.....	16
Business and Enterprise – Stage 1.....	17
Communication Products: Photography – Stage 1.....	17
Digital Technology – Stage 1.....	17
Material Products: Furniture Construction A – Stage 1.....	17
Material Products: Furniture Construction B – Stage 1.....	17
Material Products: Metalwork – Stage 1.....	18
Material Products: Metal/Motors – Stage 1.....	18
Doorways to Construction – Stage 1.....	18
Workplace Practices – Stage 1.....	18
Business and Enterprise – Stage 2.....	18
Communications Products: Photography – Stage 2.....	19
Digital Technology – Stage 2.....	19
Material Products: Furniture Construction – Stage 2.....	19
Material Products: Metalwork – Stage 2.....	19
Workplace Practices – Stage 2.....	20
Workplace Practices: Doorways Plus – Stage 2.....	20

## Cross-Disciplinary Studies

Personal Learning Plan – Stage 1 at Year 10.....	21
Community Studies – Stage 1.....	21
Integrated Learning: Club & Community – Stage 1.....	21
Research Practices – Stage 1.....	21
Community Studies A – Stage 2.....	22
Research Project – Stage 2.....	22

## English

English – Year 8.....	23
English – Year 9.....	23
English – Year 10.....	23
English Pathways – Year 10.....	23
Essential English – Year 10.....	23
English – Stage 1.....	24
Essential English – Stage 1.....	24
English – Stage 2.....	24
Essential English – Stage 2.....	24
English Literary Studies – Stage 2.....	24

## Health & Physical Education (HPE)

Health & Physical Activity – Year 8.....	25
Health & Physical Activity – Year 9.....	25
Physical Education: Sport – Year 9.....	25
Girls & Physical Activity – Year 9.....	25
Food Technology – Year 9.....	25
Health, Physical Activity & the Community – Year 10.....	26
Girls & Physical Activity – Year 10.....	26
Outdoor Education – Year 10.....	26
Physical Education: Sport – Year 10.....	26
Food Technology A – Year 10.....	26
Food Technology B – Year 10.....	27
Integrated Learning: Sports Studies – Stage 1.....	27
Outdoor Education – Stage 1.....	27
Physical Education: Physical Fitness – Stage 1.....	28
Physical Education: Exercise Physiology – Stage 1.....	28
Child Studies – Stage 1.....	28
Food and Hospitality A – Stage 1.....	28
Food and Hospitality B – Stage 1.....	28
Certificate II in Kitchen Operations – Stage 1.....	29
Integrated Learning: Sports Studies – Stage 2.....	29
Outdoor Education – Stage 2.....	29
Physical Education – Stage 2.....	30
Certificate III in Fitness – Stage 2.....	30
Child Studies – Stage 2.....	30
Food and Hospitality – Stage 2.....	30

## Humanities & Social Sciences (HASS)

Humanities & Social Sciences – Year 8.....	31
Humanities & Social Sciences – Year 9.....	31
Humanities & Social Sciences / Languages – Year 9.....	31
History – Year 10.....	31
Geography – Year 10.....	31
Aboriginal Studies – Stage 1.....	32
Modern History – Stage 1.....	32
Geography – Stage 1.....	32
Modern History – Stage 2.....	32
Geography – Stage 2.....	32

## Languages

Languages – Year 8.....	33
Languages – Year 9.....	33
Indonesian – Year 10.....	33
Japanese – Year 10.....	33
Indonesian Beginners – Stage 1.....	34
Indonesian Beginners – Stage 2.....	34
Japanese Continuers – Stage 1.....	34
Japanese Continuers – Stage 2.....	34

## Mathematics

Mathematics – Year 8.....	35
Mathematics – Year 9.....	35
Essential Mathematics – Year 10.....	35
General Mathematics – Year 10.....	35
Advanced Mathematics (10A) – Year 10.....	35
Accelerated Mathematics (M1/M2/M3/M4) – Year 10.....	36
Essential Mathematics (EM1/EM2) – Stage 1.....	36
General Mathematics (GM1/GM2) – Stage 1.....	36
Mathematics (M1/M2/M3/M4) – Stage 1.....	36
Essential Mathematics – Stage 2.....	37
General Mathematics – Stage 2.....	37
Mathematical Methods – Stage 2.....	37
Specialist Mathematics – Stage 2.....	38

## Sciences

Sciences – Year 8.....	39
Sciences – Year 9.....	39
Science – Year 10.....	39
Aquatic Science – Year 10.....	39
Marine Operations – Year 10.....	39
Biology 1 – Stage 1.....	40
Biology 2 – Stage 1.....	40
Chemistry – Stage 1.....	40
Nutrition – Stage 1.....	40
Physics – Stage 1.....	41
Psychology – Stage 1.....	41
Certificate II in Aquaculture – Stage 1.....	41
Certificate II in Maritime Operations – Stage 1.....	42
Biology – Stage 2.....	42
Chemistry – Stage 2.....	42
Nutrition – Stage 2.....	43
Physics – Stage 2.....	43
Psychology – Stage 2.....	44
Workplace Practices: Aquaculture – Stage 2.....	44

## Principal's Message

Welcome to Port Lincoln High School, where 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.

Our *Subject 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 2019. If you have any questions, please contact the relevant personnel as listed below.

~ **Mr Todd George (Principal)**

## Career Counselling

PLHS provides career counselling for students who wish to consider their study career pathways. The Student Pathways Senior Leader and Senior School Assistant Principal are both available for students 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.

## Contact Details

### **Port Lincoln High School:**

**Address:** *Ruskin Road Port Lincoln SA 5606 (P.O. Box 30A)*

**Phone:** *(08) 8683-6000* **Fax:** *(08) 8682-6692*

**Email:** *dl.0791\_info@schools.sa.edu.au*

**Website:** *www.plhs.sa.edu.au*

### **SITE LEADERS:**

#### **Principal:**

*Mr Todd George*

#### **Deputy Principal:**

*Mr Clive Palmer*

#### **Middle School Assistant Principal (Years 8/9/10):**

*Ms Matilda Taylor*

#### **Senior School Assistant Principal (Years 11/12):**

*Miss Tash Rayson*

#### **Student Pathways Senior Leader:**

*Ms Tiffany Evans*

#### **Flexible Learning Options Assistant Principal:**

*Ms Deb Marks*

#### **Aboriginal Education Assistant Principal:**

*Mrs Amy O'Brien*

#### **Student Wellbeing Leaders:**

*Mr Peter Jolley & Mrs Sarah Kidd*

### **CURRICULUM LEADERS:**

#### **The Arts / Business, Enterprise & Technology:**

*Mr Stephen Campbell*

#### **Health & Physical Education / Sport /**

#### **Cross-Disciplinary Studies:**

*Ms Yasmin Stewart*

#### **English / Humanities & Social Sciences / Languages:**

*Mr Greg Fitzgerald*

#### **Mathematics / Science:**

*Ms Rebecca Paterson*

## Middle School

The Middle School has been organised to allow adolescents to study the Australian Curriculum. The majority of Year 8 and 9 subjects are common to all students, with some variation available to those who wish to study our various specialist programs. The Middle School enables students to:

- learn within a wide variety of subject areas in line with the Australian 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 2019 will be given the opportunity to select their subjects in consultation with PLHS and their current primary school. All Year 8 students will have the opportunity to attend an overnight camp in Weeks 1/2. This activity has previously proved to be a real success and I would encourage all Year 8's to attend. This camp has been designed to assist our Year 8 cohort in:

- Transition from primary school to high school
- Study skills
- Group dynamics
- Aquatic skills
- Making friends

Students commencing in Years 9/10 in 2019 select their subjects during Term 3 Social Education/Personal Development sessions. Students commencing Year 10 in 2019 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.

Finally, PLHS runs an on-site Special Education group; parent/caregivers are able to contact the school for further information.

~ Miss Matilda Taylor (Middle School Assistant Principal)

## Year 8 Curriculum

All 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 STEM (Multimedia/ICT Skills/Digital Technology) and participate in a Social Education/Personal Development program.

### STEM (Multimedia/ICT Skills/Digital Technology):

All Year 8 students complete a course for 21<sup>st</sup> century learning that consolidates a variety of skills using technology to develop a range of multimedia and digital literacies. Students work collaboratively to develop films, 2D & 3D designs, animations, illustrations, social media, digital music, writing code, photographic manipulation and internet research.

### CHOICES:

#### 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
- Indonesian
- Japanese
- Indigenous Art

## 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 select their compulsory Arts semester from one of the following four subjects:

- Art, Design, Drama or Music

### Technology:

- Materials Technology
- Food Technology

### Specialist Programs:

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

- Advanced Mathematics
- Indonesian
- Japanese

### Choice Semesters:

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

- Art (*semester or full year*)
- Design (*semester only*)
- Indigenous Art
- Dance
- Pantomime (Drama)
- Music (*semester only*)
- Materials Technology
- Food Technology
- Digital Technology
- Indonesian (*full year only*)
- Japanese (*full year only*)
- HPE (Sport)
- HPE (Girls)

## Year 10 Curriculum

All Year 10 students will complete a full year of English, Maths and PLP/HPA (combined), and a compulsory semester of Science and History. A broad range of choice subjects and curriculum pathways are available to fill the remaining semesters.

### Specialist Programs:

Year 10 students can choose to continue in the following specialist programs:

- Advanced Mathematics
- Indonesian
- Japanese

## Senior School – SACE

The senior school has been organised to allow students to complete their SACE (South Australian Certificate of Education), with a variety of options available to achieve this. Many students also wish to be considered for an Australian Tertiary Admissions Rank (ATAR) which is required for university entrance, or a TAFE SA Selection Score for entry into competitive TAFE SA courses.

**SACE COMPLETION:** The SACE is generally completed across two years (Years 11 and 12), with PLP (Personal Learning Plan) completed as a compulsory subject in Year 10 (prior to senior school) as the foundation for any further SACE Stage 1 and Stage 2 studies.

To complete the SACE, students must accrue 200 credits of learning across various curriculum areas at SACE Stage 1 or 2 level. Of this, 110 credits must be successfully studied (with a minimum C band achievement) for all compulsory SACE subjects as follows:

- Personal Learning Plan (Year 10) – 10 credits
- Numeracy (any Mathematics subjects) – 10 credits
- Literacy (any English subjects) – 20 credits
- Research Project (Stage 2) – 10 credits
- Further Stage 2 Learning (various subjects &/or VET studies) – 60 credits

**ATAR (University Entrance):** To be eligible for an ATAR, students must meet the minimum requirements of the SACE (as above), with the following expectations and conditions:

- an extra 20 credits at Stage 2 level (total of 80 Stage 2 credits of Further Learning)
- All subjects must be Tertiary Admissions Subjects
- Students can only use 20 credits of a Certificate III qualification towards their ATAR and they must complete the certificate regardless of the number of credits it attracts
- Some university courses expect specific SACE Stage 2 prerequisite subjects for entrance
- Some interstate universities have further conditions

Please inform your course counsellor if you wish to be eligible for an ATAR.

**TAFE SA Selection Score (Entrance to competitive TAFE courses):** To be eligible for a TAFE SA Selection Score, students must meet the minimum requirements of the SACE (as above), with the following expectations and conditions:

- All subjects must be Tertiary Admissions Subjects

Please inform your course counsellor if you wish to be eligible for a TAFE SA Selection Score.

There is significant flexibility within the SACE; in addition to school-based subjects, the required pattern can be met with a variety of pathways. Students entering the senior school should be thinking about career choices and future pathways. A 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, however it can provide them with the skills, abilities and experiences to make informed decisions regarding their career aspirations.

## Pathways Overview

Students about to enter senior schooling should be thinking about career choices and future pathways. A 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, however it can provide them with the skills, abilities and experiences to make informed decisions regarding their career aspirations.

**Pathways to consider are:**

- Australian School-Based Apprenticeships/Traineeships
- Flexible Learning Options (Community Learning Centre)
- Vocational Education and Training Opportunities (VET)
- External Certificate Courses
- South Australian Aboriginal Sports Training Academy
- Tertiary Entrance

## Australian School-Based Apprenticeships/Traineeships

As part of a student's SACE studies, they can commence an apprenticeship or traineeship whilst still at school. The minimum age to begin this training is 15 years of age.

**Australian School-Based Apprenticeships (ASBA's):** An ASBA is an Australian Apprenticeship which is undertaken part time whilst students still attend school. It provides students with hands-on industry experience and the ability to work toward or complete a nationally recognised qualification. Students need to complete the equivalent of 7.5 hours of work per week, where they will receive relevant industry award payment. They will also need to complete modules of study with a registered training organisation.

**Traineeships:** These are similar to ASBA's; however, the student undertakes Cert II/III non-trade study and training associated with their employment. Both earn SACE credits.

Students wishing to explore these options must be aware of the disruption to their school timetable; accordingly, they must be very organised and committed to their studies. Students will need to meet with the Student Pathways Senior Leader (VET Coordinator) to organise work placement in their chosen field. An Apprenticeship Broker will then work with the student and the Student Pathways Senior Leader to work with possible employees in the field.

## Flexible Learning Options (Community Learning Centre)

The PLHS Community Learning Centre is located at 30 Edinburgh Street, and provides a range of educational experiences both on and off-site. The primary aim is to assist students to complete their schooling in a flexible manner and to provide additional support in the form of an accredited case manager.

Flexible Learning Options (FLO) students work with a school coordinator, accredited youth worker, teachers, support staff and parents to identify strengths, special interests and areas where they need support.

This information is used to develop an individual learning plan that can lead to SACE completion or alternative certification through:

- Learning options outside school
- Access to subjects of special interest
- Support from other agencies and services
- Additional work experience opportunities
- Further education, training and apprenticeships
- Employment and volunteering opportunities
- Mainstream subjects provided at the CLC and/or PLHS
- Online certificate opportunities

### Community-based learning programs may include:

- Youth Opportunities
- Duke of Edinburgh Award
- Operation Flinders
- Living Skills Program
- Smart Arts Program
- Hospitality Skills
- Taste of Woodwork
- White Card (and other short courses)
- Tumbelin
- Community Garden
- Aquaponics
- Enterprise Development
- Coaching Young People for Success
- Journey to Respect & Respect Sista Girl
- Budda Jitja
- CLC Camp

**Participation is negotiated with FLO Coordinator Ms Deb Marks, who can be contacted on 8682-1409 or 0427-369-794. Visits to the Community Learning Centre are welcomed by arrangement.**

## Vocational Education & Training Opportunities (VET)

Several pathways are available to be accessed via registered training providers such as TAFE. The aim is to engage students in further training while they are still at school in order for them to move seamlessly into further training and employment.

There are intakes into training each semester. Students are required to apply through the Student Pathways Senior Leader (VET Coordinator) the term before the semester starts and must be 16 years or over at the start of that semester. They need to have completed relevant work experience in the area they wish to study and be able to explain their interest in the training and career it leads to in their application.

Students must be aware that this training will be outside of regular lessons and will incur costs depending on the course, extent of training and the provider. It may be delivered in block release or regularly each week. Accordingly, students must be well organised in order to complete the rest of their schoolwork.

All courses are Nationally Accredited and count towards SACE (70 nominal hours of study is equivalent to 10 SACE credits).

**Please contact the Student Pathways Senior Leader (Ms Tiffany Evans) or the Senior School Assistant Principal (Miss Tash Rayson) for further details.**

## External Certificate Courses

**Pre-requisite:** An interest in completing Certificate II or III.

Students can access many courses not offered on site. TAFE SA and other Registered Training Providers generally deliver these off-site or through electronic delivery. Students must be 16 years of age at the beginning of the semester that they start their training and be able to study in an independent learning environment. They also need to have completed some work experience in the area of interest prior to applying. Possible courses include:

### Certificate II:

- Salon Assistant (Hairdressing)
- Automotive Servicing

### Certificate III:

- Agriculture
- Allied Health
- Individual Support (Aged Care)
- Tourism
- Early Childhood
- Business

**Assessment Methods:** VET checklists

**COURSE FEES:** Each of these courses carry associated costs and involve time away from school, either in week blocks or one-day-per-week delivery. Students are also expected to complete 80- 120 hours of work placement as part of the course.

**Interested students need to arrange an interview time with the Student Pathways Senior Leader (Ms Tiffany Evans).**

## South Australian Aboriginal Sports Training Academy

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 key performance indicator (KPI) standards.

SAASTA is a state-wide Indigenous education initiative, run in 20 individual schools (and growing). The program involves TAFE Certificate III in Sport & Recreation (every two years – next course in 2020) and integrated learning (annually). In 2019, the Academy will run at both senior year levels. There is potential for employment within the many sectors of the Sport and Recreation Industry.

Students who are interested in this pathway need to make an appointment with Mr Boyd West and the Aboriginal Education team prior to subject selection days.

### SAASTA – Year 10/Stage 1

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 90% of the time, follow the school's behaviour code and meet SAASTA KPI's. Students are expected to meet a range of skills and work practices criteria to join SAASTA.

#### INTEGRATED LEARNING: POWER CUP (1 Sem/10 credits):

Aimed at both male and female students, the Aboriginal Power Cup (APC) subject offers a dynamic curriculum that culminates in the annual Aboriginal Power Cup Carnival. This three-day event focuses on cultural activities, health, career and tertiary pathways, plus the much hyped 9-a-side football competition; this is hotly contested by each of our academies.

Each academy receives expert coaching, mentoring and support from Port Adelaide Football Club players; in the lead-up to the carnival, students are required to work both individually and in teams to complete a series of set curriculum tasks. All tasks are judged on a points system with the highest ranked male and female teams earning the right to play off in the Grand Final at Adelaide Oval before a Port Adelaide Power home game.

#### SUBJECT ASSESSMENT:

- **Practical (50%):** Includes tasks that students complete before attending the Aboriginal Power Cup Carnival; the Power Cup runs over a weekend – accordingly, students are required to give up some personal time to participate
- **Group Activity (20%):** Participation in the three-day Aboriginal Power Cup Carnival

- **Folio & Discussion (30%):** Completed after participation in the Aboriginal Power Cup, this section comprises two tasks that focus on what has been learned by participation in the carnival

#### INTEGRATED LEARNING: SAASTA SHIELD (2 Sems/10 Credits):

Aimed at both male and female students, this subject has been developed in line with the South Australian Certificate of Education (SACE) Integrated Learning course. 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.

#### SUBJECT ASSESSMENT:

- **Practical (50%):** 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%):** Participation in the two-day SAASTA Shield Carnival
- **Folio & Discussion (30%):** Completed after participation in the SAASTA Shield, this section comprises two tasks which focus on what has been learned by participating in the SAASTA Shield.

#### CERTIFICATE III IN SPORT & RECREATION:

Developed as a VET subject, SAASTA Certificate III in Sport & Rec provides academy students with a direct sporting pathway through the SACE. The course is aimed at sports-minded students. It will equip them with skills, knowledge and qualifications to enter further studies and/or assist in gaining employment in the sports industry. It also has the potential to further enhance elite sporting careers.

There are fourteen (mainly sporting-based) modules in this subject, with a particular focus on skill development, tactics and physical conditioning, plus the attainment of Senior First Aid, Occupational Health, Safety & Welfare and various Base Level Coaching certificates.

Academy students who successfully complete all modules will receive a nationally accredited qualification.

#### SUBJECT ASSESSMENT:

Students are provided with professionally developed workbooks that are delivered in class as part of the SAASTA Certificate III in Sport & Recreation. Students are also required to attend three TAFE blocks in Adelaide in the last weeks of Terms 1, 2 and 3. All assessment is conducted by qualified lecturers at TAFE SA's Regency Campus.

*\* This is done bi-annually*

## SAASTA – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
60-70	NIL	YES	4 SEMS	ASSORTED

### CERTIFICATE III IN SPORT & RECREATION:

This course can be completed as a Stage 1 or Stage 2 student.

### INTEGRATED LEARNING: SAASTA:

In Semester 1, students will complete their Practical and Group Activity based on Physical Performance, Culture, Leadership, Coaching and their involvement in the annual Aboriginal Power Cup Carnival. In Semester 2, students will complete a Project centred on personal development and a Folio and Discussion outlining the learning and personal growth they have achieved by participating in the program.

### SUBJECT ASSESSMENT:

- **Practical (30%):** This section consists of the topics Physical Performance, Culture and Leadership. Students are required to complete each task outlined in the booklets provided.
- **Group Activity (20%):** This section is centred on Coaching. Students will be required to investigate successful coaching methods and plan, conduct and review their own coaching sessions.
- **Project (30%):** Students are required to present a 2000-word written response or a twelve-minute presentation based on personal development. To assist with their project development, planning and research students will attend a leadership workshop in Adelaide.
- **Folio & Discussion (20%):** Students will be required to present a case study of the SAASTA experiences they participated in throughout the year. Students will also be required to participate in a round table discussion that demonstrates the depth and extent of their learning and personal development.

## Extra-curricular Activities

The school provides access to a wide range of intra-school and interschool sports activities throughout the year; these are supported by teaching staff as managers and coaches. There is occasionally a cost associated with these programs.

Students also have the opportunity to join the Concert Band.

All students are expected to participate in Sports Day; they will be allocated a House for this and other events – Eyre (green), Flinders (yellow), Grantham (red) or Stamford (blue).



## The Arts – Year 8

### VISUAL ARTS (ART & DESIGN):

This course aims to provide Year 8 students with a broad range of experiences and to develop skills in the following areas:

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

### ABORIGINAL ART/SOCIAL EDUCATION:

Port Lincoln High School offers Aboriginal and Torres Strait Islander students with the opportunity to participate in the acclaimed Aboriginal Art Program. Students develop their own artist profiles and portfolios. The student's artworks now form collections in most states of Australia, Japan, China, Belgium and Africa. The artworks they produce explore connections with culture, identity, family and place.

The program celebrates local culture and has been successful in fostering positive relationships with young Aboriginal people as mentors and positive role models. Exhibitions of student artworks (locally and intrastate) aim to build an awareness of Aboriginal culture through the depiction of artist's personal experiences and knowledge. Engagement, reengagement and empowerment are key factors in the continuation of the program. Messages including healthy lifestyles, protective behaviours, genealogy, local environment and enterprise are embedded into the sessions to complement the current Year 8 Social Education Program.

### PERFORMING ARTS (DRAMA & MUSIC):

Students will be introduced to the following performance topics:

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

## The Arts – Year 9

### ART:

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

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

### DESIGN:

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

- Creative Thinking (games, puzzles and problems)
- Graphics (airline logo/livery)
- Product (sneaker concept)
- Environmental (house in 2-point perspective)

### INDIGENOUS ART:

This Year 9 course assists students in the development of their own artist profiles and portfolios. The artworks they produce explore connections with culture, identity, family and place. The subject celebrates local culture through the involvement in community-based art projects. Exhibitions of student artworks aim to build an awareness of Indigenous cultures through the depiction of artist's personal experiences, ancestry and research. The development of appropriate, artistically and culturally rich terminology supports all practical work.

### 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. Assessment will be based on practical dance classes and dance theory. Topics include:

- History of dance
- Dance technique
- Safe dance practice
- Composition
- Choreography

Performance opportunities may be offered towards the end of the year.

### DRAMA:

Students will continue the areas studied in Year 8 and extend them into scriptwriting, styles of drama, makeup and lighting. Topics covered include:

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

### PANTOMIME:

Students who choose the Pantomime program are 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 in the Concert Band. They will study classroom instruments, musical theory, the history of music and will create music videos.

## Art – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM or YEAR	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, and 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.

## Dance A – Year 10

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

During this semester of dance students will build fundamental skills in the areas of technique, composition, dance theory and performance. Through the fundamental skills of dance students will develop and build their 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 choreography
- Further explore the choreographic elements and devices through composition
- Respond to own dance practice in an analytical, critical and reflective manner using dance-specific terminology
- Develop life skills in teamwork, communication, literacy and resilience
- Critically analyse professional dance works and or practices
- Demonstrate an understanding of skills required to of a dance performer
- Appreciate/apply the use of various technologies in dance

**NOTE: In this semester, students are required to participate and perform in the annual PLHS Dance Production.**

## Dance B – Year 10

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

During this semester, students who have completed Dance A in Semester 1 will have the opportunity to continue to develop and build fundamental skills in the areas of technique, composition, dance theory and performance. Meanwhile, students who have

had limited or no experience in dance will also be given opportunity to develop and apply skills in:

- Develop knowledge of and application of dance technique in the context of safe dance practice
- Apply skills, techniques and procedures to both improvisation and choreography
- Further explore the choreographic elements and devices through composition
- Respond to own dance practice in an analytical, critical and reflective manner using dance-specific terminology
- Develop life skills in teamwork, communication, literacy and resilience
- Critically analyse professional dance works and or practices
- Demonstrate an understanding of skills required to of a dance performer
- Appreciate/apply the use of various technologies in dance

**NOTE: Performance opportunities may be offered towards the end of the year.**

## Design – Year 10

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

This 80% practical and 20% theory course provides 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 & 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/aftershave graphics – colour prints)
- Product (chair concept – 3D model)
- Environmental (eco-residence – floor plans and elevations)

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

## Drama – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	NIL	NO	SEM or YEAR	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.

## Rock Music B & D – Year 10/Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	YES	SEM or YEAR	1MUE10

**Pre-requisite:** A general interest in rock music and willingness to play an instrument.

Rock Music B focuses on Jazz Rock. Rock Music D focuses on Film Music. Both courses have the following components:

- Performance 35%
- Composition 25%
- Folio 40%

**Extra time:** Students may be involved in performance trips.

This course leads to SACE Stage 2 Performance, Explorations and Music Studies.

## Creative Arts C & D: Creative Industry Media – Year 10/Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	SEM or YEAR	1CVA10

**Pre-requisite:** An interest in media and completion of Certificate II in Creative Industries (Media) by negotiation.

Creative Arts C focuses on creating an animation. Creative Arts D focuses on creating a computer game. These semester courses introduce students to film and digital media and provide the opportunity to complete units towards Certificate II in Creative Industries (Media). Both courses have the following components:

- Product 50%
- Folio 30%
- Investigation 20%

The following topics will be covered:

- Create, manipulate and incorporate 2D and 3D 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 (Film and Still)
- Learning to create an interactive game

Students will have the opportunity to complete up to 70 hours of the VET course in a short one-week intensive course around a significant event in Port Lincoln.

**Assessment Methods:** According to the VET checklists and/or SACE assessment plan.

This course leads to the completion of SACE Stage 1 credits or Certificate II in Creative Industries (Media) through negotiation.

## Dance A – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEM 1	1DAE10

Students will develop and build the skills required for the four core components required for SACE dance (technique, composition, response and performance). In this semester students are also required to participate and perform in the annual PLHS Dance Production.

NOTE: At a senior level, students are required to be changed into dance appropriate attire for all practical lessons.

**Dance Technique (20%):** Students will be assessed on their ability to practice contemporary technique using safe dance practices during an array of dance movements. Class technique exam and journal response will be used for assessment.

**Composition (30%):** Students will use composition tools learnt in class and previous years to choreograph their own dance, 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 or multimodal response.

**Performance (30%):** Students will be assessed on the development and execution of dance performance skills through their role as a dancer in the annual Dance Production. As part of this component, students will be required for additional hours outside of school.

This course leads to Stage 2 Dance

## Dance B – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEM 2	1DAE10

Students will develop and build the skills required for the four core components required for SACE dance (technique, composition, response and performance).

NOTE: At a senior level, students are required to be changed into dance appropriate attire for all practical lessons.

**Dance Technique (20%):** Students will be assessed on their ability to practice contemporary technique using safe dance practices during an array of dance movements. Class technique exam and journal response will be used for assessment.

**Composition (30%):** Students will use composition tools learnt in class and previous years to choreograph their own dance, 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 or multimodal response.

**Performance (30%):** Students will be assessed on the development and execution of dance performance skills through their role as a dancer and choreographer to a small

audience. As part of this component students will be required for additional hours outside of school.

This course leads to Stage 2 Dance

## Drama A – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	YES	SEMESTER	1DRM10

- 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

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 is taught alongside Stage 2 and leads to Stage 2 Drama: Group Production Focus.

## Drama B – Stage 1

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

## Visual Arts: Art – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	SEM or YEAR	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 15 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.

**NOTE: Students can choose two separate semesters of Visual Art (total of 20 credits towards SACE). The course varies in content for each semester in the Visual Study component.**

This course leads to SACE Stage 2 Visual Art.

## Visual Arts: Design – Stage 1

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

This 80% practical and 20% theory course provides 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/uniform or fashion logo/label)
- Product (negotiated brief – furniture, fashion, vehicle etc.)
- Environmental (3D house model)

Students will also complete a Visual Study about an aspect of design. Other topics covered include design appreciation, computer graphics and design-related tertiary/career options.

This course leads to Stage 2 Visual Arts - Design.

## Creative Arts: Dance – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2CVA20

Creative Arts (Dance) gives students the opportunity to 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 produce two creative arts products with folios of up to 1000 words (or multimedia equivalent) per product. This can be in the form of participating in the dance production either as a choreographer, dancer or in a backstage role. They will also need to complete two investigations exploring the creative arts industry and twelve pieces of evidence of practical skills for external assessment.

**School-based Assessment:** Product – Participation in Dance Production / Backstage Role / Other Product (50%), Investigation – An Aspect of the Creative Arts (20%)

**External Assessment:** Practical Skills – 12 pieces of evidence with 1000 words maximum or multimedia equivalent (30%)

**Extra Time:** Students will need to participate in up to 50 hours of after-hours rehearsals.

**Incidental Costs:** Students may need to purchase dance-related clothing for performance at an estimated cost of \$60.

## Dance – Stage 2

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
- 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 Creative Arts (Dance).

**School-based Assessment:** Skill development in Choreography, Dance Technique and Folio (50%), Dance Perspectives (*written response*) (20%)

**External Assessment:** Group Production (*Dance Performer or Choreographer or Off-Stage role*) (30%)

## Drama – Stage 2

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

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.

**School-based Assessment:** Group Presentation (20%), Folio (30%), Interpretive Study (20%)

**External Assessment:** Group Production (30%)

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.

**Incidental Costs:** Students must attend 2-3 live performances for their reviews (\$20-200 depending on travel requirements).

## Music Explorations – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	YES	FULL YEAR	

**Pre-requisite:** Suitable proficiency on a chosen instrument.

Students can choose Concert Band, Orchestra or Rock Band. The course has three components:

- Type One (30%) – Composition of an original melody  
Another musical literacy  
Response to the synthesis of ideas
- Type Two (40%) – Performance for 6-8 minutes  
Portfolio of the music and the process of performance  
Maybe electronic, use a loop pedal or a triggering devise or negotiated instrument
- Type Three (30%) – Performance for 6-8 minutes or a 3-4 minute composition/arrangement  
Discussion showing reflection, critique and insight

**Extra time:** Students may be involved in performances or trips.

**Incidental Costs:** \$20-\$100 for instrument hire and tutor books.

## Music Performance – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	YES	FULL YEAR	

**Pre-requisite:** Suitable proficiency on a 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.

The course has three components:

- Type One (30%) – Performance in an ensemble for 6-8 minutes from one or more composers  
Part Testing
- Type Two (40%) – Performance in an ensemble for 6-8 minutes from one or more composers  
Discussion of style, structure and conventions  
Part Testing
- Type Three (30%) – Performance in an ensemble for 6-8 minutes from one or more composers  
Evaluation of responsiveness, skills, learning and understanding  
Part Testing

**Extra time:** Students may be involved in music performances and trips.

**Incidental Costs:** \$20-\$100 for instrument hire and tutor books.

## Music Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	YES	FULL YEAR	

**Pre-requisite:** An understanding of musical theory.

The course has three components:

- Type One (30%) – Creative works  
Portfolio of own performances/compositions/arrangements  
Statement of learning and reflection
- Type Two (40%)– Traditional musical literacy  
Score reading/analysis/composition/review
- Type Three (30%)– Written Examination  
Deconstruct, analysis and interpretation of musical works  
Manipulate musical elements  
Synthesise and express musical literacy and ideas.

**Extra time:** Students may be involved in performances and trips.

This course leads to tertiary institution courses.

**Incidental Costs:** \$20-\$100 for instrument hire and tutor books.

## Visual Arts: Art – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2VAA20

This course provides students with opportunities to understand art through analysis, research and practice, and to assist them in undertaking further education or employment within visual arts fields.

The course has three assessment components:

- Folio (40%) - students document their visual learning in support of each of their two final pieces. Each back-up book must contain twenty completed A3 sketchbook pages.
- Practical (30%) - 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.

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.

**Incidental Costs:** students may elect to purchase special materials for their practical projects and may be invited to attend a two-day excursion to Adelaide (approx. \$300).

## Visual Arts: Design – Stage 2

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

This course provides students with opportunities to understand design through analysis, research and practice, and to assist them in undertaking further education or employment within design-related fields.

The course has three assessment components:

- Folio (40%) - in forty A3 pages, students document the first four steps of the design process (Brief, Research, Ideation, Concepts) in support of two final pieces.
- Practical (30%) - 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.

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.

**Incidental Costs:** students may elect to purchase special materials for their practical projects and may be invited to attend a two-day excursion to Adelaide (approx. \$300).

## Business, Enterprise & Technology – Year 8

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

- Plastics/Electronics/Metalwork
- Woodwork
- Food

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

**Incidental Costs:** The basic course structure for Technology does not require students to pay for the materials that they use. However, individual students may negotiate to undertake special projects which will require them to pay for extra materials (e.g. special fittings, hinges, paint/ finishes).

## Business, Enterprise & Technology – Year 9

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

Compulsory semester of Technology Studies:

- Materials Technology (Woodwork/Metalwork/Plastics etc.)
- Food Technology

Students may choose one of the following options (excluding Materials Technology or Food Technology if they already selected it for their compulsory semester):

- Materials Technology
- Food Technology
- Digital Technology (2D & 3D modelling, writing code and using a gaming engine)

**Incidental Costs:** The basic course structure for Technology does not require students to pay for the materials that they use. However, individual students may negotiate to undertake special projects which will require them to pay for extra materials (e.g. special fittings, hinges, paint/ finishes).

## Business Education – Year 10

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.

## Girls Tech – Year 10

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 technical 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

**Incidental Costs:** \$20 base fee; further costs will vary according to student choices of projects and materials.

## Digital Technology – Year 10

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

This course offers students the opportunity to continue their exploration of coding, 3D design, gaming and websites.

Topics will include:

- Learning Python, HTML and other relevant languages
- Controlling stationary and moveable objects (robots)
- Creating websites
- Creating games
- 3D Printing
- Design and evaluate different images and animations
- Evaluate information systems in terms of risk, sustainability and innovation

This course leads to Stage 1 Digital Technology.

## Metalwork A – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	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 safe work practices:

- Gas welding with a focus on fusion 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.

**Incidental Costs:** \$20 base fee; further costs will vary according to student choices of projects and materials.

## Metalwork B – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	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 safe work practices:

- 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.

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

**Incidental Costs:** \$20 base fee; further costs will vary according to student choices of projects and materials.

## Photography – Year 10

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 & critiquing a photograph/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 megapixels or more. Hence, students may use a camera from home or they may negotiate to use a school camera, at school in their lesson time.

**Incidental Costs:** This will vary according to student choices of special materials for their projects.

## Woodwork A – Year 10

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

### Basic Frame Construction: Building:

This course is 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 safe work practices:

- 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.

**Incidental Costs:** \$20 base fee; further costs will vary according to student choices of projects and materials.

## Woodwork B – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	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 safe work practices:

- 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)

**Incidental Costs:** \$20 base fee; further costs will vary according to student choices of projects and materials.



## Business & Enterprise – Stage 1

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.

## Communication Products: Photography – Stage 1

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. Students may use a camera from home or negotiate to use a school camera.

**Incidental Costs:** This will vary according to student choices of special materials for their projects.

## Digital Technology – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	N/A

This course offers students the opportunity to continue their exploration of programming, data analytics and innovations. Topics may include:

- Students will learn, develop, and practise with the building blocks of a programming language (variables, expressions, assignment, input/output commands) to create or build a concept or app.
- They apply their programming and program design skills to create and refine digital solutions. A solution may take the form of a product, prototype, and/or proof of concept.
- Students investigate current innovations and advances in technology. They are encouraged to work collaboratively and use their initiative and creativity to generate and develop ideas and turn these ideas into practical solutions.

This course leads to Stage 2 Digital Technologies.

## Material Products: Furniture Construction A – Stage 1

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 a construction pathway, and for students who are contemplating Stage 2 Furniture Construction.

**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.

**Incidental Costs:** \$30 base fee; further costs will vary according to student choices of projects and materials.

## Material Products: Furniture Construction B – Stage 1

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

### Carcase Furniture Construction:

This course is for students who are interested in learning about furniture construction techniques or who are interested in a construction pathway, and for students who are contemplating Stage 2 Furniture Construction.

To be successful students need to demonstrate competency in carcass 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 carcass construction (manufactured board).

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

**Incidental Costs:** \$30 base fee; further costs will vary according to student choices of projects and materials.

## Material Products: Metalwork – Stage 1

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

This course is for students who are interested in learning about welding and metal fabrication techniques or who are interested in a construction pathway, and for students who are contemplating Stage 2 Metalwork.

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.

**Incidental Costs:** \$30 base fee; further costs will vary according to student choices of projects and materials.

## Material Products: Metal/Motors – Stage 1

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

This course is 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.

**Incidental Costs:** \$30 base fee; further costs will vary according to student choices of projects and materials.

## Doorways to Construction – Stage 1

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

Students who successfully undertake this course will have the opportunity to complete Certificate I in Construction, a highly valuable qualification when moving into the local building and construction industry. Students will complete other valuable training such as a *Whitecard* (Occupational Health Safety & 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 which will impact on their school timetable (20 days minimum). These placements are an integral part of the course and allow students to develop knowledge and skills required for the industry. Students will need to be organised and show initiative to be able to organise and attend work placements, along with balancing their studies.

To be enrolled in this course, students will need to successfully sit an interview with the D2C teacher and relevant Assistant Principal to display their commitment to this program.

**COURSE FEES:** \$350 (which partially covers the delivery of Certificate I in Construction; students will also be required to have steel-capped boots and personal safety equipment such as hi-vis clothing); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

## Workplace Practices – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	YES	SEM or 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.

## Business & Enterprise – Stage 2

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

Students will study two core topics – The Business Environment and 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.

## Communication Products: Photography – Stage 2

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

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

This course leads to further study at TAFE or University; Photography, Photojournalism, Advertising, Graphic Arts etc.

**Incidental Costs:** This will vary according to student choices of special materials for their projects.

## Digital Technology – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	N/A

This course offers students the opportunity to continue their exploration of programming, data analytics and innovations.

Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:

- Focus area 1: Computational thinking
- Focus area 2: Design and programming
- Focus area 3: Data analytics
- Focus area 4: Iterative project development.

Students study all four focus areas.

**School assessment (70%):** Assessment Type 1: Project Skills (50%), Assessment Type 2: Collaborative Project (20%)

**External assessment (30%):** Assessment Type 3: Individual Digital Solution (30%)

## Material Products: Furniture Construction – Stage 2

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.

It would be advantageous for students to have completed the core skills tasks in Stage 1 Furniture Construction.

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

- Circular saw, radial arm saw, thicknesser, planer jointer
- Wood lathe
- General hand tools
  
- Designing/constructing projects
- Various joining processes

This course leads to various TAFE courses, general employment, trades and apprenticeships.

**Incidental Costs:** \$40 base fee; further costs will vary according to student choices of projects and materials.

## Material Products: Metalwork – Stage 2

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 a construction pathway. It would be advantageous for students to have completed the core skills tasks in Stage 1 Metalwork.

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.

This 70% Practical/30% Theory course provides students with opportunities to participate in the following tasks/skills:

- ARC, MIG, Gas welding
- Metal Machining, Metal Lathe

- General hand tools
- Designing/constructing projects
- PLASMA cutting

This course leads to various TAFE courses, general employment, trades and apprenticeships.

**Incidental Costs:** \$40 base fee; further costs will vary according to student choices of projects and materials.

**Extra time:** 25 days for work placement

**COURSE FEES:** \$800 (approx.); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

\* Subject to 2018 SA Government funding

## Workplace Practices – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2WPA10/2WPB10

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.

## Workplace Practices: Doorways Plus – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20+	YES	YES	FULL YEAR	2WPC20

**Pre-requisite:** Stage 1 Doorways to Construction (Certificate I in Construction)

This is the follow-on course from Stage 1 Doorways to Construction. In this course, students will have the opportunity to complete further study (Certificate III in Construction units) and work placements in the local building and construction industry, whilst also completing Workplace Practices (see previous descriptor).

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.

## Personal Learning Plan – Stage 1 at Year 10

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

Personal Learning Plan (PLP) is a compulsory Year 10 SACE subject. 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. All students involved in PLP will also complete a Work Placement as part of their studies. 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 four assessment areas are:

- Work Experience
- Identifying Goals
- Career Research
- Review

In Year 10, PLP is delivered across the entire year in conjunction with Health, Physical Activity & the Community. As a compulsory and foundational SACE subject, PLP must be completed successfully before enrolling in Year 11.

## Community Studies – Stage 1

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 six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

**Assessment:** Successful completion of a Contract of Work, Folio, Community Activity and Reflection

## Integrated Learning: Club & Community – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	TBA

**Pre-requisite:** It is recommended that students have previous experience in club-oriented environments and can work independently.

This is a very flexible course that permits individual students to develop further skills and knowledge in their chosen passion through involvement in both their school and club environments. Students undertake skill development and are asked to specialise in two aspects of club from skill development, officiating, administration, and community engagement.

This course is ideal for students who wish to participate in specific subjects and learn more about the content and clubs but do not wish to delve deeper into the concepts of a particular course.

**Themes:** Personal Development, Community Involvement

**School-based Assessment:** Folio (70%)

**External Assessment:** Project (30%)

**Special Comments:** Students SHOULD be a member of a club and be able to organise a club mentor. However, if a student is not involved in a club they may still wish to complete the course in negotiation with the teacher. Individual needs may require outside of timetabled sessions.

**Incidental Costs:** \$250 (approx.); a non-compulsory excursion to Adelaide (in conjunction with other local schools) enhances all aspects of this course. This excursion is held in Semester 2.

This course leads to a variety of University and TAFE courses.

## Research Practices – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1RPP10

All students will study Stage 1 Research Practices to support the research components of their other Stage 1 SACE subjects and in preparation for the compulsory Stage 2 Research Project.

This subject provides students with opportunities to:

- examine the purpose of research
- explore a range of research approaches
- develop their investigative and inquiry skills.

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

**Assessment:** Folio and Sources Analysis

## Community Studies A – Stage 2

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 six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

**School-based Assessment:** Contract of Work, Folio and Presentation (70%)

**External Assessment:** Reflection (30%)

**Accreditation:** 20 credits towards SACE but is NOT a Tertiary Admissions Subject (for an ATAR or TAFE Selection Score).

→ record their research and evaluate or review what they have learnt.

**School-based assessment:** Folio (*preliminary ideas and research proposal, research development, and discussion*) (30%), Research Outcome (40%)

**External assessment:** Evaluation (Research Project B) or Review (Research Project A) (*including written summary*) (30%)

## Research Project – Stage 2

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 analytical 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.

Research Project Options:

- Research Project A (ATAR)
- Research Project B (ATAR)

**NOTE:** The first component of both Research Project subjects is identical; students are able to confirm their enrolment in A or B part way into the course.

Research Project is a compulsory SACE subject. 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

## English – Year 8

Middle School English focuses on studies of literature and language. 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.

In Year 8 there is also a focus on developing competence in using information and digital technologies to research and publish both oral and written texts. 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.

## English – Year 9

Middle School English focuses on studies of literature and language. 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. At Year 9, the focus is on conjunctions and utilising nominalisation techniques to develop lexical density in written texts.

Also at Year 9, the media text focus is on the auditory medium and the application of information and digital 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.

## English – Year 10

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. A special focus is texts that explore social issues.

Students will also 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.

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 Stage 1 English and can lead to Stage 2 English Literary Studies and Stage 2 English.

## English Pathways – Year 10

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

This is a preparatory course which leads to SACE Stage 1 Essential English. 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 2017 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 everyday texts, 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 Pathways course does not lead to Stage 2 English Literary Studies or Stage 2 English but can lead to Stage 2 Essential English.

## Essential English – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	FULL YEAR	1ETE10

This is a 10 credit SACE subject studied over the course of the year **for students who have been selected for the subject**. Essential English is designed to assist students to develop their literacy skills over a greater period of time, as well as to commence the process of meeting the literacy requirements of the SACE.

The focus areas of Essential English include oral and written communication skills relevant to future work and life skills, as well as studies of a range of everyday texts.

Students who have been selected for this course will continue their study of Essential English the following year to achieve a further 10 SACE credits and thus meet the 20 credit SACE literacy requirement over a two-year period.

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

## English – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1ESH20

Students will complete twenty credits of English over two semesters. At this level adult texts with themes relevant to older teenagers are introduced for class study including 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 also 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
- an intertextual study

Course work is subject to external moderation.

Stage 1 English leads on to Stage 2 English Literary Studies, Stage 2 English or Stage 2 Essential English.

## Essential English – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	1ETE20

Students will complete twenty credits of Essential English over two semesters to satisfy the literacy requirements of the SACE. The focus 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 Essential English.

## English – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2ESH20

English 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:

- Responding to texts 30%
- Creating texts 40%
- Comparative Analysis 30%

The comparative analysis is required for the 30% external assessment component of the course and consists of an independent study of two texts and a response up to 2,000 words.

## Essential English – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2ETE20

In Essential English 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:

- Responding to texts 30%
- Creating texts 40%
- Language study 30%

The language study is expected to be up to 1,500 words and forms the external assessment component of the course.

## English Literary Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2ELS20

English Literary Studies emphasises reading, viewing and textual analysis. This is an academic course preparing students for university requirements.

Responding to texts – comprises shared studies of poetry, drama, film and prose. For the shared studies the teacher, in negotiation with the students will select the texts from the prescribed SACE list.

Comparative texts analysis – students will choose one text independently, while the other one will be from the shared studies (see above).

Creating texts – students will individually compose texts, using their observation of techniques used in other texts to include appropriate structures and features in their own. They will be required to transform a text and to create a written, oral or multi modal text.

There is a 90-minute online examination which comprises 15% of the final mark and along with the comparative text analysis forms the 30% external assessment component of the course.



## Health, Physical Activity & the Community – Year 8

This course involves active participation in a variety of physical activities which has a thematic approach to further develop an understanding of, and an appreciation for, the need to be physically active. A variety of sports are utilised incorporating court games, athletics, field games, rhythmic and expressive activities, aquatics, leisure and recreational activities and group dynamic activities to develop skills and knowledge in hitting, kicking, catching, throwing, running and jumping.

The course has a complementary focus to physical activity that comprises health-related issues such as protective behaviours, safety (including healthy lifestyles, first aid and emergency care), fitness, personal hygiene and community links.

**Assessment:** Practical (80%), Health (20%)

**Special Comments:** This course is inter-related with the Social Education course and leads on to Year 9 Health, Physical Education & the Community.

**Incidental Costs:** Estimated cost of \$21 for optional excursions to venues such as community gymnastics and hockey facilities. Aquatics costs will be negotiated.

## Health, Physical Activity & the Community – Year 9

This course entails active participation in a variety of physical activities to further develop an understanding of, and an appreciation for, the need to be physically active. A variety of sports are utilised to further develop sports skills, an appreciation for leisure and recreational, and team work, and include Badminton or Table Tennis or Tennis, Athletics, Cricket, Football Codes, Team Handball, Volleyball and group dynamics.

There is a complementary focus to physical activity which involves health-related issues such as relationships and sexual health, physical fitness, lifestyle choices and nutrition.

**Assessment:** Practical (80%), Health (20%)

**Incidental Costs:** Estimated cost of \$21 for optional excursions to venues such as community gymnastics and hockey facilities. This course also involves a half-day Lincoln National Park hike.

## Physical Education: Sport – Year 9

Those students wishing to further develop their sports skills and knowledge of physical activity can be engaged in Football Codes, Hockey, Netball or Basketball (SEPEP), Soccer, Softball/Baseball and Tennis. These topics are inter-related with the topics of Exercise Physiology and Physical Fitness, with analytical skills being further developed by undertaking an issue analysis involving physical activity.

**Themes:** Health and Personal Development

**Assessment:** Practical (80%) Associated Theory (20%)

**Incidental Costs:** Estimated cost of \$10 for optional excursions to venues such as community gymnastics and hockey facilities. This is a good basis for further involvement and studies in Physical Education and Sport.

## Girls & Physical Activity – Year 9

This gender-specific course has the flexibility to respond to the group's ambitions to further develop personal fitness, health and sports skills. The topics are chosen in negotiation with the teacher depending on the students' interests and can include Aerobics, Aquatics/Swimming, Athletics, Badminton, Basketball, Cricket, Football Codes, Gymnastics, Hockey, Indoor Hockey, Indoor Soccer, Lawn Bowls, Netball, Orienteering, Softball, Volleyball or Weight Training.

These topics are inter-related with units of Exercise Physiology and Physical Fitness, and analytical skills are further developed by undertaking an issue analysis involving physical activity.

**Themes:** Health and Personal Development

**Assessment:** Practical (80%) Associated Theory (20%)

**Incidental Costs:** Estimated cost of \$10 for optional excursions to venues such as community gymnastics and hockey facilities. This is a good basis for further involvement and studies in Physical Education and Sport.

## Food Technology – Year 9

This course provides opportunity for active participation in a variety of practical activities to further develop an understanding of, and an appreciation for, food design, the hospitality industry and information around the benefits of a balanced healthy diet.

The semester comprises the topics: Food Safety, Locavore, Healthy Eating and Meal Design.

Within these topics a variety of meals will be prepared to build knowledge and understanding of content, as well as develop cooking skills and methods.

Excursions to relevant local industries are a feature of the course.

**Assessment:** Practical (70%), Written (30%)

**Incidental Costs:** \$10 students may purchase special recipe ingredients to enhance their meal(s).

## Health, Physical Activity & the Community – Year 10

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

This course compliments the compulsory SACE Personal Learning Plan and involves active participation in three distinct disciplines which are sports (negotiated by the teacher and the class), outdoor pursuits (including Aquatics and Bushwalking skills), and Rhythmics and Expressive Activities (Includes gymnastics, hip hop, dance, gym visits).

These practical topics are interwoven with Health aspects involving relationships and sexual health, drug education, lifestyle disease and prevention, physical fitness, mental well-being (*beyondblue* program) and community links.

**Themes:** Health and Personal Development

**Assessment:** Practical Performance (50%), Health Folio (50%)

**Incidental Costs:** Estimated cost of \$30 for optional excursions to venues such as community gymnastics, fitness centres and hockey facilities. Aquatics costs will be negotiated.

## Girls & Physical Activity – Year 10

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

This gender-specific course has the flexibility to respond to the group's ambitions to further develop personal fitness, health and sports skills. The topics are chosen in negotiation with the teacher and have two main strands which are Health Education and Physical Education.

The course has been specifically designed for girls to encourage participation in physical activity and healthy living. It includes a range of traditional and non-traditional sports and activities which are dependent on the needs and interests of the students.

These topics are inter-related with units of Exercise Physiology and Physical Fitness, and analytical skills are further developed by undertaking an issue analysis involving physical activity.

**Themes:** Health and Personal Development

**Assessment:** Practical (70%) Health (30%)

**Incidental Costs:** Estimated cost of \$25 for optional excursions to venues such as community gymnastics and hockey facilities. This is a good basis for further involvement and studies in Physical Education and Sport.

## Outdoor Education – Year 10

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

This course has two components; Practical (may include kayaking, surf safety, snorkelling, boat licence, cycling, bushwalking) and Theory (may include camp craft, lifesaving and first aid, group dynamics, low-impact camping, map work).

There are two compulsory camps designed so students can demonstrate their competency of the course outcomes with attendance essential for assessment to be undertaken.

**Themes:** Personal Development, Outdoor Pursuits, Environmental Studies

**Assessment:** Practical Performance (70%) Theory Folio (30%)

This course leads to Stage 1 Outdoor Education.

**COURSE FEES:** \$70 camp costs (excludes food); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

## Physical Education: Sport – Year 10

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

Through class negotiation with the teacher six practical topics will be selected from such sports as Athletics, Basketball, Badminton, Cricket, Hockey, Softball, Lawn Bowls, Netball, Soccer, Tennis, Touch Football or Volleyball.

The theoretical aspects will be Exercise Physiology, Physical fitness, Nutrition for Sport and looking at issues regarding sport in our society.

**Themes:** Health and Personal Development

**Assessment:** Practical Performance (70%) Theory Folio (30%)

This course leads to Stage 1 Physical Education and Integrated Learning: Sports Studies courses

## Food Technology A – Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
NONE	YES	NO	SEM	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 core units studies are:

- Healthy Meal Modifications: Designing dishes that meet the Australian Guide to Healthy Eating
- Mexican Cantina: Cultural menu design

- Biggest Morning Tea: Group catering – food selection, costing and promotion
- Sustainable Seafood: Explore Eyre Peninsula’s seafood industry

Throughout the core units, students will engage in the following:

- 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 should select Food Technology A and Food Technology B if they wish to study the subject for the full year.

**Incidental Costs:** \$15; students may purchase special recipe ingredients and/or participate in catering events.

## Food Technology B – Year 10

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

This course is the follow on from Food Technology A. It is recommended that you complete Food Technology A. This course is essential for students wishing to enter the Kitchen Operations Pathway (Certificate II in Kitchen Operations) and Food and Hospitality in Stage 1.

The core units studies are:

- Café Culture: Group catering: food selection, costing and promotion
- Food Truck Movement: Street Food meal design
- Food Wastage in the Food and Hospitality industry
- Christmas Product Design: Marketing

Throughout the core units, students will engage in the following:

- 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 should select Food Technology A and Food Technology B if they wish to study the subject for the full year.

**Incidental Costs:** \$15; students may purchase special recipe ingredients and/or participate in catering events.

## Integrated Learning: Sports Studies – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	YES	SEM or YEAR	1ILG10/1ILG20

It is recommended that students have previously undertaken Physical Education and can work independently.

This is a very flexible course that permits individual students to develop further skills and knowledge in their chosen sport through involvement in both their school and club environments. The course examines several facets of sport, notably fitness, skill development, officiating, administration, coaching and sports injury training.

**Themes:** Personal Development, Community Involvement, Sports Administration

**School-based Assessment:** Folio (100%)

**Special Comments:** Students should be a member of a sports club and be able to organise a club mentor. However, students not in a club sport can elect to complete this course in negotiation with the Teacher. Those wishing to do Basketball, Baseball or Cricket must commence in Semester 1. This excursion is for the Semester 2 course.

This course leads to further studies at Stage 2 in Physical Education, Integrated Learning: Sports Studies and Community Studies.

**Incidental Costs:** \$250 (approx.); a non-compulsory excursion to Adelaide (in conjunction with other local schools) enhances all aspects of this course.

## Outdoor Education – Stage 1

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

It is recommended that students have previously undertaken Outdoor Education.

Students select two practical topics from bushwalking, surfing, mountain bike-riding, caving or snorkelling. Each topic features a compulsory camp for students to demonstrate their competency of the course outcomes; attendance is essential for assessment to be undertaken. The theory aspect of the course comprises navigation, reading and interpreting maps and environmental studies.

**Themes:** Personal Development, Outdoor Pursuits, Environmental Studies

**School-based Assessment:** Practical Skills 60%, Folio 40%

This course leads to further studies at Stage 2 in Outdoor Education and Community Studies.

**COURSE FEES:** \$250 camp costs (excludes food); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

## Physical Education: Physical Fitness – Stage 1

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

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. The theory topics are focused on Fitness.

**Themes:** Personal Development, Sports Science, *Fitness*

### School-based Assessment:

For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least one Improvement Analysis task
- at least one Physical Activity Investigation

Assessment Type 1: Improvement Analysis

Assessment Type 2: Physical Activity Investigation

**Special Comments:** This course leads to further studies at Stage 2 in Physical Education, Integrated Learning: Sports Studies and Community Studies.

## Physical Education: Exercise Physiology – Stage 1

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

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories and recreational activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. The theory topics are focused on Exercise Physiology.

**Themes:** Personal Development, Sports Science, *Exercise Physiology*

### School-based Assessment:

For a 10-credit subject, students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least one Improvement Analysis task
- at least one Physical Activity Investigation

Assessment Type 1: Improvement Analysis

Assessment Type 2: Physical Activity Investigation

**Special Comments:** This course leads to further studies at Stage 2 in Physical Education, Integrated Learning: Sports Studies and Community Studies.

## Child Studies – Stage 1

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

Students will explore the growth and development of children from conception to age eight. The topics covered are the developing child, health and well-being during pregnancy, families and the community, the importance of play and the role of parents and caregivers.

Students will be involved in a variety of practical activities which provide an opportunity to prepare and cook nutritional food, create toys, design learning activities and work with children in an early childhood setting. Information communication technologies will be utilised to deliver learning materials, design and construct text, research information and communicate with the community.

**Assessment:** Practical Activity (50%), Group Activity (25%), Investigation (25%)

## Food & Hospitality A – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1FOH10AA

This course is designed to give students a broad appreciation of the various facets of the hospitality and related service industries. The course incorporates the development of industry knowledge, appropriate work ethic, and understanding of cultural diversity, along with observation of health, hygiene and safety issues. Topics explored include safe food handling practices, cultural influences and contemporary issues in the food and hospitality industry, healthy eating practices and menu planning for specific occasions.

Practical work in the Commercial Kitchen focuses on safe kitchen practices, equipment induction and group catering activities. Decision making, organisation and time management strategies are incorporated into the delivery of this course.

**Themes:** Safe Food Handling, Australian Dietary Guidelines, Group Catering and Cultural Diversity

**Assessment Method:** Practical (50%), Group Activity (25%), Investigation (25%)

**Incidental Costs:** \$15; students may purchase special recipe ingredients and/or participate in catering events.

## Food & Hospitality B – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1FOH10AB

This course follows on from Food & Hospitality A and enables students to undertake an entire year of Food & Hospitality. Topics explored include sustainability in the food & hospitality industry, trends in food and culture, traditional Aboriginal foods (bush tucker), local produce and technological influences.

Practical work in the commercial kitchen focuses on safe kitchen practices, equipment induction and group catering activities. Decision making, organisation and time management strategies are incorporated into the delivery of this course.

**Themes:** Sustainable Food Practices, Local Produce, Cultural Diversity and Group Catering.

**Assessment:** Practical (50%), Group Activity (25%), Investigation (25%)

**Incidental Costs:** \$20; students may purchase special recipe ingredients and/or participate in catering events.

## Certificate II in Kitchen Operations – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
40	NO	YES	FULL YEAR	1KIT20

It is recommended that students have undertaken one semester of a Year 10 Food Studies subject

**Themes:** This qualification provides a pathway to work in organisations such as restaurants, hotels, catering operations, clubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals etc. whether it be a career path or to gain work whilst studying in another field.

The course aims to promote the following employability skills: communication, initiative and enterprise, learning, planning and organising, problem-solving, self-management, teamwork and use of technology.

Students will work in the Commercial Kitchen for the practical components of the course and on completion of the full course can earn 40 SACE credits.

**School-based Assessment:** School assessed via TAFE including practical skills and theoretical knowledge.

**Special Comments:** This course must be selected for a full year and may contain some work out of school hours.

As this is a TGSS funded course, students must:

- be at least 16 years of age on the first day of Term 1
- not be enrolled in an ASBA or traineeship
- not enrol in any other TGSS funded course (e.g. Certificate II in Maritime Operations)

## Integrated Learning: Sports Studies – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	YES	FULL YEAR	2ILG20

It is recommended that students have previously undertaken Physical Education and/or Sports Studies (Integrated Learning) and can work independently.

This is a very flexible course that permits individual students to develop further skills and knowledge in their chosen sport

through involvement in both their school and club environments. Students undertake fitness and skill development and are asked to specialise in two aspects of sport from fitness, skill development, officiating, administration, coaching and sports injury training.

This course is ideal for students who wish to participate in physical activity and learn more about sport and clubs but do not wish to delve deeper into the exercise physiology and biomechanics in the Physical Education course.

**Themes:** Personal Development, Community Involvement, Sports Administration

**School-based Assessment:** Folio (70%)

**External Assessment:** Project (30%)

**Special Comments:** Students should be a member of a sports club and be able to organise a club mentor. However, if a student is not involved in a club they may still wish to complete the course in negotiation with the Teacher. Individual needs may require outside of timetabled sessions.

Students doing this course are encouraged not to also enrol in the Physical Education course but can upon negotiation with the HPE Leader.

**Incidental Costs:** \$250 (approx.); a non-compulsory excursion to Adelaide (in conjunction with other local schools) enhances all aspects of this course. This excursion is held in Semester 2.

This course leads to a variety of University and TAFE courses.

## Outdoor Education – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2OUE20

It is recommended that students have previously undertaken Outdoor Education.

This is designed for those students wishing to explore remote and beautiful locations and learn about the environmental issues impacting on them. The topics covered are Environmental Studies (ecological investigation), Planning and Management Practices (camp craft), Sustainable Environmental Practices (ecological implementation) and Leadership and Planning (conducting camps).

**Themes:** Personal Development, Outdoor Pursuits, Environmental Studies

**School-based Assessment:** Folio (20%), Group Practical (30%), Individual Practical (20%)

**External Assessment:** Investigation (30%)

**Special Comments:** Allow seven days for the compulsory camps which are designed so students can demonstrate their competency of the course outcomes with attendance essential for assessment to be undertaken. As a class, the students do two group camps and a self-reliant bush walk.

This course leads to a variety of University and TAFE courses.

**COURSE FEES:** \$500 camp costs (excludes food); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester. It must be emphasised that this is an estimate only (based on previous courses) and is subject to change depending on class size and journeys chosen.

## Physical Education – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NO	NO	FULL YEAR	2PHE20

It is recommended that students have previously undertaken Physical Education and/or Sports Studies.

As a class, students negotiate three practical topics from a range of individual and team sports, and physical activities. Assessment is based on skill performance, initiative, leadership and collaboration. The theory topics include Exercise Physiology, Skill Acquisition and Biomechanics as well as individually analysing an issue regarding physical activity. Assessment is based on knowledge of physical activity and the ability to analyse physical activity.

**Themes:** Personal Development, Sports Science

**School-based Assessment:** Folio (20%), Practical Performance (50%)

**External Assessment:** Examination (30%)

**Special Comments:** There may be some time outside timetabled lessons and/or some costs depending on the practical topics selected.

This course leads to a variety of University and TAFE courses.

## Certificate III in Fitness – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
55 (min.)	YES	YES	FULL YEAR	N/A

A Certificate III in Fitness is able to be gained whilst students are attending PLHS – this course is limited to Stage 2 students only and is delivered by TAFE lecturers off site at a local gym. The course will run each week for 3 hours per week on an afternoon to be determined. There may also be a full day requirement in the April school holidays.

The course is an excellent opportunity for students to gain knowledge of the fitness industry and gain the qualifications required to work in a gym/ fitness centre. The qualification may also be used to gain SACE Stage 2 credits and possibly used in an ATAR aggregate.

**COURSE FEES:** Although this course has been subsidised by PLHS, it will still incur a fee – this is expected to be in the form of a \$1,000 contribution (this may be less but will be determined by TAFE later in the year). Families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

**Please contact the Student Pathways Senior Leader (Ms Tiffany Evans) for further details.**

## Child Studies – Stage 2

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

Students will explore the growth and development of children from conception to age eight. The topics covered are childhood safety, children's literature, the importance of play, nutritional requirements, and children with special needs. The practical component of the course provides an opportunity for students to work with children in early childhood settings, design and make story books, create a range of toys, prepare and cook nutritional food and create learning aids suitable for 0-8-year-old children.

Information and communication technologies will be utilised to deliver learning materials, design and construct text, research and communicate with the community.

**Assessment:** Practical Activity (50%), Group Activity (20%), External Assessment (30%)

## Food & Hospitality – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2FOH20

Students develop skills in selecting, planning and preparing food for catering events and an understanding of processes used in catering enterprises. Students focus on the dynamic nature of the food and hospitality industry and develop and understanding of contemporary approaches and issues related to Food and Hospitality.

Students develop skills in using technology and safe work practices in the preparation, storage and handling of food complying with the current health and safety legislation. Students work collaboratively to plan and prepare group catering activities which requires some work outside normal school hours.

Students are required to complete an investigation on a contemporary issue in the Food and Hospitality Industry which is worth 30% of the final grade.

**Assessment:** Practical Activity (50%), Group Activity (20%), External Assessment (30%)

**Incidental Costs:** \$30; students may purchase special recipe ingredients and/or participate in catering events.

## Humanities & 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, 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 school community.

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

- History: Medieval Europe
- Geography: Landforms and Environmental Management
- Civics & 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 & Social Sciences – Year 9

This learning area involves the study of how the life experiences of individuals and groups are shaped by particular social, cultural, religious, 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 school community.

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

- History: Industrial Revolution, Colonial Australia and World War One
- Geography: Biomes, Food Security and Geographies of Interconnections.
- Civics & Citizenship: Political Parties and the Court System
- Business Education: Businesses and the Market Place

## Humanities & Social Sciences / Languages – 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 Languages. This subject is compulsory for those students who wish to continue with Languages at Year 10.

The Languages elements are listed in the following chapter.

## History – Year 10

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

**NOTE: This is a compulsory semester.**

### The Changing Modern World:

A study of significant events from 1918 to the present. Students will have the opportunity to learn about how events have shaped Australia and the world.

Three electives will be chosen from a study of three topics – World War II, Globalisation and Rights & Freedoms and can include:

- The Great Depression
- The Holocaust
- Australia and the Second World war
- The Twentieth Century Media Revolution
- Australia and the Vietnam War
- Australian Popular Culture
- Civil Rights Movement

The course aims to develop students' historical skills in undertaking research to identify causation, change, continuity and motivation utilising ICT to apply multi-modal tools, analyse primary and secondary sources and publish historical recounts, narratives, arguments and discussions.

This course can lead to Stage 1 and 2 History.

## Geography – Year 10

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

There are two units of study in Year 10 Geography:

- Environmental Change & Management
- Geographies of Human Wellbeing

Environmental Change & Management focuses on investigating environmental geography through an in-depth study of a specific environment.

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places.

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 world views 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 and 2 Geography.

## Aboriginal Studies – Stage 1

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

This course provides students with the opportunity to explore aspects of Aboriginal history and Aboriginal culture 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.

## Modern History – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	NIL	NO	SEMESTER	1MOH10

Students will have the opportunity to study two of the following:

- Imperial Expansion
- Decolonisation
- Indigenous Peoples
- 20<sup>th</sup> Century Liberation Movements
- Revolution

The historical focus will embody the reasons for social, economic and political change and students will develop historical skills of enquiry, research and analysis of source material.

In completing this course, students undertake three historical skills assessments and one historical study.

## Geography – Stage 1

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

Geography is the study of the spatial relationships of people, places and environments. There are three themes and seven topics; students are required to study two topics from one or two of the themes.

Theme 1: Sustainable Places

- Topic 1: Rural and/or Remote Places
- Topic 2: Urban Places
- Topic 3: Megacities

Theme 2: Hazards

- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induced Hazards

Theme 3: Contemporary Issues

- Topic 6: Local Issues
- Topic 7: Global Issues

**Assessment:** Students are required to complete two geographical skills & application tasks and one fieldwork study.

**Costs:** approximately \$30 two local field trips.

## Modern History – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MOH20

**Preamble:** Modern History encompasses the study of two topics – Germany (1918-48) and The Changing World Order (1945-). In their study of Germany, students investigate concepts of “Nation” and “State” and the social, political and economic changes that shaped the development of modern Germany. In their study of The Changing World Order, students investigate the emergence of new superpowers and the complex phases of the Cold War.

**School-based Assessment:** Historical Skills - students complete five Historical Skills assessments; primarily source analyses and expository essay-based assessment tasks (50%), and an Historical Study - an individual history essay based on an aspect of the world since 1750 (20%)

**External Assessment:** External Examination (30%)

## Geography – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	2GPY20

The school-assessed component of Geography encompasses the study of two areas – The Transforming World and Fieldwork.

The Transforming World focuses on two areas comprising five topics which should all be studied:

Environmental Change:

- Ecosystems and People
- Climate Change

Social and Economic Change:

- Population Change
- Globalisation
- Transforming Global Inequality

**School-based Assessment:** The Transforming World (40%), Fieldwork (30%)

**External Assessment:** Two-hour examination (30%)



## Languages – 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 on 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 – Year 9

Students have the opportunity to choose between Indonesian and Japanese for a full year with elements of HASS incorporated.

### 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.

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

## Indonesian – Year 10

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

**Pre-requisite:** Year 9 Indonesian

This course builds on skills and knowledge gained in Years 8 and 9 in order to further develop students' 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.

## Japanese – Year 10

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

**Pre-requisite:** 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 Beginners – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	SEM or 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

## Indonesian Beginners – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	YEAR	2INB20

This course follows on from Stage 1 Indonesian. Students study areas such as Relationships, Lifestyles and Experiences encompassing the Personal World and Speaking Communities (Language) across four assessment types:

**School-based Assessment:** Interaction (30%), Text Production (20%), Text Analysis (20%)

**External Assessment:** Examination 30%

## Japanese Continuers – Stage 1

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.

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): Report in Japanese (20%)
- Reflection in English (20%)

This course leads to Stage 2 Japanese Continuers.

## Japanese Continuers – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2JAC20

It is strongly recommended that students successfully complete 20 credits at Stage 1 to continue to Stage 2 Japanese Continuers.

This course further develops the grammatical, written, oral and aural foundation studied in Years 8, 9, 10 and Stage 1.

Stage 2 Japanese at Continuers level consists of the following three themes and a number of prescribed topics and suggested sub-topics:

- 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.

**School-based Assessment:** Folio (50%), In-depth Study (20%)

**External Assessment:** Examination (30%)

**Special Comment:** Currently, a bonus 2 points are added onto passing Languages results for entrance to Adelaide University.

## 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
- Profit and Loss
- Patterns and Algebra
- Linear Relationships
- Measurement, Time and Shape
- Geometric Reasoning
- Rates and Ratios
- Data Representations and Interpretations

### 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
- Simple Interest
- Patterns and Algebra
- Linear and Non-linear Relationships
- Measurement and Shape
- Geometric Reasoning
- Pythagoras and Trigonometry
- Probability
- Data Representations and Interpretations

Students will be encouraged to participate in Mathematics 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 with in the Year 8 Advanced program, as well as Year 10 Australian Curriculum content.

## Essential Mathematics – Year 10

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

This subject is designed for students who need extra time to develop essential numeracy skills or are planning to pursue a career in a range of trade or vocational pathways. There is an emphasis on extending student's mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Students who choose this subject will limit their Stage 1 Mathematics choice to Essential Mathematics.

**Topics:** Number, Data, Location and Time, Measurement, Finance

## General Mathematics – Year 10

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 General Mathematics.

**Topics:** Money and Financial Mathematics, Patterns and Algebra, Linear and Non-linear Relationships, Using Units of Measurement, Geometric reasoning, Pythagoras and Trigonometry, Chance, Data Representation and Interpretation

## Advanced Mathematics (10A) – Year 10

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 Mathematics and Stage 2 Mathematical Methods and/or Specialist Mathematics.

The majority of students choosing this course will be Year 9 Advanced Mathematics students who are not ready to proceed to Stage 1 Mathematics via the Accelerated pathway. The course will include the extension of Year 10 General Mathematics topics as outline by the Australian Curriculum 10A content descriptors.

**Topics:** Real Numbers, Patterns and Algebra, Linear and Non-linear Relationships, Using Units of Measurement, Geometric reasoning, Pythagoras and Trigonometry, Chance, Data Representation and Interpretation

## Accelerated Mathematics (Stage 1: M1/M2/M3/M4) - Year 10

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NIL	NO	4 SEMESTERS	N/A

These are Stage 1 (Stage 1) subjects; Year 10 students enrolling in these subjects will be expected to display the behaviour and academic rigour expected from senior students, including regular attendance and homework.

Stage 1 Mathematics subjects 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 withdrawn 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 more details, see the Stage 1 Stage 1 Mathematics subject description.**

Students need to complete all four semesters with the intention to enrol in Stage 2 Mathematical Methods and/or Specialist Mathematics when in Stage 1. Students will need to have completed Year 9 Advanced Maths at a high standard to be successful in these units.

## Essential Mathematics (EM1/EM2) – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NIL	NO	Up to 2 SEMS	1MEM10

This subject is designed for students who are seeking to meet the SACE numeracy requirement; and/or who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

This subject leads to Stage 2 Essential Mathematics. There are two different 10 credit Essential Mathematics subjects offered, each covers three of the following six topics.

**Topics:** Calculations, Time, Ratio, Earning & Spending, Geometry, Data in Context, Measurement, Investing

**Pathway:** Trade or vocational pathways

**School-based Assessment:** Investigations Folio (40%), Skills and Application Tasks (60%)

## General Mathematics (GM1/GM2) – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NIL	NO	Up to 2 SEMS	1MGM10

There are two different 10 credit General Mathematics subjects offered. General Mathematics extends students' mathematical skills in ways that apply to practical problem solving.

Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Each 10-credit subject will address three of the following six topics.

**Topics:** Investing & Borrowing, Measurement, Statistical Investigation, Applications of Trigonometry, Linear Functions & their graphs, Matrices & Networks

**Pathway:** building and construction, aquaculture, agriculture, retail, office management, and visual arts.

**School-based Assessment:** Investigations Folio (35%), Skills and Application Tasks (65%)

## Mathematics (M1/M2/M3/M4) – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 EACH	NIL	NO	Up to 4 SEMS	1MAM10

It is strongly recommended that students have completed a full year of Year 10 Advanced Mathematics. Students who have completed Year 9 Advanced Mathematics to a high standard may also be eligible to enrol.

There are four different 10 credit Mathematics subjects offered. Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Students intending to study either or both of these subjects at Stage 2 level are recommended to complete 40 credits of Stage 1 Mathematics. Each 10-credit subject will address three of the following twelve topics.

**Topics:** Functions and Graphs, Trigonometry, Counting and Probability, Statistics, Growth and Decay, Introduction to Differential calculus, Arithmetic and Geometric Sequences, Geometry, Vectors in the Plane, Trigonometry, Matrices, Real and Complex Numbers

**Pathway:** economics, computer sciences, health sciences, social sciences, mathematical sciences, engineering, space science, and physics.

**School-based Assessment:** Investigations Folio (25%), Skills and Application Tasks (75%)

## Essential Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MEM20

It is strongly recommended that students have successfully completed 20 credits of General Mathematics at Stage 1 level or 20 credits of Stage 1 Essential Mathematics at a high standard.

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

**Topics:** Measurement, Statistics, Investments and Loans, plus two of either: Scales, Plans and Models, Business Applications or an Open Topic

**Pathway:** This subject is intended for students planning to pursue a career in a range of trades or vocations.

**School-based Assessment:** Folio (40%), Skills and Application Tasks (30%)

**External Assessment:** Examination – 2hours (30%)

**Incidental Costs:** Students will be required to use a Graphic Calculator- these can be borrowed or purchased.

## General Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	NIL	NO	FULL YEAR	2MGM20

It is strongly recommended that students have successfully completed 20 credits of Mathematics/ General Mathematics at Stage 1 level.

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

**Topics:** Modelling with Linear Relationships, Modelling with Matrices, Statistical Models, Financial Models, Discrete Models or an Open Topic

**Pathway:** Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

**School-based Assessment:** Mathematical Investigation (30%), Skills and Application Tasks (40%)

**External Assessment:** Examination- 2hours (30%)

**Incidental Costs:** Students will be required to use a Graphic Calculator- these can be borrowed or purchased.

## Mathematical Methods – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MHS20

**Pre-requisite:** Students must have successfully completed 30 credits of Mathematics at Stage 1.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics.

By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

**Topics:** Further Differentiation and Applications, Discrete Random Variables, Integral Calculus, Logarithmic Functions, Continuous Random Variables and the Normal Distribution, Sampling and Confidence Intervals.

**Pathway:** Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and physics.

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.

**School-based Assessment:** Mathematical Investigation (20%), Skills and Application Tasks (50%)

**External Assessment:** Examination (30%) – 3hours

**Incidental Costs:** Students will be required to use a Graphic Calculator- these can be borrowed or purchased.

## Specialist Mathematics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2MSC20

**Pre-requisite:** Students must have successfully completed 40 credits of Mathematics at Stage 1.

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus.

**Topics:** Mathematical Induction, Complex Numbers, Functions and Sketching Graphs, Vectors in Three Dimensions, Integration Techniques and Applications, Rates of Change and Differential Equations.

**Pathway:** The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with 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.

**School-based Assessment:** Mathematical Investigation (20%), Skills and Application Tasks (50%)

**External Assessment:** Examination (30%) – 3 hours

**Incidental Costs:** Students will be required to use a Graphic Calculator- these can be borrowed or purchased.

## 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 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 and Particle Theory
- Cells – Cell processes, Organelles and Stem cell research
- Growth and Reproduction – Producing new life, Reproduction and Survival
- Investigating Heat – Heat and Temperature
- Body Systems – How the body works?
- Elements and Compounds – Atoms and Molecules
- Rocks – Earth’s changing face and Rock cycles
- Everyday Substances – Metals, Plastics and fibres

The Australian 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.

## 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 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 and Aquatic Sciences – (includes establishing an aquarium, investigating yabbies, brine shrimp and marine issues)

The Australian 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.

## Science – Year 10

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

**Topics:** Biology (cells, disease, inheritance, earth systems and evolution), Chemistry (investigating and explaining reactions, the periodic table, electrochemistry), Physics (road science, exploring the universe, space science), scientific writing skills (recounts, discussions and procedural reports), issues in science (our energy future/global warming), Introduction to Psychology and Marine Science

## Aquatic Science – Year 10

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

This course covers a variety of marine and aquatic topics including hands-on field trips and laboratory practicals, including the classification of marine and aquatic organisms and the conservation of the local marine environment.

**Topics:** Anatomy and Physiology of Aquatic Organisms, Oceanography, Taxonomy and Ecology of Aquatic Organisms, Management and Conservation

**Incidental Costs:** \$30 field trip.

## Marine Operations – Year 10

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

This course is 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 their recreational boat license.

**Topics:** Marine Studies (oceanography), understanding weather maps, navigation using sea charts, small boat handling, design and construction of boats, nautical concepts and skills, introduction to marine motors

**Special Comments:** 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.

**Incidental Costs:** \$50 (minimum) to cover excursions.

## Biology 1 – Stage 1

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

It is recommended that students have studied a full year of Science at Year 10.

The study of biology is constructed around understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own species, other species and their environments.

**Topics:** Cells and Microorganisms/ Biodiversity and Ecosystems: Students examine the development of the cell theory, the exchange of materials, and processes required for cell survival, both in Prokaryotic and Eukaryotic cells. Students learn about the conditions necessary for the growth and survival of microorganisms, their role in decomposition and food spoilage, and the uses of microorganisms. They investigate diverse ecosystems, exploring both biotic and abiotic components, including the interactions between species. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate interactions between species.

**Pathway:** This course leads to Stage 2 Biology.

**School-based Assessment:**

Investigation Folio: 1-2 practical investigations and one science as a human endeavour extended written discussion pertaining to topics covered within the semester  
Skills and Application Tasks: 1-2 tests covering course content

**Incidental Costs:** May be applicable for field trips.

## Biology 2 – Stage 1

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

It is recommended that students have studied a full year of Science at Year 10.

The study of biology is constructed around understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own species, other species and their environments.

**Topics:** Multicellular Organisms & Infectious Diseases: Students examine the structure and function of various multicellular organisms, looking at cells, tissues, organs, and organ systems. Various organ systems including the circulatory, respiratory, excretory, and digestive systems in animals and the structure and function of leaves in plants and their role in photosynthesis is examined. Students explore the topic of Infectious disease, including viral and bacterial agents and how these are spread, enter hosts and cause immune responses. The biotechnology and the development of vaccinations and other advances in the treatment of disease is also explored.

**Pathway:** This course leads to Stage 2 Biology.

**School-based Assessment:** Investigation Folio: 1-2 practical investigations and one science as a human endeavour extended written discussion pertaining to topics covered within the semester

Skills and Application Tasks - 1-2 tests covering course content

**Incidental Costs:** May be applicable for field trips.

## Chemistry – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	NO	SEM or YEAR	1CME10/20

It is recommended that students have studied a full year of Science at Year 10.

This course aims to develop the knowledge and skills that 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.

**Topics:** Materials and their Atoms, Combinations of Atoms, Molecules, Mixtures and Solutions, Acid and Bases, Redox Reactions

For a 10-credit subject, students study a selection of aspects of at least three of these topics.

**Pathway:** This course leads to Stage 2 Chemistry.

**School-based Assessment Semester 1:** Investigations Folio (50%), Skills and Application Tasks (50%)

**School-based Assessment Semester 2:** Investigations Folio (40%), Skills and Application Tasks (60%)

**Incidental Costs:** \$50 for The Essentials Student Workbook

## Nutrition – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10	YES	NO	SEMESTER	1NUT10

It is recommended that students have studied a full year of Science at Year 10.

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

**Topics:** Macronutrients and micronutrients, Healthy Eating (fresh versus processed foods), Sustainable food futures and Water Quality, The Psychology of Food Marketing

**Pathway:** This course leads to Stage 2 Nutrition.

**School-based Assessment:** Investigations Folio (60%), Skills and Application Tasks (40%)

**Incidental Costs:** May be applicable for specific practicals chosen by the students (minimal costs).



## Physics – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	YES	NO	SEM or YEAR	1PYS10/20

It is recommended that students have studied a full year of Science at Year 10. Satisfactory completion of 20 credits of Stage 1 Physics is strongly recommended for Stage 2 Physics.

**Topics:** Linear Motion and Forces, Electric Circuits, Heat, Energy and Momentum, Waves, Nuclear Models and Radioactivity

For a 10-credit subject, students study a selection of aspects of at least three of these topics.

**Pathway:** This course leads to Stage 2 Physics.

**School-based Assessment:** Investigations Folio (60%), Skills and Application Tasks (40%)

**Incidental Costs:** May be applicable for study materials.

## Psychology – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
10 or 20	NIL	NO	SEM or YEAR	1PSC10/20

It is recommended that students have studied a full year of Science at Year 10

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

For enrolment in Stage 2 Psychology it is highly recommended that students satisfactorily complete a full year of Stage 1 Psychology.

**Topics:** Introduction to Psychology, Cognition and Memory, Emotions (Semester 1); Social Influences and Social Interactions, Brain and Behaviour, Intelligence, Human Psychological Development (Semester 2)

**Pathway:** This course leads to Stage 2 Psychology.

**School-based Assessment:** Investigations Folio (60%), Skills and Application Tasks (40%)

**Special Comments:** This is the first opportunity students have to learn the report writing style required in Stage 2 Psychology.

## Certificate II in Aquaculture – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
30	YES	YES	FULL YEAR	N/A

Students have the opportunity to gain the nationally accredited course Certificate II in Aquaculture (full year), by completing a number of competency units throughout the year. The course uses a hands-on approach to engage students, with assessment focussing on practical skills. The Aquaculture facility is used to place students in a work environment where they can increase their understanding of the importance of teamwork and responsibility. Students will develop skills in growing, processing and marketing a product.

Students need to complete sixteen competency units to achieve their Certificate II in Aquaculture, which takes a full year. It is possible to complete only one semester; these students will not gain a Cert II in Aquaculture, however can attain 10 SACE credits. Some competency units will be studied at the local TAFE campus, resulting in students missing five days of school during Semester 2. This will be subsidised at no additional cost by the *WorkReady* scheme.

Theory components will be presented in a Moodle format which gives students the option to complete their work at home.

Students complete the following units:

- WH&S
- Work Effectively in the Seafood Industry
- Food Handling in the Seafood Industry
- Communicate in the Seafood Industry
- Harvest cultured or held stock
- Undertake Routine Maintenance of an Aquaculture System
- Feed Stock
  
- Handle Stock
- Senior First Aid
- Elements of Shipboard Safety (TAFE)
- Deckhand Skills (TAFE)
- Work with Knives
- Fillet and Prepare Portions
- Clean Work Area
- Operate and maintain outboard motors
- PADI Dive Ticket (*optional*)

**Delivery:** On PLHS campus one block day per week. Students will need to be organised and catch up other lessons missed on this day.

**COURSE FEES:** \$200 (first aid course, boat use, materials and excursions); the PADI Dive course is optional but will cost approximately \$450 (a discounted price for PLHS students); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

## Certificate II in Maritime Operations – Stage 1

CREDITS	COST	EXTRA TIME	LENGTH	CODE
Up to 70	YES	YES	YEAR	N/A

The AMFA (RTO) require a satisfactory completion of a literacy and numeracy test for entrance into this course conducted in 2018.

Maritime Operations involves developing skills to work on commercial boats. Currently, students are able to study modules from the Certificate II in Maritime Operations (Coxswain), which will enable them to gain the skills and knowledge required to skipper a commercial vessel up to 12 metres in length. It is recommended that students complete both semesters of this course.

The Australian Maritime & Fisheries Academy (AMFA) delivers the following modules:

### Semester 1:

- Outboard Maintenance
- Engineering
- Navigation (mapping/charts)
- Senior First Aid
- Elements of Shipboard Safety

### Semester Two:

- Deckhand Skills (knots and splices)
- Small Boat Handling
- Use of Safety Equipment
- VHF Radio Operations
- Small Boat Licence

A student will earn 10 SACE credits for the successful completion of every 70 nominal hours of VET modules. Students will work in groups to solve an engineering problem and organise a trip in the PLHS boat.

The units delivered in this course are able to earn up to 70 SACE Stage 1 credits upon completion of all credits.

As this is a TGSS funded course, students must:

- be at least 16 years of age on the first day of Term 1
- not be enrolled in an ASBA or traineeship
- not enrol in any other TGSS funded course (e.g. Certificate II in Hospitality)

**COURSE FEES:** \$200 (first aid course, boat use and materials, VHS radio licence); families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.

## Biology – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2BIG20

It is recommended that students have studied a full year of Science at Year 10 and a Stage 1 Science-based subject.

Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with

the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment.

Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

→ **Topic 1:** DNA and Proteins – students investigate the structure of DNA. Students relate gene expression to protein production and explore some of the many roles that proteins have in a functioning cell and organism.

→ **Topic 2:** Cells as the Basis of Life – students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, the role of enzymes and other processes required for cell survival.

→ **Topic 3:** Homeostasis – students examine some of the body systems, including the nervous, endocrine (hormonal), and excretory systems that play interdependent roles in the regulation of body processes such as body temperature, blood glucose levels, carbon dioxide levels in blood, and water balance.

→ **Topic 4:** Evolution – students investigate the genetic basis for the theory of evolution by natural selection and explore genetic variation within populations and how speciation occurs.

**Pathway:** Health Science, Veterinary Science, Pharmacology, Nutrition, Forensic Science, Environmental Science, Agriculture, Aquaculture

**School-based Assessment:** Investigations Folio (40%), Skills and Application Tasks (30%)

**External Assessment:** Examination (30%)

**Incidental Costs:** \$65 The Essentials Workbook, \$30 Study Guide

## Chemistry – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2CME20

A very sound understanding of Stage 1 Chemistry is assumed.

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which

seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

**Topics:** Monitoring the Environment, Managing Chemical Processes, Organic & Biological Chemistry, Managing Resources

**Pathways:** Engineering, Health Science, Forensic Science, Environmental Science, Manufacturing or Medical Industries, Pharmacology, Analytical Science

**School-based Assessment:** Investigations Folio (30%), Skills and Application Tasks (40%)

**External Assessment:** Examination (30%)

**Incidental Costs:** \$50 The Essentials Workbook, \$30 Revision Guide

## Nutrition – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2NUT20

It is recommended that students have studied a full year of Science at Year 10 and a Stage 1 Science-based subject.

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices. Students undertake the study of all four core topics and one option topic (chosen by the teacher in consultation with students).

**Core Topics:** 'The Fundamentals of Human Nutrition', 'Diet, Lifestyle, and Health', 'Food Selection and Dietary Evaluation', 'Food, Nutrition, and the Consumer'.

**Option Topics:** Global Nutrition and Ecological Sustainability, Global Hunger.

**Pathways:** Health Sciences, Nutrition, Dietetics, Fitness and Human Movement.

**School-based Assessment:** Investigations Folio (40%), Skills and Application Tasks (30%)

**External Assessment:** Examination (30%)

**Incidental Costs:** \$30 Study Guide, extra (minimal) costs may be applicable for specific practicals chosen by the students.

## Physics – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2PYS20

A very sound understanding of Stage 1 Physics is assumed

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them.

Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

**Topics:** Motion & Relativity, Electricity & Magnetism, Light & Atoms

**Pathway:** Engineering, Health Science, Environmental Science, Forensic Science, Radiography, Oceanography, Meteorology

**School-based Assessment:** Investigations Folio (30%), Skills and Application Tasks (40%)

**External Assessment:** Examination (30%)

**Incidental Costs:** \$25 Revision Guide

## Psychology – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	NO	FULL YEAR	2PSC20

It is recommended that students have studied a full year of Science at Year 10 and a Stage 1 Science-based subject.

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Students must demonstrate knowledge and understanding of the core material, an application of this knowledge to social and/or personal growth, the ability to design and report on scientific investigations and an understanding of ethical issues. This subject is designed around the 'Four Levels of Explanation' of behaviour used in Psychology.

**Level of Explanation:** Socio-cultural (social cognition), Basic Processes (learning), Person (personality), Biological (psychobiology or altered states of awareness), Integration of levels (healthy minds)

**Pathway:** Psychology, Counselling, Education, Child Services

**School-based Assessment:** Investigations Folio (30%), Skills and Application Tasks (40%)

**External Assessment:** Examination (30%)

**Incidental Costs:** \$50 Workbook, \$30 Study Guide

## Workplace Practices: Aquaculture – Stage 2

CREDITS	COST	EXTRA TIME	LENGTH	CODE
20	YES	YES	FULL YEAR	2WPC20

Students investigate water quality parameters and aquatic diseases and are given the responsibility to monitor and oversee aquaculture stock. The class will strengthen their knowledge by completing a practical activity that involves preparing an aquatic system for breeding fish.

Students will also have the opportunity to complete an Individual Investigation that involves researching an aquaculture species or industry issue of their choice. Finally, students will need to organise and complete 30 hours of work experience in the industry.

Students may have the opportunity to attempt some units from the Certificate III in Aquaculture course, which may earn them additional SACE credits.

**School-based Assessment:** Folio (25%), Performance (25%), Reflection (20%)

**External Assessment:** Individual Investigation (30%)

**Accreditation:** 20 credits towards SACE but is NOT a Tertiary Admissions Subject (for an ATAR or TAFE Selection Score).

**COURSE FEES:** \$200; families will be required to sign a **Commitment to Pay** form during subject selection. Invoices will be generated/distributed three weeks into each semester.