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Gawler and District College Contact Details

Barnet Road
Evanston SA 5116

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Fax: (08) 85 230 439
Email: info@gawlerhs.sa.edu.au
We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/care givers.
- Our objective is to provide a supportive school environment in which students can achieve their greatest potential. This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning attractive to students.

Greg Harvey
Principal

Introduction

This Course Handbook provides an overview of subject choices that are available to students. It should be used in conjunction with Individual Learning Plans and Transition Plans as a resource for selecting courses that meet individual needs and current and future educational requirements.

Students are supported in the course selection process by:

- A team of Course Counsellors
- Home Care and Extended Home Care Programs
- Information sessions such as the Careers Focus days, and University / TAFE / Vocation Education & Training provider presentations
- University & TAFE Admissions and South Australian Tertiary Admissions Centre (SAC) booklets
- Work Experience
- Structured Work Placement
- Individual Learning Plans and Personal Learning Plans
- Transition Plans and Career Pathways Planning
- Negotiated Education Plans
- Employment and Training Consultancy

Further information can be obtained from school by contacting:

- Home Care Teachers
- Course Counsellors
- Curriculum Area Coordinators
- Year Level Managers
- The Assistant Principal: Senior School
- The Deputy Principal: Curriculum

Job and career information can be found on the following websites:

www.alife.net.au  www.joboutlook.gov.au
www.skillsinfo.gov.au

It is important to note that:

All courses offered are subject to sufficient student numbers and teacher availability, therefore changes are possible at the beginning of each semester.
GENERAL INFORMATION
THE MIDDLE SCHOOL YEAR 8 AND 9

Our Middle School is structured to support students through adolescence and ensure that learning occurs in an environment that promotes enthusiasm, commitment and continuous improvement, so that students achieve their greatest potential. We offer:

- A broad and balanced curriculum across the 8 areas of study
- Extensive access to computers throughout the school
- Access to a broad range of sporting and other extra-curricular activities
- Celebration of student success
- A comprehensive pastoral care program and
- Encouragement of student leadership and participation in decision-making.

YEAR 8

All students have access to all learning areas, completing compulsory units from each of the 7 Learning Areas;

- The Arts
- English
- Health & Physical Education
- Mathematics

In addition to studying units from the above 7 Learning Areas, students may choose to study the language;

- Indonesian.

YEAR 9

All students have access to all learning areas, completing compulsory units from:

- English [Full Year]
- Mathematics [Full Year]
- Science [Full Year]
- Society and Environment [Full Year]
- Technology Studies [Semester]
- Health with Home Economics or Physical Education [Semester]
- The Arts [Semester]

Choice units will be selected from:

- Agriculture
- The Arts
- Home Economics
- Physical Education
- Technology Studies
- Indonesian [Full Year]
GENERAL INFORMATION
THE SENIOR SCHOOL YEARS 10, 11 AND 12

SACE

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 10, 11 and 12). Further information and updates about SACE can be found at www.sace.sa.edu.au

WHAT ARE SOME OF THE FEATURES OF THE SACE?

As part of the SACE students will:

- receive credit for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service), provided they are recognised by the SACE Board.
- receive A-E grades in every Stage 1 and Stage 2 SACE subject.
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning.
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations.

THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the SACE certificate, students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- a subject called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B or C grade in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

YEAR 10

All students must complete units from:

- English [Full Year]
- Mathematics [Full Year]
- Science [Semester]
- Society and Environment [Semester]
- Technology Studies [Semester]
- Health with Home Economics or Physical Education [Semester]
- The Arts [Semester]
- Personal Learning Plan [Semester] (Compulsory subject within the SACE)
- An additional 4 choice units [Semesters] must be selected.
PERSONAL LEARNING PLAN 1 SEMESTER / 10 CREDITS

The Personal Learning Plan is a compulsory SACE subject, usually undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

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

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

YEAR 11 (STAGE 1)

Compulsory Units:

- English (literacy) [Full Year]
- Mathematics (numeracy) [Semester]

Choice Units:

- Choose an additional 9 semester units from the Stage 1 subject choices.

YEAR 12 (STAGE 2)

Compulsory Unit:

- Research Project [Semester]

Choice Units:

- Four full year [20 Credit] subjects, or the equivalent.

RESEARCH PROJECT 1 SEMESTER / 10 CREDITS

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). As it is compulsory, students need to achieve a ‘C’ grade or better.

Students will:

- choose a topic. The topic may be linked to a SACE subject or course, or to a workplace or community context.
- learn and apply research processes and the knowledge and skills specific to their research topic.
- record their research and evaluate what they have learnt.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.
WHAT DO I NEED TO STUDY IF I WANT TO GO TO UNIVERSITY?

Students wishing to gain entrance to University will require subjects which have TAS (Tertiary Admission Subject) status. The scores in these subjects will allow students to gain an ATAR (Australian Tertiary Admission Ranking). The ATAR is based on a particular student’s performance compared with other students across the state. To be eligible for an ATAR, students must complete four full-year Stage 2 subjects, their Research project and successfully complete all other SACE requirements.

Students need to check the Tertiary Entrance Booklet for individual course pre-requisites and assumed knowledge.

WHAT DO I NEED TO STUDY IF I WANT TO GO TO TAFE?

TAFE courses vary considerably in their entrance requirements. Many require completion of SACE and have other specific requirements. Students must check the TAFE handbook for specific course requirements.

DO UNIVERSITY AND TAFE COURSE HAVE PRE-REQUISITES?

Some courses have certain Stage 2 subjects that must be successfully completed before you can gain entry into the course. This pre-requisite is in addition to the ATAR score at university. Check the UNI guide, SATAC guide or TAFE Handbook for information on specific courses.

WHAT IF I DIDN’T COMPLETE ALL OF THE STAGE 1 UNITS?

Students at any year level need to focus on achieving their personal best. It is the subject grade that generally determines progression to study at the next year level. Employers look for excellence in a range of areas including school achievement levels.

Some students may be required to undertake a hybrid course of study as a result of not successfully completing their studies at a particular year level. This would involve the selection of a combination of year 10/11 subjects or year 11/12 subjects. Students who take this course will generally complete their SACE over THREE years of study at Senior School.

Some students may gain additional units through other courses (such as VET), and this may assist them in reaching the required number of units.

When a student has selected their intended subjects, these will be checked to ensure that:

- The SACE pattern for that student is being met. (Course counsellors will assist with this)
- The subjects are appropriate for the student’s intended career path.
- The chosen subject pattern will allow them to qualify for an ATAR if their intended further education path requires it.
- Any pre-requisites for those subjects have been met by checking the Course Handbook. A pre-requisite is a minimum requirement that is needed before proceeding to the next level of study for a particular subject.

Pre-requisites are based on performance indicators such as grades, not on SACE levels.
### Year 9 Subject Preferences 2013

<table>
<thead>
<tr>
<th>English</th>
<th>1*C</th>
<th>English</th>
<th>1*C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies of Societies and Environment</td>
<td>1*C</td>
<td>Studies of Societies and Environment</td>
<td>1*C</td>
</tr>
<tr>
<td>Science</td>
<td>1*C</td>
<td>Science</td>
<td>1*C</td>
</tr>
<tr>
<td>General Maths</td>
<td>1*C</td>
<td>General Maths</td>
<td>1*C</td>
</tr>
</tbody>
</table>

Select at least 1 Unit from The Arts options (Maximum of 3 Units)

<table>
<thead>
<tr>
<th>Digital Media (1Unit Only)</th>
<th>Digital Media (1Unit Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Graphic Design</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
</tbody>
</table>

Select at least 1 Unit from the Health and Physical Education options (Maximum of 3 Units)

You must select either 1 Unit of Home Economics or 1 Unit of Physical Education.

<table>
<thead>
<tr>
<th>Home Economics</th>
<th>Home Economics</th>
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</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

Select at least 1 Unit from the Design and Technology options (Maximum of 3 Units)

<table>
<thead>
<tr>
<th>Woodwork</th>
<th>Metalwork</th>
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<tbody>
<tr>
<td>Computer Aided Design/Plastics</td>
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</table>

Students may select Indonesian (2 Units) as an Elective

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<tr>
<th>Indonesian</th>
<th>Indonesian</th>
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</table>

Students may select Agriculture (1 Unit) as an Elective

<table>
<thead>
<tr>
<th>Agriculture</th>
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</thead>
</table>

**CONFIRM YOUR COMBINATION OF SUBJECTS MATCHES THE CHECK LIST BELOW**

2 Units of ENGLISH ☐
2 Units of SOSE ☐
2 Units of SCIENCE ☐
2 Unit of MATHS ☐
1 Unit of ARTS ☐
1 Unit of HPE ☐
1 Unit of TECH ☐
3 Units of CHOICE ☐
EQUIVALENT OF 14 Units ☐
**Year 10 Subject Preferences 2013**

Core English is compulsory. Please indicate your preference A, B or C for Unit 2

<table>
<thead>
<tr>
<th>Core English</th>
<th>1 Unit</th>
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</thead>
<tbody>
<tr>
<td>Core English</td>
<td>A</td>
</tr>
<tr>
<td>Core English</td>
<td>B</td>
</tr>
<tr>
<td>Core English</td>
<td>C</td>
</tr>
</tbody>
</table>

Maths is compulsory. Please indicate your full year - 2 Unit Preference.

<table>
<thead>
<tr>
<th>Maths General</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths General</td>
<td>A</td>
</tr>
<tr>
<td>Maths General</td>
<td>B</td>
</tr>
<tr>
<td>Maths General</td>
<td>C</td>
</tr>
</tbody>
</table>

Personal Learning Plan is compulsory. This will occur in Semester 2.

<table>
<thead>
<tr>
<th>Personal Learning Plan</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>A</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>B</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>C</td>
</tr>
</tbody>
</table>

Core Science 1 Unit is compulsory. Additional 1 Unit courses may be selected from the options below.

<table>
<thead>
<tr>
<th>Core Science</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Science</td>
<td>A</td>
</tr>
<tr>
<td>Core Science</td>
<td>B</td>
</tr>
<tr>
<td>Core Science</td>
<td>C</td>
</tr>
</tbody>
</table>

Core SOSE is compulsory. An additional 1 or 2 Units may be selected from the options below.

<table>
<thead>
<tr>
<th>Core SOSE (Studies of Society and Environment)</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core SOSE (Studies of Society and Environment)</td>
<td>A</td>
</tr>
<tr>
<td>Core SOSE (Studies of Society and Environment)</td>
<td>B</td>
</tr>
<tr>
<td>Core SOSE (Studies of Society and Environment)</td>
<td>C</td>
</tr>
</tbody>
</table>

1 Unit of Child Studies / Health or Food and Culture / Health or Physical Education / Health is compulsory. An additional 1 or 2 Units may be selected from the options below.

<table>
<thead>
<tr>
<th>1 Unit of Child Studies / Health or Food and Culture / Health or Physical Education / Health</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Unit of Child Studies / Health or Food and Culture / Health or Physical Education / Health</td>
<td>A</td>
</tr>
<tr>
<td>1 Unit of Child Studies / Health or Food and Culture / Health or Physical Education / Health</td>
<td>B</td>
</tr>
<tr>
<td>1 Unit of Child Studies / Health or Food and Culture / Health or Physical Education / Health</td>
<td>C</td>
</tr>
</tbody>
</table>

Select at least 1 Unit from the options in The Arts (Maximum 3 Units) - Students choosing Music must select - 2 Units

<table>
<thead>
<tr>
<th>Digital Media (1 unit only)</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Media (1 unit only)</td>
<td>A</td>
</tr>
<tr>
<td>Digital Media (1 unit only)</td>
<td>B</td>
</tr>
<tr>
<td>Digital Media (1 unit only)</td>
<td>C</td>
</tr>
</tbody>
</table>

Select at least 1 Unit from the options in Design and Technology (Maximum 4 Units) - Design and Technology – each subject may only be studied once

<table>
<thead>
<tr>
<th>Computer Aided Design (1 unit only)</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Aided Design (1 unit only)</td>
<td>A</td>
</tr>
<tr>
<td>Computer Aided Design (1 unit only)</td>
<td>B</td>
</tr>
<tr>
<td>Computer Aided Design (1 unit only)</td>
<td>C</td>
</tr>
</tbody>
</table>

**CONFIRM YOUR COMBINATION OF SUBJECTS MATCHES THE CHECK LIST BELOW**

- 2 Units of English
- 2 Units of Mathematics
- 1 Unit of Core SOSE
- 1 Unit of Core Science
- 1 Unit of Core HPE
- 1 Unit of Core Arts
- 1 Unit of Design & Tech
- 1 Unit of Arts
- 5 Units of Choice
- Equivalent of 14 Units
STAGE 1 SUBJECT SELECTION PREFERENCES 2013

Before you select your preferences, do some research about possible career paths and the subjects that are required for these.

Career Choices  1.___________________________________  2.___________________________________

<table>
<thead>
<tr>
<th></th>
<th>10*</th>
<th>20*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture A</td>
<td></td>
<td>Mathematical Applications A</td>
</tr>
<tr>
<td>Agriculture B</td>
<td></td>
<td>Mathematical Applications B</td>
</tr>
<tr>
<td>Biology A</td>
<td></td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Biology B</td>
<td></td>
<td>Mathematics B</td>
</tr>
<tr>
<td>Building Construction</td>
<td></td>
<td>Mathematics Pathways</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Physical Ed – Skill Learning &amp; Limits</td>
</tr>
<tr>
<td>CAD - Communication Products</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Studies A</td>
<td></td>
<td>Modern History A</td>
</tr>
<tr>
<td>Child Studies B</td>
<td></td>
<td>Modern History B</td>
</tr>
<tr>
<td>Community Studies</td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Digital Media</td>
<td></td>
<td>Philosophy</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td>Physical Ed – Body Systems &amp; Training</td>
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<tr>
<td>English</td>
<td></td>
<td>Physical Ed – Skill Learning &amp; Limits</td>
</tr>
<tr>
<td>English Pathways</td>
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<tr>
<td>Food and Hospitality A</td>
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<td></td>
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<tr>
<td>Food and Hospitality B</td>
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<td></td>
</tr>
<tr>
<td>Carpentry &amp; Furnishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doorways 2 Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>Society and Culture</td>
</tr>
<tr>
<td>Hospitality – VET</td>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing</td>
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<tr>
<td>Information Technology</td>
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</tr>
</tbody>
</table>

* 10 CREDITS / 1 SEMESTER - *20 CREDITS / FULL YEAR

Proposed Year of SACE Completion _____________

INDICATE 4 POSSIBLE STAGE 2 SUBJECT CHOICES FOR 2013

1. Research Project

2. 

3. 

4. 

5. 

---

Page 9
### Stage 2 Subject Selection Preferences 2013

Before you select your preferences, do some research about possible career choices and the subjects that are required for these.

#### CAREER CHOICES

1. 
2. 

#### REQUIRED SUBJECTS

1. 
2. 

<table>
<thead>
<tr>
<th>Stage 2 Subjects</th>
<th>10</th>
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<tbody>
<tr>
<td>Agriculture &amp; Horticultural Science (TAS)</td>
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<tr>
<td>Alternative Mathematics (TAS)</td>
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<td>Alternative Physical Education (TAS)</td>
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<tr>
<td>Biology (TAS)</td>
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<td>Doorways 2 Construction (TAS)</td>
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<td>Business and Enterprise (TAS)</td>
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<tr>
<td>Chemistry (TAS)</td>
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<tr>
<td>Child Studies (TAS)</td>
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<tr>
<td>Community Studies (No TAS)</td>
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<tr>
<td>Computer Aided Design (TAS)</td>
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<td>Drama (TAS)</td>
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<td>English Communications (TAS)</td>
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<td>Mathematical Studies (TAS)</td>
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<td>Modern History (TAS)</td>
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<td>Music (TAS)</td>
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<td>Philosophy (TAS)</td>
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<td>Physical Education (TAS)</td>
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<td>Physics (TAS)</td>
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<td>Psychology (TAS)</td>
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<td>Research Project (TAS)</td>
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<td>Society and Culture (TAS)</td>
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<td>Specialist Mathematics (TAS)</td>
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<tr>
<td>Tourism (TAS)</td>
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<tr>
<td>Visual Art – Art (TAS)</td>
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</tr>
</tbody>
</table>

* 10 CREDITS / 1 SEMESTER - *20 CREDITS / FULL YEAR

For Community Studies indicate area/s of study / interest ________________________________

### Gawler and District College SACE Requirements

<table>
<thead>
<tr>
<th>Stage 1 10 CRTS</th>
<th>Stage 1 10 CRTS</th>
<th>Stage 1 10 CRTS</th>
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<th>Stage 1 10 CRTS</th>
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RP / Research Project  
PLP / Personal Learning Plan  
CRTS / Credits

* All Stage 2 students will initially be enrolled in four 20 Credit subjects to ensure they have the opportunity to meet University and TAFE entrance requirements.
When selecting subjects, students are encouraged to consider their transition through school to further learning and employment. One option which may assist some students to make this transition is Vocational Education and Training (VET) courses. These allow students to complete nationally accredited training modules and competencies towards a specific work pathway. Students are enrolled and assessed through a Registered Training Organisation (RTO) such as TAFE or other private organisations. Most VET units involve structured workplace learning (SWL). This is “on the job” learning that is assessed to industry competence.

A range of VET options are available through Gawler and District College. Some VET options are available on site, however, many courses are offered off site, through the alliance of 11 Northern Adelaide High Schools.

### STAGE 1 AND 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. For details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, refer to the VET Recognition Register.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

### CREDITS

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

### COURSES AT GAWLER AND DISTRICT COLLEGE B - 12

#### INFORMATION TECHNOLOGY

- Year 10 – Information Technology Certificate I with three core and three elective modules

#### HOSPITALITY

Stage 1 Hospitality which includes Certificate I in Kitchen Hospitality Operations or Certificate I Hospitality Operations and Certificate II Operations at Gawler House

- 5 Core Competencies – Gawler and District College
DESIGN AND TECHNOLOGY
Stage 1 and Stage 2 Computer Aided Design (CAD)
- 2 modules - Computer Aided Drafting & Modelling Concepts
Certificate I and partial completion of Certificate II in General Construction (Stage I & 2)
Certificate I and partial completion of Certificate II in Furniture Construction (Stage I & 2)

OFF SITE COURSES

Students should refer to the Regional VET Course Handbook for detailed information about the courses that will be offered in 2012. Students who are interested must complete the Northern Regional VET programs enrolment form prior to Course Counselling.

The cost of these courses can range from $1350 to $2500 per student per year. The VET courses can run for one semester, a year or two years. Students undertaking any of these VET courses will be asked to pay $100 to cover the administration fee for each course and the rest will be covered by the school. If students wish to pursue their course for the second year to complete their Certificate II or Certificate III, parents/caregivers will be asked to pay the full fee for VET service for that year, as we wish to treat all interested students fairly.

Creative Industry
Certificate II Multimedia
Certificate I and II Music
Certificate III in Media (Interactive Digital Media)
Certificate III in Media (Screen and Media)
Certificate II in Airbrushing
Certificate I in Live Sound and Lighting

Science and Technology
Certificate I Automotive – Pre Apprenticeship
Certificate II in Automotive
Advanced Automotive
Certificate I and II Electro Communications Skills
Certificate II Engineering and Manufacturing
Introduction to Plumbing
Certificate I Racing Industry
Certificate II Racing Industry
Certificate I and II in Horticulture (Emphasis on Irrigation, Landscaping and Paving)
Certificate I in Transport and Logistics
Certificate I and II in Animal Studies

Service Industries
Certificate III Aged Care
Certificate III Child Care Services
Certificate III in Disability
Community Pharmacy – Retail Customer Services
Certificate II Community Services Child Care focus
Certificate II Community Services Work (Community Focus)
Certificate III Community Services (Pathways to Nursing)
Certificate II Health Support Services
Hair and Makeup
Certificate II Hairdressing
Certificate II Beauty
Certificate I and II Hospitality (Kitchen Operations or Operations) Gawler 15

Business
Certificate II in Business
(Partial Completion) Certificate III in Financial Services
COMMUNITY STUDIES

MULTIPLE UNITS MAY BE STUDIED AT BOTH STAGE 1 AND 2 BY INDIVIDUAL NEGOTIATION.
Community Studies cannot be used to gain a TAS.

In Community Studies the student finds an area of study that interests them, decides on a major topic, incorporates their preferred method of learning and works at their own pace to achieve learning outcomes and achieve success.

The student must use the community as a resource. There are key elements that must be included for example developing a contract, preliminary assignments, a major project, an oral presentation and feedback. All learning must be documented by collecting evidence of tasks, journaling, photographs and examples of work.

Although the process of learning is emphasized, Community Studies provides for involvement in a wide range of possible learning topics and issues. Emphasis is placed on encouraging students to be independent and responsible.

STAGE 1 & 2 COMMUNITY STUDIES

1 OR 2 SEMESTERS / 10 OR 20 CREDITS

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study:

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

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

- In this subject, students are expected to:
- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- work individually and with others
- locate, select, organise, and use ideas, resources, and information
- learn in a range of settings, including the school and the wider community
- take practical action in the community
- seek feedback from the community
- present the activity to the community
- evaluate and reflect on the completion of the contract, the feedback received, and their own learning.

These learning requirements form the basis of the:

- learning scope
- evidence of learning that students provide
- assessment design criteria
- levels of achievement described in the performance standards.
COMMUNITY STUDIES

Pre-requisite: Nil

Please Note: This subject does not provide an ATAR score.

Food and the Community will consist of two tasks.

Task 1 is a contract of work, involving three parts;

Assessment Task 1:

- Write your food direction plan using the provided templates. The plan covers food practicals, community visits, practical research and a proposal of how you will present your final results.
- A folio to record your food direction through recipes, photos of practicals, community visits, articles you have collected and a record of food establishments you have contacted.
- A planned presentation of your food experiences will be given to a small group of people.

Assessment Task 2:

- A Reflection: this is a written or oral task to summarize your food experiences and related learning
- Examples of Food Direction Topics
  - Eating on a Budget
  - A Healthy Eating Plan for a Child
  - Organizing a Morning Tea
  - The History and Development of Pizza Making
  - Investigate Commercial Cookery Technology
YEAR 8 VISUAL AND PERFORMING ARTS

VISUAL AND PERFORMING ARTS 2 UNITS / FULL YEAR
Students participate in a variety of Arts experiences in Art, Drama and Music.
Students are introduced to practical and theoretical work in each subject; the emphasis is on enjoyment, experimentation, creativity and confidence building.
Communication skills, problem solving and arts appreciation are encouraged.

YEAR 9 VISUAL AND PERFORMING ARTS

1 UNIT OF THE ARTS IS COMPULSORY IN YEAR 9
STUDENTS MAY TAKE UP TO 3 UNITS OF STUDY IN THE VISUAL AND PERFORMING ARTS.

DIGITAL MEDIA 1 UNIT / SEMESTER
Opportunities are given for students to study and experience Digital Media through a focus on Digital Photography and creative, artistic Digital Image creation.
Practical Studies: Students will…
- Use Digital Cameras to take a variety of photographs for a range of specific exercise and photographic based communication products and artistic work for their major assignments tasks.
- Use appropriate digital image creation, manipulation, editing and present software, i.e. Adobe Photoshop, MS PowerPoint and MS Publisher to edit, enhance, manipulate and present their photographs and other digital images in suitable presentation formats and styles.
Theoretical Studies: Students will…
- Learn the technical basics of digital photography and image production with digital cameras and appropriate ‘Digital Darkroom’ software.
- Think, talk and write about the digital media work and the work of others.

DRAMA 1 OR 2 UNITS / 1 OR 2 SEMESTERS
Students who enjoy performing and being involved in the creation of plays as a performer or as a technician, or who enjoy working as a team member, are encouraged to select Drama.
Practical Studies: Students will…
- Work individually and in groups to develop performance work.
- Work from scripts.
- Perform for a variety of audiences.
Theoretical Studies: Students will …
- Learn about various Theatre styles including Melodrama and Children’s Theatre.
- Think, talk and write about their work and the work of others.
GRAPHIC DESIGN  
1 OR 2 UNITS / 1 OR 2 SEMESTERS

Opportunities are given to students to experience the field of Graphic Design.

Practical Studies: Students will…
- Be introduced to ‘The Design Process’ to assist them with problem solving.
- Use various drawing styles and methods and materials used by designers.
- Students may develop skills using available computer software packages to produce and publish their practical solutions.

Theoretical Studies: Students will …
- Analyze pieces of design and develop an understanding of the role of design in society.
- Use some aspects of Information Technology to assist them in their presentations.

MUSIC  
2 UNITS / FULL YEAR

IT IS EXPECTED THAT STUDENTS WHO CHOOSE MUSIC WILL STUDY IT FOR THE FULL YEAR

All music students are expected to regularly attend instrumental and/or vocal lessons to support their learning in music classes. Students are expected to participate in school ensembles and attend recess and lunchtime rehearsals on request.

Practical Studies: Students will….
- Be part of a whole class and small group ensembles; performing simple rock songs and music from other cultures.
- Be expected to perform solo and in small ensembles.
- Undertake one group keyboard lesson each week as needed to support their understanding of musical notation.
- Prepare individual (solo) performances for their class.
- Perform from musical notation with increasing fluency.

Theoretical Studies: Students will…
- Receive grounding in writing and using musical notation.
- Explore Rock ‘n’ Roll music and Classical music through listening to and discussing musical examples.
- Explore the origins of Rock music, including Gospel, Blues and African music.
- Attend live performances outside of the school.
- Learn the basics of sound engineering and technical set up procedures.

A Music Fee of approximately $30 per term will be charged.

VISUAL ART  
1 OR 2 UNITS / 1 OR 2 SEMESTERS

Students who are interested in developing their drawing, painting and craft skills are encouraged to select Visual Art.

Practical Studies: Students will…
- Learn painting and drawing techniques.
- Create their own works of art using a variety of media; possibly including pencil, paint, printmaking, clay, model making, and sculptural techniques.
- Work on class projects of a significant nature.

Theoretical Studies: Students will …
- Investigate modern painters.
- Think, talk and write about their work and the work of others.

Students are required to purchase an A3 Visual Diary.
YEAR 10 VISUAL AND PERFORMING ARTS

DIGITAL MEDIA 1 UNIT / SEMESTER
Opportunities are given for students to further study and experience Digital Media through a focus on digital photography and creative, artistic digital image creation.

Practical Studies: Students will...
- Use digital cameras to take a broader variety of photographs for a range of specific exercises and photographic based communication products and artistic work for their major assignment tasks.
- Use appropriate digital image creation, manipulation, editing and presentation software, i.e. Adobe Photoshop and Illustrator, Animation Software, MS PowerPoint and MS Publisher to edit, enhance, manipulate and present their photographs and other digital images in suitable presentation formats and styles.
- Some digital animation work will be developed.

Theoretical Studies: Students will...
- Learn more advanced technical aspects of digital photography and image production with digital cameras and appropriate 'Digital Darkroom' software.
- Think, talk and write about their digital media work and the work of others.

The opportunity to view professional work will incur a small fee.

DRAMA 1 OR 2 UNITS / 1 OR 2 SEMESTERS
Year 10 Drama prepares students for senior courses with the emphasis on performance and the theoretical components of Drama.

Topics covered may include: improvisation, stage-craft (including design and technical theatre), performance techniques, script writing and interpretation. A topic from the history of drama and theatre will be studied to extend the student’s appreciation of the role of drama in culture.

There is the opportunity for a class production, which will integrate the skills acquired in the units studied.

Practical Studies: Students will...
- Begin to create their own significant works within Drama
- Use the theories and scripts of others to begin this work.

Theoretical Studies: Students will....
- Respond to texts
- Be expected to maintain a record of their work in drama
- Review the works of others, (professional and within school).

The opportunity to view professional work will incur a small fee.

GRAPHIC DESIGN 1 OR 2 UNITS / 1 OR 2 SEMESTERS
With an emphasis on Graphic Design, students will learn to negotiate a ‘Design Brief’, research and gather ideas to generate original and practical solutions to design problems.

Practical Studies: Students will...
- Follow ‘The Design Process’ to assist them with problem solving
- Use various computer software packages to produce and publish their practical solutions.

Theoretical Studies: Students will...
- Analyze pieces of design and develop an understanding of the role of design and designers
- Use some aspects of Information Technology to assist them in their presentations.
**MUSIC**

2 UNITS / FULL YEAR

**IT IS EXPECTED THAT STUDENTS WILL STUDY MUSIC FOR THE FULL YEAR.**

**Prerequisite:** Students must achieve a 'C' grade or better in Year 9 Music.

Music is a course for students who have already been learning on their chosen instrument(s) for a minimum of a year. By the beginning of Year 10, students should show either good organisational and teamwork skills or a high degree of proficiency in Music Theory and on their chosen instrument(s). There is an expectation that students at this level will continue to perform at school functions where requested.

All music students are expected to regularly attend instrumental and/or vocal lessons to support their learning in music classes. Students are expected to participate in school ensembles and attend recess and lunchtime rehearsals on request.

**Practical Studies:** Students will…
- Prepare individual (solo) performances for their class and larger audiences where required
- Be required to perform from musical notation with increasing fluency
- Rehearse and perform with a variety of small and whole class ensembles.

**Theoretical Studies:** Students will…
- Extend their ability to write and use musical notation.
- Use technology to compose and arrange music for small ensembles.
- Explore Modern and Classical music history.

A Music Fee of approximately $30 per term will be charged.

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**VISUAL ART**

1 OR 2 UNITS / 1 OR 2 SEMESTERS

It is assumed that students are interested in developing their skills and will be prepared to work in a range of media. Students should have completed Year 9 Art and a desire to work in this area is essential.

**Practical Studies:** Students will…
- Participate in drawing workshops
- Learn painting/brush techniques as the focus of skill development
- Experiment with a variety of materials
- Develop a portfolio.

**Theoretical Studies:** Students will…
- Use a four-stage analysis to make critical comment on art works
- Participate in tasks that require an understanding of some aspects of technology
- Develop theory work to support their practical work.

Students are required to purchase and A3 Visual Diary.
STAGE I VISUAL AND PERFORMING ARTS

DIGITAL MEDIA 1 SEMESTER / 10 CREDITS

Opportunities are given for students to specialize in their further study and experience with Digital Media through a focus on digital photography and creative, artistic digital image creation.

Pre Requisite: A ‘C’ grade or better in Year 10 Digital Media. Or by interview with the Arts Coordinator

Practical Studies: Students will...
- Use digital cameras to take a broader variety of photographs for a range of specific exercises and photographic based communication products, photo journalism and artistic work for their major assignment tasks.
- Use appropriate digital image creation, manipulations, editing and presentation software, i.e. Adobe Photoshop, Illustrator, MS PowerPoint and MS Publisher to edit, enhance, manipulate and present their photographs and other digital images in suitable presentation formats and styles.

Theoretical Studies: Students will...
- Learn more advanced technical aspects of digital photography, photo journalistic principles and practice and image production with digital cameras and appropriate ‘Digital Darkroom’ software.
- Research and report on the range of available photographic papers and commercial printing processes currently in use.
- Research and report on environmental considerations regarding the use and recycling of photographic paper products.
- Think, talk and write about their digital media work and the work of others.

DRAMA 1 OR 2 SEMESTERS / 10 OR 20 CREDITS

This is a subject that leads to Stage 2 TAS Drama Course.

Pre Requisite: A ‘C’ grade or better in at least 1 unit of Year 10 Drama.

Or by interview with the Arts Coordinator.

Students are involved in the study and development of performance work. They will devise their own performance and present a fully scripted production that has been selected to further their understanding of dramatic texts studied.

Recommendation: A ‘C’ grade or better in at least 1 unit of Year 10 Drama.

Practical Studies: Students will...
- Be involved in a group production as an actor, technician or designer
- Take part in workshops, which explore styles of performance
- Create their performance works, in groups and individually

Theoretical Studies: Students will...
- Study a dramatic text
- Review performance work
- Write about their work and the work of others

Students are required to view professional theatrical work which will incur a small fee.
**MUSIC**

**FULL YEAR / 20 CREDITS**

**IT IS EXPECTED THAT STUDENTS WILL STUDY MUSIC FOR THE FULL YEAR.**

**Pre Requisite:** A ‘C’ grade of better in 2 units of Year 10 Music.
Or by interview with the Arts Coordinator.

Year 11 Music is programmed with the intention of servicing the needs of students who wish to provide a platform for tertiary study in Music and for those students who wish to enrich and broaden their skills and experience of music.

**Practical Studies:** Students will….
- Participate in whole class and small ensembles
- Develop their instrumental and/or vocal skills
- Learn to play music by ear and transcribe songs from recordings.

**Theoretical Studies:** Students will….
- Advance their ability to read music from scores
- Learn to compose and arrange music.

A Music Fee of approximately $30/term will be charged.

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**VISUAL ARTS - ART**

**1 OR 2 SEMESTERS / 10 OR 20 CREDITS**

**Pre Requisite** A ‘C’ grade or better in at least 1 unit of Year 10 Visual Art.
Or by interview with the Arts Coordinator.

Students who have strong skills and interest in a least one area of Visual Arts are invited to enrol in this course.

**Practical Studies:** Students will...
- Take part in exercises which include observational drawing, looking at composition, tone and colour
- Experiment with a range of media including pencil and paint
- Complete two major pieces of work for assessment, and must be supported by ‘back-up’ documentation/planning
- Create a portfolio of their work.

**Theoretical Studies:** Students will...
- Be required to research, current artistic trends and artists focusing on the acquisition of knowledge about art terminology and forms of expression
- Develop skills in judgment and appraisal through informed writing and debate
- Support their practical work with ‘back-up’ documentation/planning

Some excursions to view professional exhibitions may incur a small fee.

Students are required to purchase an A3 Visual Art Diary.
VISUAL ARTS – DESIGN

1 OR 2 SEMESTERS / 10 OR 20 CREDITS

Prerequisite: A ‘C’ grade or better of 1 Unit of Year 10 Graphic Design. Or by interview with the Arts Coordinator

With an emphasis on Graphic Design, students will work from a design brief to develop a major piece of work, whilst developing a backup portfolio.

Students who have strong skills and interest in at least one area of Visual Arts are invited to enrol in this course.

Practical Studies: Students will:
- Develop skills in the use of Adobe Illustrator, InDesign and Photoshop CS4 Software to create visual communications
- Complete a major piece of design work for assessment supported by ‘back up’ documentation/planning
- Experiment with design styles influence by other designers
- Create a portfolio of work

Theoretical Studies: Students will:
- Be involved in research
- Analyse works (including their own) and focus on current design trends or designers to improve their use of design terminology
- Support their practical work with ‘back up’ documentation/planning

Students are required to purchase an appropriate folder in which to store their practical work.

Year 12 Visual Arts- Design may be studied as a part of the Visual Arts Course.

STAGE II VISUAL AND PERFORMING ARTS

VISUAL ARTS - ART (TAS)

FULL YEAR / 20 CREDITS

Pre Requisite: A ‘C’ grade or better in at least 1 unit of Stage 1 Visual Art or Design. Or by interview with the Arts Coordinator.

The emphasis of this course is the creation of works of Art suitable for an end of year exhibition. Students will work in their preferred medium as negotiated.

Course Outline: Students will develop a…
- Folio of Work - 40%
- Visual Study on A Living Artist - 30%
- Minimum of 2 Major Art Works – 30%

Some excursions to view professional exhibitions may incur a small fee.

Students are required to purchase an A3 Portfolio.
DRAMA (TAS)  
FULL YEAR / 20 CREDITS

The emphasis for Drama studies is performance. Students undertake studies that are both practical and theoretical. They are involved as performers, observers and analysts.

Pre Requisite: A ‘C’ grade or better in 1 unit of Stage 1 Drama.
Or by interview with the Arts Coordinator.

Group Presentation:
- A highlight of the year is involvement in a Group Production. Students are involved as Actors, Designers or Technicians.

Folio Presentation:
- A report on the Group Production
- 2 Reviews of Live Theatre
- Interpretive Study – review a drama practitioners work and create their own work in that style

Students are required to view professional theatrical work which will incur a small fee.

MUSIC (TAS)  
FULL YEAR / 20 CREDITS

Pre Requisite: A ‘C’ grade of better in 2 units of Stage 1 Music.
Or by interview with the Arts Coordinator.

In Year 12, Music students choose a combination of two subjects, usually one of performance (either solo or ensemble) and one of a theoretical and or project nature.

Tutoring
Students prepare and deliver a unit of 12-15 lessons to a small group of younger students either within GDC or by negotiation with one of our feeder primary schools. Students need to provide video evidence of their tutoring and keep a journal of their planning.

Song-Writing
Students undertaking this unit should have shown significant aptitude for song writing in Year 11 and have demonstrated ability to manage their time effectively. Students need to write and record a portfolio of song ideas and at least 6 finished songs by the end of third term. A journal must be kept of the student's progress throughout the song-writing period.

Ensemble Performance
Student ensembles prepare a minimum of 15 minutes of repertoire to be performed over two school assessed performances terms 2 and 3.

The repertoire selected needs to demonstrate the performers’ proficiency on their instrument by using a range of techniques. Performers are assessed on their instrumental skill and their abilities to function effectively within an ensemble.

OR

Solo Performance
Students prepare a repertoire which emphasises their skill as a solo performer. Assessment outline as per Ensemble Performance above. Only students with a strong and proven dedication to furthering their instrumental or vocal skill should consider undertaking this unit. Solo performance is recommended for these students who wish to undertake tertiary study in Music.

AND

Musicianship
Musicianship comprises an intensive study in Music Theory and music writing techniques. Students are expected to produce an arrangement for two or more instruments on Sibelius software. Musicianship is recommended for those students who wish undertake tertiary study in Music.
English is compulsory in Years 8, 9, 10 and Stage 1. Students must complete a full year at each year level.

English as a Second Language (ESL) is offered for those students who qualify for this support in a withdrawal situation, as one to one tutoring.

**Year 8 English**

In year 8, an emphasis is placed on reading, listening, viewing and writing skills. Students read and view a range of texts such as novel, film, short stories, poetry, newspapers and magazines and respond to these in a variety of ways. These responses can be personal, critical, informal and formal and may be presented in different forms, including oral, multi modal and written. Literacy development is a focus and this includes the wider reading program, based on the Premier’s Reading Challenge, in which all year 8 students are expected to participate and which is part of the assessment strategy. In 2013 the New Australian Curriculum, in conjunction with NAPLAN results will be used to influence learning outcome design.

**Year 9 English**

In year 9 an emphasis is place on critical reading, active listening, viewing and writing skills. Students read and view a range of texts such as novel, film, short stories, poetry, newspapers and magazines and respond to these in a variety of ways. These responses can be personal, critical, informal and formal, and may be presented in different forms, including oral, multi modal and written. Literacy development is a major focus and this includes the wider reading program, based on the Premier’s Reading Challenge, in which all year 9 students are expected to participate and which is part of the assessment strategy. NAPLAN testing occurs during Term 2. Homework is to be completed as part of the assessment process.

**Year 10 English**

**Core English**

1 UNIT / SEMESTER

Students will respond analytically, creatively, orally and in writing to a range of print and visual texts, including novels, short stories, poetry, plays, film and aspects of media. Students will also produce their own writing, which is not in response to a text. All students are expected to be involved in presenting formal and informal oral language activities. Homework is part of the assessment process.

**Choice Semester:** Students will choose from one of three options in preparation for Stage 1 English.

**English Studies**

1 UNIT / SEMESTER

For students who have good writing, reading, viewing, listening and speaking skills.

Students will read and respond analytically, creatively, orally and in writing to a range of classical and contemporary texts including novels, poetry, drama, film and some aspects of media. Students will also produce their own writing, which is not in response to a text. All students are expected to present formal and informal oral language activities as well as complete homework as part of the assessment process.

Students who receive a ‘C’ grade or better may progress into any of the Stage 1 English subjects.

**Contemporary English**

1 UNIT / SEMESTER

For students who are achieving satisfactory marks in all aspects of the core.

Students will be expected to respond analytically and creatively, both orally and in writing, to a range of texts such as short stories, poetry, film and multi media. Students will investigate and use a range of language applications, in writing and verbally. Students will also produce their own writing, which is in response to a text. All students are expected to complete homework as part of the assessment process.

Students who receive a ‘C’ grade or better may progress into Stage 1 English Pathways or Literacy for Work and Community Life.
LANGUAGE FOR PURPOSE 1 UNIT / SEMESTER

For those students who need to further develop writing, reading and viewing, listening and speaking skills.

Students will explore a variety of purposes for writing non-fiction such as describing, explaining, instructing, persuading, retelling and exploring. Students will encounter a range of traditional and media texts. Structural and language features of texts will be studied. All students are expected to be involved in presenting formal and informal oral language activities. Homework is to be completed as part of the assessment process.

Students who choose this unit must do Literacy for Work and Community Life at Stage 1.

STAGE I ENGLISH

Students must pass with a C grade or better two semesters of any English subject to achieve SACE literacy requirements.

Please note that homework is part of the learning process in all English courses at Stage 1.

ENGLISH FULL YEAR / 20 CREDITS

Students will read and respond analytically, creatively, orally and in writing to a range of texts such as prose, poetry, drama, film and some aspects of media. They will also produce their own writing, which is not in response to a text.

Students are expected to draft and edit all writing tasks to be assessed. All students are expected to be involved in presenting formal and informal oral language activities as part of the assessment process. This subject will include an Exam.

Students should attain at least a ‘C’ grade in 2 semesters of English to proceed to English Communications and at least a ‘B’ grade in 2 semesters of English to proceed to English Studies at Stage 2.

ENGLISH PATHWAYS FULL YEAR / 20 CREDITS

Students will explore the social impact, construction techniques and terminology used in a range of contemporary and traditional texts and settings. They will respond analytically, creatively, orally and in writing.

Students will also produce their own writing, which is not in response to a text. Everyone is expected to be involved in presenting formal and informal oral language activities as part of the assessment process. There is no special study. Students will complete at least one activity associated with the World of Work and be involved in decision making about being a good citizen.

This subject leads to Stage 2 English Pathways only.

Students must attain at least a ‘C’ grade in 2 semesters of English or English Pathways to proceed to Stage 2 English Pathways.

LITERACY FOR WORK AND COMMUNITY LIFE FULL YEAR / 20 CREDITS

This course is designed primarily for students who have no intentions of continuing into Stage Two English. The focus is on developing literacy skills, developing a sense of citizenship and work readiness.

This course DOES NOT CONTINUE into any Stage 2 English Courses.
STAGE II ENGLISH

ENGLISH PATHWAYS (TAS)  FULL YEAR / 20 CREDITS
Students should have gained at least a ‘C’ grade in two semesters of English or English Pathways at Stage 1.

Students will explore the social impact, construction techniques and terminology used in a range of contemporary and traditional texts and settings for the world of work and citizenship. They will respond analytically, creatively, orally and in writing. Students will also produce their own writing, which is not in response to a text. Everyone is expected to be involved in presenting formal and informal oral language activities as part of the assessment process. There is a special independent language study worth 30% of the year’s assessment.

ENGLISH COMMUNICATIONS (TAS)  FULL YEAR / 20 CREDITS
Students must attain a ‘C’ grade in 2 semesters of English at Stage 1 to proceed to English Communications.

There are compulsory units, plus a number of negotiated options. Students will look closely at examples of visual and written communication and refine critical thinking and communication skills. Students will read, view and respond to a number of traditional and media texts. They will develop strategies and skills to create their own texts. They will write, speak and use information and communication technologies in a variety of forms. Students are expected to draft and edit all writing tasks to be assessed. There are two independent tasks worth 30%. There is no public examination but students must be well organised and motivated. All assessment tasks are externally moderated.

ENGLISH STUDIES (TAS)  FULL YEAR / 20 CREDITS
Students must attain a ‘B’ grade in 2 semesters of Stage 1 English to proceed to English Studies.

The English Studies course requires students to study a range of plays, novels, poetry and visual texts. Students are required to read and view seven extended texts plus a number of shorter texts. Students will develop skills and strategies of critical thinking needed to interpret texts. Students are expected to draft and edit all writing tasks to be assessed. All students are expected to be involved in presenting formal and informal oral language activities as part of the assessment process. There are four assessment components: external examination, individual study, shared studies and text production.

There is a public examination at the end of the year worth 30%.

This course will be available only if a suitable number of students choose this and are recommended by their 2012 teachers.
HEALTH AND PHYSICAL EDUCATION

YEAR 8 HEALTH AND PHYSICAL EDUCATION

This course covers Health Education, Home Economics and Physical Education.
Courses will include theory and practical work.

HEALTH EDUCATION

This course will cover puberty and issues related to sexuality plus the social issues surrounding alcohol and tobacco.

HOME ECONOMICS

This course involves the preparation of recipes that illustrate sound nutrition and link to 'The Australian Guide to Healthy Eating'. Students are required to observe safe management practices, work individually and in teams.

In Textiles students will use a range of tools, including sewing machines to construct articles from fabrics.

PHYSICAL EDUCATION

In this subject students will have the opportunity to develop skills and knowledge related to Racquet Sports, Softball / T-ball, Hockey, Netball, Soccer, Fitness, Minor Games and Talent Search.

The course will look at the history of sport and rules associated with specific activities.

All students are required to have a full change of clothing that includes the compulsory Physical Education uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.

YEAR 9 HEALTH AND PHYSICAL EDUCATION

This course covers Health Education, Home Economics and Physical Education.
Courses include theory and practical work.

HEALTH EDUCATION

Students will investigate disease and disabilities and issues related to prescription, over the counter and illegal drugs as well as safe information technology communication. Decision making, problem solving and communication skills will underpin the work studied in Health.

HOME ECONOMICS

In Semester 1 students will focus on the Australian Dietary Guidelines and the preparation of health-giving recipes. Students will demonstrate skills in working safely and hygienically, in teams and individually. Students will learn more advanced skills in the use of the sewing machine and how to apply a design onto fabric by the applique method.

In Semester 2 students will focus on food preparation skills and entertaining. Work will be in teams for the entertaining unit and cooking terminology will link to the preparation skills in the recipes. Machining skills and a variety of stitch applications and techniques will be included in the fabric projects.

PHYSICAL EDUCATION

Students will cover skills and knowledge related to Cricket, Football Codes, Basketball, Volleyball, Badminton, Fitness and Minor Games.

All students are required to have a full change of clothing that includes the compulsory Physical Education uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.
YEAR 10 HEALTH AND PHYSICAL EDUCATION

Students must select a minimum of one unit from Child Studies / Health, Food and Culture / Health or Physical Education / Health A or B.

CHILD STUDIES / HEALTH

LIVING WITH KIDS
This course involves looking at the needs of young children: food and play, learning, health and care. Activities include a child’s party, making a toy or article of clothing, a babysitting kit and preparing foods suitable for growing children.

Students may need to provide their own pattern / material in order to complete a toy or a garment.

FOOD AND CULTURE / HEALTH

In this course students investigate the influences of various cultures on the development of Australian cuisine over the last 230 years.

Students will be required to undertake research assignments, participate in practicals (preparing foods from cultures that have significantly influenced Australian cuisine) and evaluate practical applications.

This course leads to Hospitality – VET, Food and Hospitality and Child Studies at Stage 1.

PHYSICAL EDUCATION / HEALTH A

The Health component will cover human sexuality through decision-making, communication skills and problem solving tasks.

Students will cover skills and knowledge related to Softball, Touch and Netball and will also be offered a variety of negotiated sports and physical activities focusing on positive involvement and participation in both practical and theory work.

A positive approach and commitment to physical activity as well as a C grade or better in Year 9 is recommended for success in this course.

All students are required to have a full change of clothing that includes the compulsory Physical Education uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.

PHYSICAL EDUCATION / HEALTH B

The Health component will cover body image and coaching through decision-making, communication skills and problem solving tasks.

Students will cover skills and knowledge related to Badminton, Basketball and Volleyball and will also be offered a variety of negotiated sports and physical activities focusing on positive involvement and participation in both practical and theory work.

A positive approach and commitment to physical activity as well as a C grade or better in Year 9 is recommended for success in this course.

All students are required to have a full change of clothing that includes the compulsory Physical Education uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.
FITNESS IN FOOD AND EXERCISE  
This course looks at the components of fitness, recording and analysing test results and then working on programmes for the group and or individuals.
There will be a cost involved to cover visits to the local Fitness Centre.
The group will look at diets and create meals, which are deemed Healthy choices not only for the athlete but also the everyday sports person.
All students are required to have a full change of clothing that includes the compulsory Physical Education Uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.

PEER SUPPORT, HEALTH AND SAFETY  
Students will train for the Peer Support Certificate that will provide the skills needed to work with Year 8 students in the following year. Trained Peer Leaders will work with Year 8 students to assist their transition into secondary schooling. They will be involved with Year 8 students during Extended Home Care activities and at times will act as mentors for these students.
The course will include a “Senior First Aid Certificate”. This course is ideal for developing desired skills for a student’s chosen career pathways as well as providing an opportunity to develop leadership skills with young students. Students may have the opportunity to attend a leadership camp.
We endeavour to subsidise the First Aid Certificate course and Leadership Camp. However if this does not eventuate, the cost will be approximately $110 for First Aid and for the Leadership Camp.

TEXTILES AND CRAFT  
Students will be able to construct garments and craft articles.
Students may choose to construct:
- Garments such as shorts, skirts, pyjamas, boxer shorts or t-shirts
- Craft articles involving techniques like cross-stitch, patchwork, quilting, or applique e.g. bags, wall hangings and gift items

Students may be required to provide materials for the garments and some craft items.
STAGE I HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES A

Recommendations: Achievement of 'C' grade or better in any of the following Year 10 Home Economic courses: Home Economic Core, Food and Culture, Living with Kids.

The focus is on children from conception to 8 years and decisions relate to parenting. The physical, emotional, cognitive and social development of children will be investigated and activities made to support the developmental stages.

The course contains:
- 2 Practical Activities (food task and a toy construction)
- 1 Group Activity (tour of Giles Farm)
- 1 Investigation Task (baby/child routines)

CHILD STUDIES B

Recommendations: Achievement of 'C' grade or better in any of the following Year 10 Home Economic courses: Home Economic Core, Food and Culture, Living with Kids.

The focus is on children from conception to 8 years and decisions relate to parenting. The physical, emotional, cognitive and social development of children will be investigated and activities made to support the developmental stages.

The course contains:
- 2 Practical Activities (food task and a toy construction)
- 1 Group Activity (child story book activities)
- 1 Investigation Task (safety for children)

FOOD AND HOSPITALITY A

Recommendations: Achievement of 'C' grade or better in Year 10 Home Economics and/or Food and Culture.

This course is based on the following areas of study:
- Food, the Individual and the Family
- Local and Global Issues
- Trends in Food and Culture
- Food Safety
- Food and Hospitality Industry

Through the study of this course students will develop and demonstrate decision making, problem solving, team work and collaborative skills, knowledge and understanding.

Assessment:
- 2 - 3 Practical Activities
- 1 Group Practical Activity
- 1 Investigation

FOOD AND HOSPITALITY B

Recommendations: Achievement of 'C' grade or better in Year 10 Home Economics and/or Food and Culture.

Students investigate contemporary issues and management practices and explore legal and environmental aspects of food production, trends in food and hospitality, consumer protection and the nutritional impact of the healthy eating. Students develop skills using technology and safe work practices in the preparation, storage and handling of food.

Assessment:
- 2 Practical Activities
- 1 Group Practical Activity
- 1 Investigation
HOSPITALITY - VET  
1 OR 2 SEMESTERS / 10 TO 30 CREDITS

Recommendations: Achievement of ‘C’ grade or better in Year 10 Home Economics and/or Food and Culture.

In this course students will have the opportunity to complete VET Hospitality Kitchen Operations Certificate 1 and the SACE course. The course involves food preparation, food hygiene, caterings, work pathways, laws and regulations. Some caterings involve out of school hours and the opportunity to work with professional caterers at a variety of venues.

Students can exit or enter the course at the semester break. Full TAFE competencies for Certificate 1 Hospitality will be possible for students taking the full year course. By completing the certificate with the Work Placement you will be able to achieve 30 CREDITS towards your SACE.

A work placement is essential. Students who qualify to do the Hospitality Top Up for the TAFE Certificate – Kitchen Operations will work at Gawler House during term 4. Further information is available in the VET section at the front of the Handbook.
PHYSICAL EDUCATION A

PHYSICAL EDUCATION A

1 SEMESTER / 10 CREDITS

BODY SYSTEMS AND TRAINING PRINCIPLES

Students working towards studying Stage 2 Physical Education must complete a semester unit of Body Systems and Training Principles.

Pre-requisite: A 'C' grade or better in Year 10 Physical Education Health.

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics.

This course contains 60% practical skills and applications that consist of two or three practicals based on interest, expertise and facilities in preparation for stage 2 Physical Education. This includes Volleyball, International Rules and Netball.

This course contains 40% Theory consisting of principles and issues in relation to The Nature of Physical Activity which includes body systems, fitness and training principles and methods and an Issues Analysis.

Assessment:

Students should provide evidence of their learning through four to five assessments. Students undertake:

- Three practicals (regular attendance and participation for observation is required)
- Two assessments for the folio

All students are required to have a full change of clothing which includes the compulsory Physical Education uniform top, that can be purchased from the School Uniform Shop. N.B. NO denim.

PHYSICAL EDUCATION A

1 SEMESTER / 10 CREDITS

SKILL LEARNING AND LIMITS TO PERFORMANCE

Students working towards studying Stage 2 Physical Education must complete a semester unit of Body Systems and Training Principles.

Pre-requisite: A 'C' grade or better in Year 10 Physical Education/Health.

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics. Students working towards studying Stage 2 Physical Education can select this second unit of Physical Education/Health but it is optional, not compulsory.

This course contains 60% practical skills and applications that consist of two or three practicals based on interest, expertise and facilities in preparation for Stage 2 Physical Education. This includes Badminton, Basketball and Softball.

This course contains 40% Theory consisting of principles and issues in relation to The Nature of Physical Activity which includes Skill Learning, Limits to Performance and an Issues Analysis.

Assessment:

Students should provide evidence of their learning through four to five assessments. Students undertake:

- Two or three practicals (regular attendance and participation for observation is required)
- Two assessments for the folio

All students are required to have a full change of clothing that includes the compulsory Physical Education uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.
PHYSICAL EDUCATION B

Pre-requisite: Year 10 Physical Education/Health.

Recommendations: an interest and positive attitude towards physical activity and related theory topics and a satisfactory completion of a ‘C’ grade or better in Year 10 Physical Education/Health.

This unit has a 60% practical component consisting of activities that offer an opportunity to develop physical skills with a focus on bushwalking and skills related to outdoor exploration. Students are required to complete a half day bush walk and an overnight camp/hike. Theory components of 40% include Nature Body Systems and Outdoor Education.

An Issues Analysis is required based on topics related to local, regional, national or global issues on the environment. There is an end of semester theory examination.

All students are required to have a full change of clothing that includes the compulsory Physical Education Uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.

STAGE II HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES (TAS)

Recommendations: Achievement of ‘C’ grade or better in Stage 1 Food and Hospitality or Child Studies.

This subject focuses on children’s growth and development from conception to 8 years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. They will explore the role of play, technological influences, safety and protection and community resources that support children. A variety of research, management and practical skills will be developed.

This course contains:
- 4-5 Practical Activities to cover 50% of the course.
- 1 Group Activity for 20% of the course.
- 1 Investigation that is externally assessed and valued at 30% of the course.

When leaving school, students who enroll in TAFE courses in Child Care can seek credit for this course.

FOOD AND THE COMMUNITY

COMMUNITY STUDIES

Pre-requisite: Nil

Please Note: This subject does not provide an ATAR score.

Food and the Community will consist of two tasks.

Task 1 is a contract of work, involving three parts;

Assessment Task 1:
- Write your food direction plan using the provided templates. The plan covers food practicals, community visits, practical research and a proposal of how you will present your final results.
- A folio to record your food direction through recipes, photos of practicals, community visits, articles you have collected and a record of food establishments you have contacted.
- A planned presentation of your food experiences will be given to a small group of people.

Assessment Task 2:
- A Reflection: this is a written or oral task to summarize your food experiences and related learning
- Examples of Food Direction Topics
  - Eating on a Budget
  - A Healthy Eating Plan for a Child
  - Organizing a Morning Tea
  - The History and Development of Pizza Making
  - Investigate Commercial Cookery Technology
PHYSICAL EDUCATION (TAS)  FULL YEAR / 20 CREDITS

**Pre-requisite:** A ‘C’ grade or better in a Semesters of Stage 1 Physical Education A – Body Systems and Training Principles.

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics. Negotiation with PE staff is available.

This course contains **50% practical skills** and applications that consist of three practicals taken from the SACE board’s register of centrally developed practical modules. This could include Touch Rugby, Volleyball, Badminton, Basketball, Netball and other practical topics negotiated depending on student interest, expertise and facilities.

This course contains **50% theory** consisting of principles and issues in relation to Exercise Physiology and Physical Activity, the Acquisition of Skills, the Biomechanics of Movement and an Issue Analysis.

**Assessment:** Students should provide evidence of their learning through seven to ten assessments, including the external exam assessment component. Students undertake:

- Three practicals (Regular attendance and participation for observation is required)
- Three to six assessments for the folio
- One examination

All students are required to have a full change of clothing that includes the compulsory Physical Education Uniform top, which can be purchased from the School Uniform Shop. N.B. NO denim.

ALTERNATIVE PHYSICAL EDUCATION (TAS)  FULL YEAR / 20 CREDITS

**INTEGRATED LEARNING**

**Pre-requisite:** Achievement of a ‘C’ grade or better in Stage 1 Physical Education A or B

**Students who choose this subject can NOT choose Alternative Mathematics – Integrated Learning as they are a precluded combination.**

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics. Negotiation with PE staff is available.

This subject has a 70% school based assessment which includes 30% practical, 20% group activity and 20% folio and discussion. The second part is an externally assessed 30% project.

This course contains:

- Practical: Skills and applications to include up to 4 topics negotiated, depending on student interest, expertise and facilities.
- Group Activity: Student will work collaboratively to organize a practical and/or theory task/project and evaluate the sessions.
- Folio and Discussion: Develop a folio to support round table discussion on the depth, extent and focus of a negotiated task. Supporting evidence may be through discussion questions relating to the folio.
- Project: Students develop a folder using a new topic – studying an activity not already covered in PE prior to Stage 2. Students will demonstrate their personal learning through a compiled portfolio using a variety of forms of presentation.
I N F O R M A T I O N T E C H N O L O G Y

Y E A R 1 0 I N F O R M A T I O N T E C H N O L O G Y

INFORMATION PROCESSING AND PUBLISHING 1 OR 2 UNITS

Semester 1 – This course aims to develop student’s skills, knowledge and understanding of information processing and publishing. In semester one the emphasis will be on personal documents. The activities will be mainly done in MS Word.

Topics covered include: keyboard skills, word processing functions, personal/business letters, essays and reports, use of colours in design, magazine articles, document layout and design. Students will undertake a range of activities related to the issue of cyber safety.

Semester 2 – Upon successful completion of semester one, students will progress to semester two, with an emphasis on business documents. MS Excel, MS Publisher and Adobe Photoshop CS4 will be the main softwares used in this semester.

Topics covered will include: plagiarism and copyright, bibliographies, advanced word processing functions, business documents including memos, agendas, minutes and business letters, mail merge, publishing principles and spreadsheets. Students will complete a multi page report on Ergonomics in the Office Environment.

INFORMATION TECHNOLOGY 1 OR 2 UNITS

Semester 1 - Students undertake a Semester course designed around the ‘Certificate One in Information Technology’; a nationally accredited TAFE awarded Certificate of Study. The Certificate comprises six Units of computer study based on a number of valuable software applications.

- Manage a Personal Computer
- Word Processing
- Excel Spreadsheet
- Access Database
- PowerPoint Presentation
- Internet and E-mail

Students use an Internet learning system to work through the six units at their own pace. They complete a series of formative tasks improving their skills along the way and then complete a simple competency based test on each unit of study to successfully gain each Module towards their Certificate One.

Students who work at an accelerated pace will have the opportunity to complete Flash Tutorials and movie making as described below.

All students studying IT will learn the importance of Cyber Safety through a program developed by the government through the Cyber Smart web site and aspects such as cyber bullying and safety and security on the net will be covered.

Semester 2 - For those students who did not complete the semester one course in Information Technology they will study the three topics listed above; Certificate One in Information Technology, animation using Flash CS4, and film making with Windows Movie Maker.

Students will complete a tutorial in the basics of using Flash Animation software and have the opportunity to create an Animated Movie. They will incorporate a range of shape, colour and motion ‘Tweenings’ with sound and text used in the movie. The basics of action scripting will also be introduced.

Students then move on to more advanced features of flash animation including more advanced drawing, tweening and action scripting. These skills will be used to develop animations based on given themes and topics.

Students will develop a collage of digital images using the software program ‘Photo-Story’. They will integrate digital images, text, sound, and special effect transitions into a collage or photographic story.

The final section of study will involve students working in small groups to develop a 10-minute Feature Film, then use ‘Windows Movie Maker’ to edit their film with titles, transitions and special effects into a Feature Movie to be burnt to DVD for students to keep.
STAGE 1 INFORMATION TECHNOLOGY

INFORMATION PROCESSING AND PUBLISHING 1 OR 2 UNITS / 10 OR 20 CREDITS

This course aims to develop student's skills, knowledge, and understanding of information processing and publishing. Students will use a variety of hardware and software to develop and apply practical skills in information processing and publishing.

The topics have a practical basis and emphasise the development of skills and understanding in designing, producing and critiquing publications and presentations. Students will gain an appreciation of social and ethical issues in information processing and publishing.

In the first semester students will be encouraged to develop keyboarding skills and have the opportunity to gain certification of Speed and Accuracy in accordance with Australian Standards. The topic of Digital Presentations is covered in the first semester, including an elaborate report on an issue related to IT. The focus is on the usage of MS PowerPoint, Adobe Photoshop CS4, PhotoStory3, movie making, etc.

In the second semester students study the topics of Digital Publishing and Business documents, developing logos, web pages and stationery material for an imaginary business. The packages learnt during this semester will consist of Adobe Design Premium CS4 Suite including Dreamweaver, Photoshop and InDesign as integral parts of the course.

Assessment in Stage 1 consists of the following components;

- Practical Skills 50%
- Designing and Skill Applications 30%
- Issues Analysis 20%

Prerequisite for study at next level: Leads on to Information Processing and Publishing at Stage 2.

INFORMATION TECHNOLOGY 1 OR 2 UNITS / 10 OR 20 CREDITS

This course aims to develop student's skills, knowledge, and understanding of information technology. Students will use a variety of hardware and software to develop and apply practical skills and theoretical knowledge.

Semester 1 – In the first semester students will study the topics - Website Programming and Computer Systems. Students will have the opportunity to develop an understanding of the components and systems of computer systems through the theory topic – Computer Systems this will involve folio work on a weekly basis. For the Website programming unit students will develop a working knowledge of Dreamweaver CS4 and develop web sites using a range of layouts including CSS. Students will be required to work independently and in teams to develop solutions to web site based problems.

Semester 2 – In the second semester students will study the topics – Database Applications and Multimedia Programming. In this semester there is equal focus on developing skills, both theoretical and practical in a range of applications, predominantly Access 2010 and Flash CS4. Students will be required to work on self guided tutorials and with the class in order to develop skills using the applications. These will then be applied in the practical assessment activities.

Assessment Requirements

- Folio Tasks 20%
- Skills and Applications Tasks 60%
- Project 20%

Prerequisite for study at next level: Leads on to Information Processing and Publishing at Stage 2.
Information Processing and Publishing offers students opportunities to use computer technology to design and implement information processing and publishing solutions. Students will use a variety of hardware and software to develop and apply practical skills in information processing.

This full year course builds basic skills in Personal Documents before moving on to Desktop Publishing. As well as developing skills in the practical components of IPR students are required to use the design process to design a product for external moderation.

Students are required to develop an understanding of the technical aspects and social, environmental and legal issues related to IPR. It is expected that students will learn Adobe InDesign CS4, producing at least three summative tasks.

There are 3 assessment components in IPR:

**School Based Assessment (70%)**
- Practical Skills 40%
- Issues Analysis 30%

**External Assessment (30%)**
- Product and Documentation 40%
**YEAR 8 INDORESIAN**

**INDONESIAN**

1 UNIT / SEMESTER

Year 8 students can choose to study Bahasa Indonesia. This is a one semester subject where students have the opportunity to gain some practical knowledge of the language and develop skills in structuring simple Indonesian sentences. Students will have access to a range of interactive software and websites to reinforce specific language concepts and provide them with the opportunity to understand how the language works. The programme will also have a cultural focus where students can research both contemporary and traditional aspects of Indonesia.

**YEAR 9 INDORESIAN**

**INDONESIAN**

2 UNITS / FULL YEAR

Pre-requisite: Achieved a ‘C’ grade or better in Year 8 Indonesian

Year 9 students will have the choice of continuing the study of Bahasa Indonesia. Through a variety of written and spoken texts all students in this course will continue developing the communication skills needed to express themselves in basic Indonesian. Students will focus on developing proficiency in the language by studying more complex language patterns. The programme will also have a major culture focus where students can study both contemporary and traditional values of Indonesia.

**YEAR 10 INDORESIAN**

**INDONESIAN**

2 UNITS / FULL YEAR

Pre-requisite: Achieved a ‘C’ grade or better in Year 9 Indonesian

Year 10 students who have completed Year 9 Indonesian will have the choice of continuing to study Bahasa Indonesia. This will be an intensive language course to prepare students for Stage 1. Students will be able to focus on developing proficiency in the language by studying more complex language patterns and therefore increasing their ability to sustain longer and more varied conversations. Students will also have the opportunity to research the diversity of Indonesian culture through a variety of texts presented in the target language including magazines, interactive software and websites.

**STAGE I INDORESIAN**

**INDONESIAN**

2 UNITS / FULL YEAR

Pre-requisite: Achieved a ‘C’ grade or better in Year 10 Indonesian

Indonesia is our closest neighbour, there is a steadily growing Indonesian community within Australia and business and tourist links with Indonesia are increasing. However, knowledge of Indonesian language has broader applications for it is also understood in Malaysia and by Malay-speaking people in Singapore and Brunei.

The study of Stage 1 Indonesian builds on the knowledge and skills gained in previous years. It also provides a suitable preparation for the study of Indonesian at Stage 2 and is a pathway to further study and training. The ability to communicate in Indonesian may also increase the student’s vocational opportunities in a large number of areas such as business, education, journalism, law, engineering, tourism, defence and the arts.

Students will be able to study Indonesian within a variety of themes. They will be able to explore aspects of their personal world such as values and opinions, they will also be encouraged to reflect on other cultures and they can explore their future of work and other topics within their world. Assessment is comprised of an Oral Task, Written Task, Text Analysis Task and Investigative Task.
STAGE II INDONESIAN

INDONESIAN

Pre-requisite: Achieved a 'C' grade or better in Stage 1 Indonesian

Indonesia is our closest neighbour and the study of Indonesian language provides students with an insight into the cultural traditions of Asia and into the attitudes, beliefs and values of a region that has particular relevance to Australia’s future. There is a steadily growing Indonesian community within Australia and business and tourist links with Indonesia are increasing. Knowledge of Indonesian language has broader applications for it is understood in Malaysia and by Malay-speaking people in Singapore and Brunei.

The study of Stage 2 Indonesian builds on the knowledge and skills gained in previous years. It also provides a suitable preparation for the study of Indonesian at university level. The ability to communicate in Indonesian may also increase students’ vocational opportunities in a number of areas such as, trade, business, banking, defence, diplomacy, immigration, education, journalism, law, engineering, tourism and the arts.

Students will be able to study Indonesian within three prescribed themes. The theme ‘The Individual’ will enable them to explore aspects of their personal world such as personal values, opinions and aspirations. Within the theme ‘The Indonesian-speaking Communities’ students will be encouraged to reflect on their own culture and other cultures. And the theme ‘The Changing Work’ allows students to explore changes as it affects the world of work and other topics within contemporary society. Assessment is comprised of:

- Course Work (35%)
- In-depth Study (15%)
- Oral Examination (15%)
- Written Examination (35%)
YEAR 8 MATHEMATICS

MATHEMATICS 2 UNITS / FULL YEAR

Students will complete two semesters of Mathematics.

The course builds upon and reinforces the mathematical skills students learnt in Primary school. A good knowledge of multiplication tables is desirable and will be further emphasised during the year. Computing skills in Excel will be taught during the year.

A scientific calculator will be used in some topics after basic skills are acquired.

Class changes may occur in Term 2 based on student numeracy skills demonstrated in Term 1.

Topics covered include:

- Whole Numbers
- Number Patterns
- Fractions
- Decimals
- Percentages
- Angles
- Shapes (General)
- Directed Numbers
- Cartesian Coordinates
- Measurement
- Algebra
- Statistics and Probability
- Equations

YEAR 9 MATHEMATICS

Students complete two semesters of Mathematics.

This course builds upon the knowledge and skills acquired in Year 8. Students will be encouraged to problem solve and relate their Mathematics to real life situations. Computing skills in Excel will be taught during the year.

Students choose to study Mathematical Studies or General Maths for a full year at Year 9.

A scientific calculator will be used in some topics after basic skills are acquired.

Allocation in the following classes will be based on achievement levels in Year 8.

GENERAL MATHEMATICS 2 UNITS / FULL YEAR

This course is designed for those students who do not have the need or achievement levels to attempt Mathematical Studies. This General Maths unit will prepare students for the General Maths at Year 10 and Mathematical Applications courses at Stage 1.

Topics covered include:

- Measurement
- Indices
- Pythagoras Theorem
- Basic Algebra
- Basic Equations and Inequations
- Cartesian Graphs
- Ratio and Percentage
- Statistics
- Geometric Figures
- Solids and Networks
YEAR 10 MATHEMATICS

All students will complete two semesters of Mathematics at Year 10.

A reasonable level of success is needed at this level in order to undertake at least one compulsory unit of Mathematics in Stage 1 of the SACE. Students also require solid mathematics skills in order to pass the various attainment tests used by industry and further education bodies.

Students choose to study Mathematical Studies or General Maths for a full year at Year 10.

The basis of their choice will be a combination of their achievement level in Year 9 and possible pre-requisites for Stage 1 studies.

MATHEMATICAL STUDIES 2 UNITS / FULL YEAR

Students wishing to study the Mathematical Studies unit should consistently achieve ‘C’ grades or higher in Year 9.

This unit is for students who may be considering doing Mathematical Studies at Stage 1 and possibly Mathematical Studies and Specialist Mathematics at Stage 2. The course will concentrate on developing the skills and understandings necessary to proceed to the next level and will have a significant algebraic emphasis.

Topics covered include:

- Consumer Maths
- Statistics
- Measurement
- Linear Functions
- Factorisation and Expansion of Algebraic Expressions
- Probability
- Trigonometry
- Quadratic Functions
- Geometry and Reasoning
- Exponential notation

GENERAL MATHEMATICS 2 UNITS / FULL YEAR

This course is designed for those students who do not have the need or achievement levels to attempt Mathematical Studies. This General Maths unit will prepare students for the Mathematical Applications courses at Stage 1.

Topics covered include:

- Consumer Maths
- Statistics
- Measurement
- Linear Functions
- Factorisation andExpansion of algebraic expressions
- Probability
- Geometry
- Fractions, decimals and percentages
- Trigonometry
- Exponential Notation
STAGE I MATHEMATICS

1 UNIT OF STAGE 1 MATHEMATICS IS COMPULSORY.

STUDENTS MAY SELECT TO STUDY ADDITIONAL MATHS UNITS.

Students need to seriously consider their future pathway before choosing the Mathematics they will study at Stage 1.

Those students who have a firm grasp of the topics covered in years 8, 9 and 10 and have achieved ‘C’ grades or higher in Mathematical Studies in Year 10 may choose to study Mathematical Studies. This leads on to Mathematical Studies and Specialist Mathematics at Stage 2, or Mathematical Applications at Stage 2. Mathematical Studies is a prerequisite for many University and other tertiary courses.

Those students who experienced difficulties in year 8, 9 and 10 Maths may choose to study Mathematics Pathways or Numeracy for Work and Community Life. Recommendations are generally made by Mathematics teachers.

A full year of Mathematical Applications A & B at Stage 1 leads on to Mathematical Applications (TAS) at Stage 2.

MATHEMATICS A, B & C

3 SEMESTERS / 30 CREDITS

1 UNIT IN SEMESTER 1, 2 UNITS IN SEMESTER 2

Pre-requisite: A ‘C’ grades or better in Year 10 Mathematical Studies

Recommendation: ‘B’ grades or better in Year 10 Mathematical Studies

This course leads to Mathematical Studies (TAS) and Specialist Mathematics (TAS) at Stage 2.

Students who do 3 units of Maths at Stage 1 must have a good understanding of all Maths concepts at Year 10 and have achieved a ‘C’ grade or better. Students need to be recommended by their Year 10 Maths teacher to study this course.

Students will need to use a Graphics Calculator in a range of applications and calculations. These can be purchased or hired through the school. Please check the brand and model required before purchasing a Graphics Calculator outside the school.

Topics covered include:

- Geometry and Mensuration
- Models of Growth
- Quadratics and other Polynomials
- Statistics
- Co-ordinate Geometry
- Functions and Graphs
- Planar Geometry
- Vectors
- Periodic Phenomena
- Matrices
- Introduction to Calculus

MATHEMATICAL APPLICATIONS A

1 SEMESTER / 10 CREDITS

Pre-requisite: A ‘C’ grades or better at Year 10 Maths.

This course is for students who are only doing one compulsory unit of maths at Stage 1. It offers students a number of opportunities to develop understandings and competencies useful in the workplace and in general living.

The topics to be covered will possibly include the following depending on the skills and needs of the class.

- Earning and Spending
- Geometry and Mensuration
- Data in Context
MATHEMATICAL APPLICATIONS A & B
FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better at Year 10 Maths.

This course leads to Stage 2 Mathematical Applications. It also offers students a number of opportunities to develop understandings and competencies useful in the workplace and in general living.

The topics to be covered will possibly include:
- Earning and Spending
- Networks and Matrices
- Geometry and Mensuration
- Simulating Random Processes
- Saving and Borrowing
- Functions and Graphs
- Data in Context

MATHEMATICS PATHWAYS

1 OR 2 UNITS / 10 OR 20 CREDITS

Pre-requisite: A ‘C’ grade or better at Year 10 Maths in Semester 2.

This unit satisfies the industry requirements for assumed knowledge. This unit will provide preparation for New Apprenticeship Aptitude Tests and Employment Entry Tests. Students can do either one compulsory unit of Maths at Stage 1 or can choose Mathematical Applications B in semester 2. It offers students a number of opportunities to develop understandings and competencies useful in the workplace and in general living. The topics to be covered will possibly include the following depending on the skills and needs of the class.
- Earning and Spending
- Geometry and Mensuration
- Data in Context

NUMERACY FOR WORK AND COMMUNITY LIFE

1 OR 2 UNITS / 10 OR 20 CREDITS

This course is for students who have experienced difficulty throughout Maths in the Middle school. This course will be developed in conjunction with students in order to cater for the group interests and abilities, with the main emphasis being on the use of Mathematics in practical situations, such as Maths for living and Maths in trades.

This unit does not lead on to any further Mathematics.
STAGE II MATHEMATICS

Students should consult current publications from tertiary institutions or providers for course pre-requisites or assumed knowledge before choosing their Mathematics course for Stage 2.

MATHEMATICAL STUDIES (TAS) FULL YEAR / 20 CREDITS

Students selecting Maths Studies will be at a significant advantage if they have completed Mathematics A, B and C at Stage 1.

Pre-requisite: A ‘C’ grades or better in Stage 1 Mathematics A and B.

Recommendation: ‘B’ grades or better in Stage 1 Mathematics A, B and C.

Students use Maths to study, model and interpret social, biological and physical phenomena, giving them the tools to engage with the world around them in a mathematical way.


Students will require a Graphics Calculator. Students should check with Maths staff regarding suitable and approved brands and models of Graphics Calculator before purchasing a calculator.

This Mathematics course may be relevant for such pathways as Architecture, Economics, Biological, Environmental, Geological and Agricultural Sciences and others.

Assessment:

- Skills and Applications Tasks 45%
- Portfolio (Directed Investigations and Project) 25%
- External Exam 30%

SPECIALIST MATHEMATICS (TAS) FULL YEAR / 20 CREDITS

Pre-requisite: Satisfactory completion of Stage 1 Mathematics A, B and C.

Recommended: Achievement of a ‘B’ grade or better in Stage 1 Mathematics A, B and C.

This course is studied with Mathematical Studies.

Students study mathematical descriptions of changes with time. This subject has a Geometrical focus, makes use of electronic technology with a purposeful interplay of numerical, graphical and algebraic modes.

Students study 5 topics – Trigonometric Preliminaries, Polynomials and Complex Numbers, Vectors and Geometry, Calculus, Differential Equations.

Students will require a Graphics Calculator. Students should check with Maths staff regarding suitable and approved brands and models of Graphics Calculator before purchasing a calculator.

This Mathematics course may be relevant for such pathways as Mathematical Sciences, Engineering, Computer Science, Physical Sciences, Surveying and others.

Assessment:

- Skills and Applications Tasks 45%
- Directed Investigations 25%
- External Examination 30%
MATHEMATICAL APPLICATIONS (TAS) FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better in 2 units of Mathematical Applications at Stage 1 or Mathematics A, B and C.

This is an all purpose general education subject with tertiary and other pathways including trades and employment. There is an emphasis on learning Maths through practical applications. This course is for non-technical users of Mathematics and Technology. Students will require a Graphics Calculator and should check with Maths staff regarding preferred and approved models and brands before purchasing a Graphics Calculator.

Students undertake a study of 4 topics from Applied Geometry, Matrices, Probability and Simulation, Optimisation, Investments and Loans, Statistics and Working with Data, Share Investments, Mathematics and the Small Business Open Topic. Topics will be chosen according to the needs and abilities of the class.

This Mathematics course may be relevant for such pathways as Building and Construction, Aquaculture, Agriculture, Retail, Office Management, Visual Arts, Engineering Trades, Small Business, Tourism and Hospitality, Nursing and Paramedical and others.

Assessment:

- Skills and Applications Tasks 30%
- Portfolio (Directed Investigations and Project) 40%
- External Examination 30%

ALTERNATIVE MATHS (TAS) FULL YEAR / 20 CREDITS

INTEGRATED LEARNING

Pre-requisite: A ‘C’ grade or better in 2 units of any Stage 1 Maths course.

Students who choose this subject can NOT choose Alternative Physical Education – Integrated Learning as they are a precluded combination.

Alternative Maths is an Integrated Learning Subject which will enable students to bring together aspects of their lives and learning within Mathematics. Studies will focus on four key learning areas; using knowledge and making meaning; well being; analysis and problem solving; and cultural dimension.

Assessment is based on the ways in which students work collaboratively, develop or display communication skills, their ability to negotiate, analyse and make decisions, as well as to produce a special study.

This course contains:

- A Student Learning Task - Practical skills and Applications (40%)
- A Portfolio and Discussion Task (15%)
- A Collaborative Activity and Decision Making Task (15%)

Students are to work with class members to plan, organise, implement, and evaluate.

- A Negotiated Task of 30% where students are to identify, research, trial and evaluate.

There is no examination but all assessment tasks will be externally moderated.
SCIENCE AND AGRICULTURAL SCIENCE

YEAR 8 SCIENCE & AGRICULTURE

STUDENTS IN YEAR 8 STUDY A SEMESTER OF SCIENCE AND A SEMESTER OF AGRICULTURE.

SCIENCE

1 UNIT / SEMESTER

This is an introductory course designed to expose students to Biology, Geology, Physics and Chemistry. Students work mainly in a laboratory environment and will learn to handle and use a range of scientific equipment. Working safe in a specialist setting is a priority for this course.

The study topics cover the main strands of learning namely, Earth & Space, Energy Systems, Life Systems, and Matter.

Students will complete a range of assessment tasks.

Topics studied include:
- Working in a laboratory
- Science skills
- Mixing and separating (Chemistry)
- Working scientifically
- Pushes and pulls (Physics)
- The Earth and beyond (Astronomy)
- Matter (Chemistry)
- How Things Work (Lego Technics)

AGRICULTURAL SCIENCE

1 UNIT / SEMESTER

Agricultural Science is predominantly a practical subject and students will be required to work with and handle poultry and sheep as well as working in their own vegetable gardens.

Students investigate the farm environment, garden crops, poultry, cattle, sheep, horses and sustainable agriculture. Each student is required to prepare plant and maintain their own vegetable garden. Students are responsible for egg collection as well as feeding, watering, observing and recording animal behaviour.

Students must ensure that they have appropriate clothing and footwear. Please contact the school if your child suffers any medical condition, which might be triggered by dust or other materials in Agriculture.

Students will complete a range of assessment tasks.

YEAR 9 SCIENCE & AGRICULTURE

STUDENTS WILL UNDERTAKE A FULL YEAR OF SCIENCE
THEY MAY ALSO CHOOSE A SEMESTER OF AGRICULTURE.

These options will allow students to continue on to study a full year of Science, or a combination of Science and Agriculture in Year 10. As in Year 8 there is a common set of student expectations for class and practical work, which are covered at the beginning of each course. These expectations are designed to ensure that all students can work in a safe and productive manner.

Pre-requisite: Students electing to do Agriculture must have displayed a satisfactory approach to practical work in Year 8, and have demonstrated that they are capable of working in a manner that will ensure their own safety and the safety of others.

AGRICULTURAL SCIENCE

1 UNIT / SEMESTER

Students selecting Agriculture need to be aware that this is a practical subject and that they will be required to work with and handle poultry as well as working in their own vegetable garden. Students must ensure that they have appropriate clothing and footwear.

Students will plan a horticultural enterprise, maintain a garden, keep physical and financial records, and present their product for sale.
Students will continue their studies in sustainable agriculture and be actively involved in the ongoing development of the Gawler and District College Wetlands.

All students participate in the feeding and the maintenance of animals in agriculture.

Students will complete a range of assessment tasks.

SCIENCE

2 UNITS / FULL YEAR

This course leads to further development of knowledge and skills based on experiment, research, and observation, where appropriate. The topics cover the main strands of learning namely, Earth & Space, Energy Systems, Life Systems, and Matter.

Students will complete a range of assessment tasks.

Topics studied include:

- Rocks & Dynamic Earth (Geology)
- Living Together (Biology)
- Investigating Reactions (Chemistry)
- Living With Acids And Bases (Chemistry)
- Using Electricity (Physics)
- Light And Sound (Physics)
- Everyday Substances (Chemistry)
- Environments (Biology)
- Life In The Past (Archaeology)
- Mechanical Systems (K’nex)
- Responding (Biology)
- Investigating Heat (Physics)

SENIOR SCIENCE AND AGRICULTURE

SELECTION OF SUBJECTS

Students need to have some awareness of their future career pathways. Many science and science related careers do have prerequisite subjects, as do many tertiary courses. Details of tertiary requirements can be found in the SATAC guide.

The selection of science subjects at senior school will considerably broaden the range of career choices that become available to students as they move through school and further study.

Pre-requisite: Students elective to do Agriculture must have displayed a satisfactory approach to practical work in Year 9, and have demonstrated that they are capable of working in a manner that will ensure their safety and the safety of others.

YEAR 10 SCIENCE AND AGRICULTURE

IN SEMESTER 1 STUDENTS ARE REQUIRED TO STUDY THE CORE SCIENCE UNIT

They may also choose Agriculture A as an elective subject.

In Semester 2 students may study Advanced Science or Applied Science, and/or Agriculture B.

The Advanced Science unit is compulsory for those students who may be considering the study of Physics and Chemistry at Stage 1.

CORE SCIENCE

1 UNIT / SEMESTER 1

This course leads to further development of knowledge and skills based on experimentation, research, and observation where appropriate.

The topics cover the main strands of learning in Science namely, Earth & Space, Energy Systems, Life Systems, and Matter.

As with the selection of any other Year 10 subject students must be aware that their performance in this subject will determine their eligibility for the Advanced Science unit and science subjects at Stage 1, most of which have specific pre-requisites.

Topics studied include:

- How Cells Work (Biology)
- Elements Compounds & Mixtures (Chemistry)
- Road Science (Physics)
- Science is Investigating
- Consumer Science

Students will complete a range of assessment tasks.

ADVANCED SCIENCE 1 UNIT / SEMESTER 2

This unit is designed to cater for those students who have achieved success in the core science unit and who have some interest in continuing to study science subjects at Stage 1, in particular Physics and Chemistry.

The topics cover the main strands of learning in Science namely, Earth & Space, Energy Systems, Life Systems, and Matter.

Topics studied include:
- Genetics & Species Survival (Biology)
- Chemicals in the Environment (Chemistry)
- Organic Chemistry (Chemistry)
- Communication Technology (Physics)
- Our Energy Future (Physics)

Students will complete a range of assessment tasks.

APPLIED SCIENCE 1 UNIT / SEMESTER 2

This course is designed for those students who have an interest in science but prefer a more practical approach to learning.

Successful completion of this unit can lead to Applied Science or Biology at Stage 1.

The topics covered are based on the Science World series of text books, and they cover the main strands of learning in Science namely, Earth & Space, Energy Systems, Life Systems, and Matter.

Topics studied include:
- Genetics (Biology)
- Chemicals in the Environment (Chemistry)
- Communication Technology (Physics)
- Our Energy Future (Physics)
- Exploring the Universe (Astronomy)

Students will complete a range of assessment tasks.

AGRICULTURE A 1 UNIT / SEMESTER 1

Students electing to be involved in Agricultural Science need to be aware that this is a practical subject and that they will be required to work with and handle sheep as well as working in the vineyard. Consequently they must ensure that they take adequate precautions with clothing and footwear. For some students dusty conditions may be a problem.

Topics Studied
- Vines - vine management, soils and wine making
- Sheep - sheep physiology and management
- Technology - farm safety, farm machinery, diesel and petrol motors
- Other topics may include native Plant Propagation and Handling Animals

Students will complete a range of assessment tasks.
AGRICULTURE B

This is the second unit of a full year Agriculture course. This unit expands on topics covered in Agriculture A as well as covering areas of viticulture and horticulture.

Other topics covered include:

- Animal Management
- Plant Propagation and Sustainable Agriculture

Students will complete a range of assessment tasks.

STAGE I SCIENCE AND AGRICULTURE

AGRICULTURE A

Pre-requisite: A ‘C’ or better in Science and/or Agriculture at Year 10.

Topics studied

- Horticultural Crops, Vines and Wine Making
- Sheep Husbandry and Physiology

Students are expected to design and carry out an individual project.

Successful completion of this unit may lead to Stage 2 Agriculture & Horticultural Science (TAS).

AGRICULTURE B

Pre-requisite: A ‘C’ or better in Agriculture A at Stage 1.

Topics studied include:

- Agricultural Ecology and Sustainability
- Cattle Husbandry and Show Preparation

Students are expected to design and carry out a field experiment as well as prepare and handle cattle.

Successful completion of this unit may lead to Stage 2 Agriculture & Horticultural Science (TAS).

BIOLOGY A

Pre-requisite: A ‘C’ grade or better in Science and/or Agriculture at Year 10

Biology is the study of living organisms: of life processes, of the different levels or organisation from the cell to the biosphere, and of interactions between organisms and their environment. Biology seeks to explain the complexity and diversity of life.

Students acquire knowledge and skills by an inquiry approach and a ‘hands on methodology.’

Topics studied

Cells: Students will acquire knowledge of cell theory and microscope skills through practical inquiry.

Physiology: Students will investigate the relationships between cell and organ structures and their functions within the major organ systems of the human body.

Students will complete a range of assessment tasks.
BIOLOGY B  
1 SEMESTER / 10 CREDITS

Pre-requisite: A ‘C’ grade or better in Science and/or Agriculture at Year 10.

Topics covered include:

- **Biochemistry**: Students will acquire knowledge regarding the nature and function of major macromolecules in living cells and be able to identify their cellular presence through laboratory investigation. Students will acquire foundation knowledge of enzymes, cell respiration and photosynthesis.
- **Plant Physiology**: Students will acquire knowledge regarding the structures facilitating biochemical pathways in plants.
- **Ecology**: Students will study ecosystems exploring the relationships between living organisms and their environment.

Students will complete a range of assessment tasks.

Students may choose either one or both of the Biology units at Stage 1.

Successful completion of one of these Biology units may lead to Stage 2 Biology (TAS).

CHEMISTRY  
FULL YEAR / 20 CREDITS

Prerequisite - C or Better in Advanced Science at Year 10

The study of Chemistry gives students the opportunity to develop a better understanding of their environment and the role of Chemistry in everyday life. Students are taught practical chemical techniques in the laboratory that correspond with the theory lessons.

The course content provides students with the opportunity to develop knowledge of a wide range of chemicals and chemical processes.

This knowledge is assumed for students studying Stage 2 Chemistry. The assessment methods used meet SACE requirements and include topic tests in theory and practical formats, research assignments and oral presentations.

Topics covered include:

**Semester 1**
- Atomic Structure and Bonding
- Formulae and Equations
- Organic Chemistry

**Semester 2**
- Reacting Quantities
- Acids and Bases
- Electrochemistry

Students may exit at the end of semester 1 but they must complete semester 1 before attempting semester 2.

Successful completion of both Stage 1 Chemistry units may lead to the study of Stage 2 Chemistry (TAS).

SCIENTIFIC STUDIES - ENVIRONMENTAL SCIENCE  
1 SEMESTER / 10 CREDITS

Pre-requisite: A ‘C’ or better in Science and/or Agriculture at Year 10

Environmental Science is an emerging highly technological area of applied science. The immediate school environment provides many avenues for exploration given the current initiatives of sustainable water management and indigenous revegetation. Students will gain skills in environmental monitoring and develop a deeper understanding of biodiversity and sustainability issues in the Gawler Region.

The program provides opportunities for students to use knowledge from a range of science subjects and psychology, to understand the nature of environmental science. Students will participate in a number of practical activities which teach students the skills required to perform analytical and microbiological tests required for environmental monitoring.

Topics studied include:

- Recycling
- Urban Wetlands
- Landcare

Students will complete a range of assessment tasks.
**SCIENTIFIC STUDIES - FORENSIC SCIENCE**

**1 SEMESTER / 10 CREDITS**

**Pre-requisite:** A ‘C’ or better in Science and/or Agriculture at Year 10

Forensic Science has long been of interest to many students, especially with the increased number of TV shows which have shown how it is used to solve crimes. These shows have presented students with a particular image of forensic science.

The program provides opportunities for students to use knowledge from a range of science subjects, as well as mathematics and psychology, to understand the nature of forensic science. Students will participate in a number of practical activities which teach students the skills required to perform analytical and microbiological tests, and to use their knowledge to help solve a ‘crime’.

**Topics covered include:**

- **Chemical Analysis:** Fingerprint Analysis, Chromatography - TLC, Gas, Fibre Analysis, Atomic Absorption Spectrometry, Ballistics - Gun Powder Residue, Fire Investigation and Toxicology.
- **Biological Analysis:** Fingerprint Analysis, Hair and Fibre Analysis, Electron Microscopy, DNA Fingerprinting, Current DNA Research, Pathology, Anthropology, Entomology and Odontology.
- **Physics:** Ballistics, Trajectories, Crash Investigation.
- **Mathematics:** Trajectories, Criminal Statistics, Crash Investigation, DNA Fingerprinting.
- **Psychology:** Criminal Profiling, Criminal Trials, Crime Scene Investigation.

Students will complete a range of assessment tasks.

**PHYSICS**

**FULL YEAR / 20 CREDITS**

**Pre-requisite:** A ‘C’ or better in Advanced Science at Year 10

Students studying Physics are **strongly advised** to undertake **Mathematics A, B and C** at Stage 1.

This course is designed for students who are interested in the fundamental processes of our world and in the many practical applications of Physics in our lives. The laws of physics underlie other sciences and provide background knowledge for many occupations. Students will develop practical and research skills, learn to apply Physics knowledge, communicate ideas using appropriate terminology and use appropriate technology to research and investigate concepts.

As a 2-unit course it will prepare students for the study of Physics at Stage 2.

The course is offered as two semesters and the topics covered in each semester are outlined below:

**Semester 1**

- Linear Motion and Newton’s Laws
- Colour and Light
- Radioactivity

**Semester 2**

- Electricity and Magnetism
- Work and Energy
- Momentum and Collisions

Students may exit at the end of Semester 1 but may not attempt Semester 2 unless they have completed Semester 1.

**Successful completion of both units may lead to the study of Stage 2 Physics (TAS).**
PSYCHOLOGY 1 SEMESTER / 10 CREDITS

This subject is relevant to people who have an interest in seeking employment in Psychology, Health Sciences, Education, Law, Journalism, Advertising, the Police Force, Recreation & Sport and those who have an interest in gaining a better understanding of themselves and their social world.

Course Outline

Psychology explains the nature of human experience and how this can be influenced by people and culture. It helps students to better understand themselves and their social world. As a subject it links the sciences and humanities, drawing upon student’s backgrounds and prior knowledge and interests.

Topics may include:

- Social Influence and Social Interaction
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion

Assessment:

- Group Investigation
- Issues Investigation
- Skill and Application tasks
STAGE II SCIENCE AND AGRICULTURE

AGRICULTURE & HORTICULTURAL SCIENCE (TAS)  FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better in Stage 1 Agriculture.

Agricultural and Horticultural Science focuses on principles and practices of ecologically sustainable production. This course is a perfect complementary subject for students studying Chemistry or Biology.

Agricultural and Horticultural Science consists of the following five compulsory topics:

- Experimental Design
- Soil Science
- Plant Science
- Animal Science
- Micro-organisms and invertebrates

Experiments are a part of practical investigations in the study of agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories, or other relevant locations, and may use a variety of data-collecting procedures e.g. soil water or cheese making.

Assessment:

The final assessment will be made of an external examination of 30% and a school assessment mark of 70%. Students will demonstrate their learning through investigations and skills and application tasks in the school based assessment component.

BIOLOGY (TAS)  FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better in Stage 1 Biology, Physics and/or Chemistry.

Students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments.

The course is organised around four themes:

- **Macromolecules**: Structure and function of organic macromolecules such as DNA found in living things.
- **Cells**: Structure and function of cells in both unicellular and multi-cellular organisms.
- **Organisms**: Structure and function of animals and plants with an emphasis on human structure and function.
- **Ecosystems**: Interaction of living organisms and the non-living environment with a strong emphasis on the evolutionary perspective.

Each theme is further divided into six threads, organisation, selectivity, energy flow, perpetuation, evolution and human awareness.

Students are encouraged to apply scientific methods to collect and evaluate data, to solve problems, and to undertake experimental exercises. They are also involved in investigating social issues of biological significance.

Assessment:

The final mark will be made up of an external exam worth 30% and a school assessment mark of 70%. The school assessment will consist of tests, assignments, practicals and one 1000 word essay on a topic of social relevance, which is chosen by the student.
CHEMISTRY (TAS)  
FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better in Stage 1 Chemistry.

This course provides a pathway to a number of university and other tertiary courses and builds on the concepts developed during Stage 1 Chemistry. It encourages students to logically construct answers in chemical-oriented language. This enables students to show their understanding and ability to apply their knowledge and skills.

Topics covered include:
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials.

Assessment:

The final mark will be made up of an external exam 30%, and school assessment 70%. The school assessment consists of tests, laboratory skills and social relevance topics.

PHYSICS (TAS)  
FULL YEAR / 20 CREDITS

Pre-requisite: A ‘C’ grade or better in Stage 1 Physics and Mathematics A, B and C at Stage 1.

This course provides a pathway to a number of university and other tertiary courses and builds on the concepts developed during Stage 1 Physics. Students will develop skills in the areas of experimentation, information communication and investigation design. The course investigates four areas of study along with associated applications.

Topics covered include:
- Motions in Two Dimensions - sport projectiles, rockets, weather satellites
- Electricity and Magnetism - photocopiers, cyclotrons, loudspeakers
- Light and Matter - LADS, compact discs, electron microscope
- Atoms and Nuclei - lasers, radioisotopes, nuclear power.

Assessment:

The final mark will be made of a final external examination 30%, and school assessment 70%. The school assessment consists of tests, essays, practical work, information searches and oral presentations.
This subject is relevant to people who have an interest in seeking employment in Psychology, Health Sciences, Education, Law, Journalism, Advertising, the Police Force, Recreation & Sport and those who have an interest in gaining a better understanding of themselves and their social world.

**Course Outline**

Psychology explains the nature of human experience and how this can be influenced by people and culture. It is the study of behaviour, the processes that underlie, foster and influence behaviour. It helps students to better understand themselves and their social world.

Psychology looks at how behaviours can be changed and the ethics of research and intervention in people’s lives. As a subject it links the sciences and humanities drawing upon student’s backgrounds and prior knowledge and interests.

Evidence based procedures and activities are a focus of the course with analysis and critical thinking playing a major role in assessment.

**Topics covered include:**

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Altered States of Awareness
- Healthy Minds

**Assessment:**

- Group Investigation
- Individual Investigation
- Tests
- Application Tasks
- External Examination
SOCIETY AND ENVIRONMENT

YEAR 8 SOCIETY AND ENVIRONMENT

Students will focus upon the nature and significance of evidence using examples from the topics listed below. Students will be encouraged to problem solve, take risks in their learning, participate in fieldwork and negotiate outcomes.

Course Overview
The course is split into two sections: History and Geography

HISTORY: Students will study key skills related to historians at work and topics within the timeframe of either Ancient or Medieval History.

GEOGRAPHY: Maps and Mapping, the Natural and Built Environment of South Australia and Extreme Environments.

YEAR 9 SOCIETY AND ENVIRONMENT

The course will focus upon “The Making of the Modern World” which provides a study of the modern world from 1750 to 1918. There will also be a major focus upon developing the background, skills and understandings necessary to complete courses in Year 10 Society and Environment.

Course Overview
The course is split into two sections: History and Geography

HISTORICAL
- 18th Century Life in Britain and the Industrial Revolution
- Australia and Asia (Making a Nation): Colonial Australia to Federation
- World War I

GEOGRAPHY:
- Hazards and Disasters
- The Natural and Built Environments of Australia and the Asian Pacific Region

YEAR 10 SOCIETY & ENVIRONMENT

CORE SOCIETY AND ENVIRONMENT 1 UNIT / SEMESTER
This is a compulsory course for all Year 10 students. Students will study History and Geography topics that include:

HISTORY
- World War I (Review)
- World War II
- Rights and Freedoms
- The Globalising World

GEOGRAPHY
- Environmental Issues
- Sustainability
Recommendation: students complete at least one of the choice Society and Environment options at Year 10 if they intend to study any of the Society and Environment subjects at Year 11.

GEOGRAPHY 1 UNIT / SEMESTER
This course will focus upon how people interact with and manage the environment. This is studied through the use of case studies and support materials from a range of sources such as newspapers, magazines, books, electronic media and journals. Topics may include:

- Natural Ecosystems
- Geographical Information Systems
- Field Work and Gathering Data
- Population, Development and Urbanisation

SOCIETY AND CULTURE 1 UNIT / SEMESTER
This course considers the social, political, economic and cultural issues that affect societies today. Topics may include:

- Traditions in Ancient cultures
- Civil Rights Movements - Australia and the USA
- Globalisation and its impact on Australia today
- Belief systems
- Australian society and culture

TWENTIETH CENTURY HISTORY 1 UNIT / SEMESTER
This course will focus upon the many changes experienced in Society during the 20th Century. Students will have an opportunity to use various sources of information to investigate and evaluate the lasting effects of these changes.

Topics may include:

- Changes to the Rights and Roles of Women
- The Impact of Changing Technology
- World War One: A new kind of war
- The Interwar Period
- World War Two
- The Cold War
STAGE I SOCIETY AND ENVIRONMENT

BUSINESS AND ENTERPRISE 1 SEMESTER / 10 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects. It is recommended that students have an interest in legal structures, business ethics and global influences on the Australian Economic System.

This subject is relevant to people with little or no experience of the business world who may want to enter this arena once they leave school.

Course Outline

This subject provides students with an understanding of:

- the business world;
- the way businesses operate and are managed;
- how to raise discussion and awareness of ethics and issues faced by businesses and society;
- the role of the consumer; and the role and impact of technology.

Assessment: Course Work Folio, Practical Component and an Issues Study.

GEOGRAPHY 1 SEMESTER / 10 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who want to work in Tourism, Education, Government, Resource Management, Urban and Rural Planning.

Course Outline

Students will identify issues dealing with environmental phenomena and human activities. Students will learn about the spatial interrelationships between people, places and environments. Topics range from natural hazards and landforms to economic development, urban planning and agricultural land use. These topics will address the four key themes of

- Location and Distribution
- Natural Environments at Risk
- People, Resources and Development and
- Issues for Geographers.

Assessment: Skills and Application, Inquiry and Investigation.

MODERN HISTORY A 1 SEMESTER / 10 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in areas related to Education, Tourism, Journalism, International Studies, the Business World and the Law.

Course Outline

In this subject students examine and learn about the historical foundations of societies and cultures. It includes an exploration of the roles of particular individuals and groups, as well as issues that are of worldwide significance, which are then related to the present world through a continuing study of current affairs.

- Topic: Freedom and Oppression
- Research: Struggles of Nationalism and Race

In addition to core work students will engage in research in a negotiated area of study that offers wide-ranging choices and the ability to specialise in areas of interest.

Assessment: Course Work Folio, Sources Analysis and an Investigation
MODERN HISTORY B 1 SEMESTER / 10 CREDITS

**Recommendation:** achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in areas related to Education, Tourism, Journalism, International Studies, the Business World and the Law.

**Course Outline**

In this subject students examine and learn about the historical foundations of societies and cultures. It includes an exploration of the roles of particular individuals and groups, as well as issues that are of worldwide significance, which are then related to the present world through a continuing study of current affairs.

- Topic: Revolution
- Research: Conflict and Crisis

In addition to core work students will engage in research in a negotiated area of study that offers wide-ranging choices and the ability to specialise in areas of interest.

**Assessment:** Course Work Folio, Sources Analysis and an Investigation.

PHILOSOPHY 1 SEMESTER / 10 CREDITS

**Recommendation:** achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who want to work in Journalism, Law, Education, International Studies and Tourism

**Course Outline**

Philosophy is part of life; it shapes what we think, what we value and what we accept as being the truth.

In Stage 1 Philosophy students will question the ideas and beliefs of Philosophers from Socrates to Descartes to Homer Simpson. They will develop skills in analysing issues and in constructing their own arguments.

Students will have access to a wide range of resources from newspapers, popular film and the internet. Many of the issues up for discussion will include such Ethical dilemmas as ‘Abortion’ and ‘Cloning’ as well as topics of a more profound nature such as ‘Are we really free?’ and ‘How do we know what we know?’

**Assessment:** Issues Analysis, Interaction and an Issues Study

SOCIETY AND CULTURE 1 OR 2 SEMESTERS / 10 OR 20 CREDITS

**Recommendation:** achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in Education, Tourism, Journalism, International Studies, the Business World and Law.

**Course Outline**

Students will study contemporary societies, their structures and systems, and the interactions within and among them. This course examines societies in both local and global contexts. It looks specifically at ways individuals and groups relate to each other in times of conflict and cooperation. Society and Culture, aims to help students connect with the world in which they live, to make links with past and future events.

**Possible topics include:**
- Media and communication
- People and conflict
- Popular culture
- Recent Events such as globalisation
- Human rights movements
- Ecological sustainability

**Assessment:** Sources Analysis, Group Activity and an Investigation
TOURISM

1 SEMESTER / 10 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 10 Society and Environment subjects.

This subject is relevant to people who want to travel themselves or who want to work in the Tourism or Hospitality industries, Retail, the Business World and those who have an interest in the environment.

Course Outline

Tourism activities have social, cultural, and environmental effects that can change many facets of a host community, for better or worse. Questions about the sustainable management of tourism activities are central to Tourism studies. Tourism concerns the investigation of human activities and their impact upon environments and culture.

Possible topics include:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Ecotourism
- The importance of Tourism in the World Market.

Assessment: Case Study, Sources Analysis, Practical Activity and Investigation.

STAGE II SOCIETY AND ENVIRONMENT

BUSINESS AND ENTERPRISE (TAS)

FULL YEAR / 20 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 11 Society and Environment subjects and a willingness to work in a team.

This subject is relevant to people with interest in the business world.

Course Outline

The students will actually operate their business venture over one term and report on the viability and success of the enterprise.

The practical nature of the subject requires the development of an extensive Business Plan and formal application of a loan through Gawler and District College to fund the venture.

This subject will provide theory and practical experience of the operation of a small business. Students who may wish to operate their own small business in the future will be better equipped to do so as this course offers a realistic appraisal of the possibilities and problems involved in their own business enterprise.

It is expected that students will have an interest in small business operation. The potential outcome of the subject will largely be dependent on the experience and degree of enthusiasm of input from members of the class.

Assessment:

School Based Assessment: Course Work Folio (30%), Practical (20%), Issues Study (20%).

External Assessment: Report of a maximum of 2000 words (30%).
MODERN HISTORY (TAS)  FULL YEAR / 20 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 11 Society and Environment subjects, sound literacy skills and a willingness to read.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in Education, Tourism, Journalism, International Studies, the Business World and Law.

Course Outline

History is the investigation of human experiences and significant historical events. A study of History provides students with insights into human nature and the ways in which individuals and societies function and interact. Modern History is a full year course designed to improve students’ skills in critical inquiry and analysis.

Students will study a full year, 2 Unit course that involves thematic and in depth studies.

Topics may include: Revolutions; World War One and a research study chosen from twelve themes.

Assessment:

School Based Assessment: Course Work Folio which will focus on essay writing and source analysis tasks (50%), Essay of a maximum of 2000 words (20%)

External Assessment: Written Examination (3 hour) (30%)

PHILOSOPHY (TAS)  FULL YEAR / 20 CREDITS

Recommendation: achievement of a ‘C’ grade or better in Year 11 Society and Environment subjects and sound literacy skills.

This subject is relevant to people who want to work in Journalism, Law, Education, International Studies and Tourism

Course Outline

The study of Philosophy is the investigation of problems that arise from philosophical issues, such as those from the area of Ethics or from the more mysterious areas of Epistemology and Metaphysics. The skills of thinking and reasoning that the student develops through the study of Philosophy can be applied to a wide range of situations and enables them to argue effectively. Philosophy also provides the student with a pathway to further study and offers a wide range of employment opportunities such as law, government, entertainment, education, corporate business and tourism.

In this course students will apply skills of reasoning, critical thinking, problem-solving and evaluation to a number of arguments put forward by well known Philosophers from Socrates of Athens (469–399 BC) to Singer from Melbourne (1946 - ). They will learn the principles of reasoning and identify the structure of arguments to establish whether such arguments are good or bad. Some of the issues that could be raised are ‘Animal Rights’, ‘Abortion’ and ‘Euthanasia’.

Assessment:

School Based Assessment: Argument Analysis (25%) and Issues Analysis (45%) will allow students to present their tasks in a variety of different ways such as essays, presentations, multimedia and scripted dialogues.

External Assessment: Issues Study (30%) which is to be a maximum of 2000 words.
**SOCIETY AND CULTURE (TAS)**

**FULL YEAR / 20 CREDITS**

**Recommendation:** achievement of a ‘C’ grade or better in Year 11 Society and Environment subjects and sound literacy skills. It is recommended that students also have good skills in writing, research and analysis.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in Education, Tourism, Journalism, International Studies, the Business World and Law.

**Course Outline**

Studies of Societies, examines aspects of the social, political, economic and cultural factors that affect societies. It involves some field work so as to determine the positions that people take on issues.

This course is based upon the inquiry approach to learning and consists of three topics from the following options:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>New Challenges in a New Century</td>
<td>Issues for Societies in a Globalising World</td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td>Social Ethics</td>
<td>Globalisation</td>
</tr>
<tr>
<td>Youth Culture</td>
<td>Issues for Indigenous Australians</td>
<td>A Question of Rights</td>
</tr>
<tr>
<td>Work and Leisure</td>
<td>Technological Revolutions</td>
<td>People and Power</td>
</tr>
<tr>
<td>The Material World</td>
<td>People and the Environment</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment:**

**School Based Assessment:** Course Work Folio (50%), Interaction (20%) which includes a Group Task and an Oral Activity

**External Assessment:** Independent Research Investigation (30%) which requires community fieldwork and a written report that is a maximum of 2000 words.

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**TOURISM (TAS)**

**FULL YEAR / 20 CREDITS**

**Recommendation:** achievement of a ‘C’ grade or better in Year 11 Society and Environment subjects and sound literacy skills.

This subject is relevant to people who want to travel or work in the Tourism and Hospitality industries. Students will be using and interpreting data through analysing a range of sources.

**Course Outline**

Tourism at this level consists of content based on four themes and three of the topics below.

**Themes**

- Operations and Structures of the Tourism Industry
- Travellers Perceptions, and the Interactions of the Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of work in the Tourism Industry

**Possible Topics**

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

**Assessment:**

**School Based Assessment:** Course Work Folio (20%), Practical Activity (25%) and Investigation (25%)

**External Assessment:** Written Examination (30%) 2 Hour
**Design and Technology**

**Year 8 Design and Technology**

This course will encompass 4 areas of study over 2 Semesters working in the following practical areas: Wood, Plastics, Electronics and Information Technology / Computer Aided Design (CAD).

Students will be instructed in the areas of OHS&W, critiquing, designing and making in curriculum aligned with the SACSA Framework.

**Year 9 Design and Technology**

This course continues to explore and develop skills experienced at Yr 8 and introduces Metalwork.

All students must select a minimum of 1 Semester of technology. Opportunities in the areas of Woodwork, Metalwork, Computer Aided Design (CAD) and Electronics will be available.

Students will be instructed in the areas of OHS&W, critiquing, designing and making in curriculum aligned with the SACSA Framework.

**Year 10 Design and Technology**

The following areas of study will be offered as semester or full year courses.

**Woodwork**

*1 Unit / Semester*

Students will undertake a general woodworking course that will encompass solid timber construction and carcass construction techniques used in the manufacture of furniture. They will develop designing skills within a structured design exercise. An emphasis of the course is the safe use of tools and machines used in the furniture industry.

**Carpentry and Furnishing**

*2 Unit / Full Year*

Students will develop skills and processes related to the furniture, construction and carpentry trades.

Students will commence studies in Certificate1 General Construction and Carpentry and Furnishing and gain TAFE accreditation for competencies achieved.

- 1. Work Effectively and Sustainably in the Construction Industry
- 2. Plan and Organise Work
- 3. Conduct Workplace Communication
- 4. Carryout Measurements and Calculations
- 5. Undertake Basic Construction Project
- 6. Passport to Safety

**Recommended**: for students considering careers in the carpentry and construction industry.

**Note**: only students who satisfactorily completed the Building and Furnishing course will be considered for the Doorways to Construction Industry Pathways Program at Stage 1.
METALWORK 1 UNIT / SEMESTER

Students will undertake a general metal work course that will encompass: Gas Welding, Arc Welding and MGAW Techniques, basic Metal Machining Skills and the use of Metal Cutting and Forming Equipment.

Students will undertake studies in OH&S and workplace communication from the Certificate 1 Metal Fabricating course.

Recommended: for students considering careers in metal fabrication industry and desiring to participate in Stage 1 Metalwork.

COMPUTER AIDED DESIGN 1 UNIT / SEMESTER

Students will use a computer aided Design program to develop skills and knowledge of basic drawing techniques and CAD. They will develop designing and planning skills within a structured design exercise and demonstrate their ability to produce 2D and 3D graphic representations.

Recommended: for students interested graphic and product design, students considering entering any construction trades and students desiring to participate in Stage 1 CAD

STAGE 1 DESIGN AND TECHNOLOGY

NOTE: a charge will be levied to cover the cost of materials used.

METALWORK 1 SEMESTER / 10 CREDITS

MATERIAL PRODUCTS:

Students will develop skills and processes related to the metal fabricating trades through the construction of teacher designed projects. They will then complete a designing and communication task aimed at further developing independent learning leading to the construction of a student designed fabricated or machined project. Students will undertake studies from the Certificate 1 Metal Fabricating course.

Recommended: - An interest in further study in this field. Year 10 Design and Technology is desirable.

NOTE: A charge will be levied to cover the cost of materials used.

COMPUTER AIDED DESIGN 1 SEMESTER / 10 CREDITS

COMMUNICATION PRODUCTS:

Using Computer Aided Design software students will engage in the production of 2D and 3D drawings to Australian Standards 1100. Students will develop designing and planning skills with the development of a students designed project and the presentation of production drawings and plans.

In addition students who successfully complete the Computer aided Drafting 2D module will receive TAFE competencies.

BUILDING CONSTRUCTION FULL YEAR / 20 CREDITS

CERTIFICATE 1 GENERAL CONSTRUCTION

Vocational Education and Training (VET): Students will study units of competency that will count toward a TAFE Certificate 1 in General Construction. The hours accrued will convert to SACE credits with 60 hours = 1 unit / 10 Credits. Students will...

- Read and Interpret Plans
- Handle Construction Materials
- Use Construction Tools and Equipment
- Apply Basic Levelling
- Work Safely in Construction Industry

Students have access to White Card Training.
Selection to DOORWAYS 2 CONSTRUCTION INDUSTRY SKILLS PROGRAM will be through an interview process

As part of their Doorways Training students will be required to undertake learning in a workplace environment that develop skills, knowledge and capabilities that are valued in the workplace. This will be a total of 4 weeks (160 hours) work placement in the Building Industry.

NOTE: A charge will be levied to cover the cost of materials used.

**CARPENTRY AND FURNISHING**

**CERTIFICATE 1 FURNISHING**

Vocational Education and Training (VET): Students will study units of competency that will count toward a TAFE Certificate 1 in General Construction. The hours accrued will convert to SACE credits with 60 hours = 1 unit / 10 Credits. Students will

- follow safe working policies and practices
- communicate in the workplace
- carry out measurements and calculations
- work effectively with others

Students have access to White Card Training.

NOTE: A charge will be levied to cover the cost of materials used.

**STAGE II DESIGN AND TECHNOLOGY**

**COMPUTER AIDED DESIGN**

**COMMUNICATION PRODUCTS:**

Students will use CAD (Computer Aided Design) to develop a product. They will critically analyse past and present technologies, examine processes currently used in industry and investigate materials.

Recommendations for study in this subject: An interest or career focus in the building, engineering or allied industries.

In addition, students who successfully complete the Computer Aided Drafting 3D module will receive TAFE competencies in addition to their SACE credit.

Recommendation: A ‘C’ grade in Computer Aided Design at Stage 1 is desirable

**DOORWAYS TO CONSTRUCTION**

**CERTIFICATE 3 GENERAL CONSTRUCTION**

**WORKPLACE PRACTICES A & B:**

Pre-requisite: A student will need to have successfully demonstrated competency in the majority of Certificate 1 units.

There are three areas of study within this course which is run as Workplace Practices.

Industry and Work Knowledge: This area of study enables students to develop Knowledge and understanding of the nature, type and structure of the workplace in the General building construction industry. It consists of four topics: Industrial relations, Finding employment, Planning and organising work and a student negotiated topic.

Vocational Learning: Students undertake formal learning in a work-related context (Constructing outdoor projects, pergolas, bus shelters benches etc.) It incorporates the development of generic work skills, career education and work based learning.

Vocational Education and Training (VET): Students will study units of competency that will count toward a TAFE Certificate 3 in General Construction.

NOTE: A charge will be levied to cover the cost of materials used.
FURNISHING

MATERIAL PRODUCTS:

There are three areas of study within this course which is run as Workplace Practices.

**Industry and Work Knowledge:** This area of study enables students to develop Knowledge and understanding of the nature, type and structure of the workplace in the General building construction industry. It consists of four topics: Industrial relations, Finding employment, Planning and organising work and a student negotiated topic.

**Vocational Learning:** Students undertake formal learning in a work-related context (Constructing outdoor projects, pergolas, bus shelters benches etc.) It incorporates the development of generic work skills, career education and work based learning.

**Vocational Education and Training (VET):** Students will study units of competency that will count toward a TAFE Certificate 3 in Carpentry and furniture. A satisfactory completion of 8 units of competency will enable students to complete Certificate 1 in Carpentry and Furnishing.

**Recommendation:** There is no prerequisite for this course, however an interest in entering the furnishing trades and completion of Stage 1 Carpentry and Furnishing is highly recommended.

**NOTE:** A charge will be levied to cover the cost of materials used.
The following pages contain the suggested pathways for students to follow in each of the learning areas.

Please read the course descriptions carefully for pre-requisite requirements.
Visual and Performing Arts

Year 8
- Visual Art
  - Graphic Design
  - Drama
  - Music
  - Digital Media

Year 9
- Visual Art
  - Graphic Design
  - Drama
  - Music
  - Digital Media

Year 10
- Visual Arts
  - Graphic Design
  - Drama
  - Music
  - Digital Media

Stage 1
- Visual Arts - Art

Stage 2
- Visual Arts – Art
Specific Learning Areas will deliver competencies from the Certificate I Information Technology course in the Middle Years.