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Established in 1976, Marryatville High School is an innovative and exciting school offering a diverse curriculum in a learning environment that promotes academic excellence and supports all students in reaching their potential.

As a Special Interest Music School that also provides programs for Students with High Intellectual Potential, a significant International Program, a Special Interest Tennis Program and an extensive Co-curricular Program, Marryatville High School is recognised internationally as a centre of excellence. The school has achieved international accreditation through the Council of International Schools and has a strong focus on student achievement, engagement and well-being. Teaching and support staff meet the highest professional standards in their commitment to the school and care for students.

Students enter the Middle Years at Marryatville High School on either a pathway through Special Interest Music, Special Interest Tennis or general curriculum studies. We recognise that each young person brings with them their own prior knowledge and experience as well as the unique needs of adolescence.

As part of the Student Life Program, students in the Middle Years explore their strengths as well as identifying areas that need to be developed in order to enhance their curriculum decision-making. Exploration and discussion about personal learning styles, and what this means for them as learners, directly links with the Personal Learning Plan, a compulsory unit of the SACE. Students with High Intellectual Potential (SHIP) are encouraged and developed during Year 8 and placed in SHIP/extension classes in English, Mathematics and Science in Years 9 and 10.

Marryatville High School has a strong academic tradition across all Learning Areas. Students start their preparation for the South Australian Certificate of Education (SACE) in Year 10 by completing the Personal Learning Plan (PLP). Students undertaking Stage 1 can select from over fifty-five semester-length subjects, whilst Stage 2 students have over forty full year or semester subjects to choose from.

Emphasis is placed on counselling students into successful future pathways. Training in the Australian Career Development Studies course has been undertaken by teachers to support this role. Several staff have also trained as Workplace Assessors for units taught in mainstream subjects that prepare students with greater understanding of the issues and expectations of the workplace.

Marryatville High School has an extensive Co-curricular Program which aims to cater for students’ interests. Students are actively encouraged to choose from more than 20 different sporting and non-sporting activities, which results in the establishment of over 100 different teams each year.

Marryatville High School benefits from excellent community support with a number of industry partnerships and strong community alliances. Members of the Governing Council work closely with staff and students to ensure that the school has a clear strategic focus on teaching and learning. The Student Representative Council ensures that student voice is an important component of our decision-making. Graduates leave Marryatville High School with an understanding of the value of life-long learning and the attributes required for being responsible members of society.

Students are encouraged to use this Curriculum Guide to select a program which will give them every chance of achieving their goals.

Please do not hesitate to contact the school if you require further information.

Mark Leahy
Principal
Purpose of the Curriculum Guide
This guide provides information regarding the broad range of programs offered at Marryatville High School and specific course descriptions of subjects within these programs.

The guide is designed to help students make decisions about a suitable course of study from Year 8 to Year 12 during the course counselling process.

The curriculum requirements for each Year level are outlined in the first part of this book and specific course descriptions are provided under learning area headings.

Recommendations to all Students
Before selecting a subject or course there are a number of important steps to consider
• Possible future pathways based on current level of performance, as well as, ambitions and capabilities
• Success and enjoyment of current subjects
• Plans and goals for the future and subjects required to achieve these goals.
• Requirements of university, TAFE enrolment or employment.

Careers and Tertiary Education
Students have access to a range of resources at school. Many publications such as University Handbooks, SATAC Guides, Job Guide and Tertiary Entry Handbooks are located in the Resource Centre or the Counselling Centre. In addition information and advice regarding training, employment and higher education entrance requirements are available through the Career and Transition Coordinator, Year Level Managers and Student Counsellors. International students receive advice regarding further education from the International Program Coordinator.

Counselling Procedures
Parents and caregivers are encouraged to explore this guide with their son or daughter and to plan possible options and pathways of study.

Students should select courses which suit their abilities, interests and vocational aspirations. It is crucial that possible future pathways and options remain open for as long as possible during the middle school years.

Students and parents, together with teachers, will be involved in the selection of courses for each student. The course counselling process will include extended home group sessions, parent information evenings prior to the course counselling and selection day. Some re-counselling will occur in Term Four based on a review of student achievement.

Subject Availability
Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered in this guide will be dependent on the number of students selecting the subject and staff availability. Students will be supported in selecting an alternative subject if needed.
Special Interest Music

The Special Interest Music Program offers a broad music education, performance opportunities, as well as an intensive study of music. It has an enviable reputation and a tradition of excellence and achievement in all endeavours, and a program that is vibrant, innovative and highly regarded nationally and internationally.

Underlying principles of Special Interest Music Centres in Public Schools.

- To cater for students who demonstrate the strongest motivation and greatest aptitude for development in music.
- To develop self-confidence and achievement of personal excellence in music, enabling confident participation in music within the school and the wider community.
- Successful applicants will pursue their music studies until the completion of Stage 2.

Music 2 Entry (Special Interest Music)

Entry to this course is through application and successful completion of a practical musicianship test, audition and interview. Although usual entry is for year 7s enrolling into Year 8, entry to higher year levels is possible but with musical and academic prerequisites. Music 2 students are passionate and committed to a musical education. SIMC Candidate selection criteria and application forms are available from the school or school’s website.

Music 2 students receive a scholarship to support private instrumental/vocal tuition and travel grants are available for students meeting specific criteria.

Music 2 Curriculum (Years 8 to 10)

In Years 8 to 10, areas of study for Music 2 students include Theory, Aural, Composition and Arrangement, Concert Practice, Solo and Ensemble Performance, Choir, Score Reading and Listening, History, Analysis, Early Music, Music Pathways and Music Technology.

The Senior Program

The Senior Music Program offers students a broad and comprehensive musical education. Three music subjects are offered as part of Stage 1 and all eight music options are offered in Stage 2 of the SACE. The school provides pathways to music studies at tertiary level.

Orchestral Program

Marryatville High School has four orchestras: School orchestra, Studio orchestra, Chamber orchestra and the Junior orchestra. The School orchestra has travelled to Japan and Europe, as well as many regional and national tours.

Concert Band

Marryatville High School has a strong band program at junior and senior level. The development of ensemble skills is nurtured through the classroom program in Years 8 to 10, as well as after hours as a co-curricular activity. The Senior Band has recently had a successful tour to Japan.

Jazz

Through the Jazz program the Big Bands have had success in local and national competitions, namely the Generations in Jazz National Stageband Awards associated with James Morrison. Big Band One has toured to England, USA and Canada.

Choral

As singing is the most important part of a child’s musical development, it is an integral part of the music program at Marryatville High School. Every music student sings in a class choir. Students may also choose to participate in Co-curricular ensembles: Concert choir, Chamber choir, Junior choir, Boys’ choir, Girls’ choir and the Pops Vocal ensemble.

Small Ensembles

Our extra curricular ensembles include many smaller groups such as: Double Bass ensemble, Flute ensemble, Baroque ensemble, Senior and Junior Recorder ensembles, Senior and Junior Guitar ensembles, Percussion ensembles, Jazz combos, Instrumental trios and quartets and other ensembles depending on student needs.

Specialist Areas

Expertise is available in the highly specialised area of Composition. Students may access contemporary music technology through the music computer laboratory and recording studio.

Extra-Curricular Ensembles

All students at Marryatville High School have the opportunity to participate in our numerous extra-curricular ensembles. Membership to Senior ensembles is through audition or by invitation. Our ensembles perform regularly at school events and to the wider community, and at times, participate in competitions and tours.
The Special Interest Tennis Program offers an opportunity for students to:

- be involved in specialist coaching squads
- have coaching from accredited coaches during school time
- acquire theoretical knowledge in areas such as anatomy and physiology, fitness, diet and nutrition, relationships, sports injuries, drugs in sport, psychology of winning
- participate in tennis teams involved in the Saturday morning school competition, SSSSA team and individual tournaments and at a national level in the School Sport Australia Tennis Teams Challenge

Program Entry Criteria
Applications for entry to the Special Interest Tennis program are made directly to the school and applicants must meet the following criteria:

- boys - Australian ranking of less than 2000
- girls - Australian ranking of less than 1000
- be committed to representing the school in tennis teams and competitions (Years 8 - 12)

Benefits to Students
Marryatville High School has an enviable tradition of excellence and achievement in all endeavours and there is a strong sense of community support for this ethos in the school.

In particular, the tennis program gives students the:

- opportunity to study and specialise in tennis with students of similar interests and abilities:
- support for academic studies
- coaching at school to minimise disruption to schooling
- cooperation between the school and Tennis SA to maximise student opportunities
- opportunities to develop skills
- access to tournaments and competition play at local, state and national levels
- opportunity to take a tennis pathway through scholarships at USA colleges
- development of individual coaching skills

Special Interest Tennis
Marryatville High School’s Special Interest Tennis Program was established in 1995 to enable students who are training for tennis at a high level to be able to combine their school studies and tennis coaching with minimal disruption to their school work.

The tennis program offers a broad academic education, specialist tennis coaching during school hours, acquisition of theory knowledge related to tennis and the opportunity to represent Marryatville High School at school, state and national levels.

Facilities
Marryatville High School has six hard courts and two synthetic courts. To complement their school tennis coaching international students are able to avail themselves of coaching packages at the Next Generation Tennis Complex whose facilities include hard, synthetic and grass tennis courts, swimming pool, gymnasium and squash courts.

Achievements of School Tennis Teams (from 1996 - 2010)
School competition:
Drive Tennis teams have been premiers in Division 1 for nine years, and runners up on four other occasions.

State Knockout Championships:
Open Boys - state winners 15 years
Open Girls - state winners 14 years
Junior Boys - state winners 8 years
Junior Girls - state winners 11 years

National Schools Teams Challenge:

From a parent of a Year 8 tennis student:
“Students have the opportunity to develop their skills and knowledge among other like-minded students of similar abilities”.
“Theory work is invaluable, providing a well-rounded program”

From a Year 9 tennis student:
“This school was recommended to me by a number of coaches and I think that being able to do tennis as a subject is both a rare and valuable experience”
International Programs

As a leader in International Study Programs, Marryatville High School offers an extensive international program for international fee paying students.

These students can participate in a range of study programs which include:

**Intensive Secondary English Courses (ISEC) Program**
The ISEC Program consists of intensive English classes designed to improve the students’ English communication and formal language skills when they first arrive in Australia.

**High School Graduate Program**
This program is for students who wish to complete the SACE (South Australian Certificate of Education) and enter university or other tertiary institutions eg TAFE (Technical and Further Education).

The High School Graduate Program provides international students with the opportunity to live and study alongside Australian students. Marryatville High School offers a variety of programs to cater for the individual academic needs of each student.

Students can make a choice of subjects at senior high school level that will compliment their own interests and ambitions for tertiary study. Students are assisted in deciding on the most appropriate tertiary course for them.

**High School Study Abroad Programs**
The Study Abroad Program provides international students with an exciting opportunity to experience the Australian way of life whilst studying alongside Australian students. Study Abroad Programs are available for one, two, three or four terms at all year levels.

French, Chinese and Japanese can be studied at Marryatville High School while other languages can be studied off campus at the South Australian School of Languages.

Marryatville High School has a widely acclaimed music and tennis program and entry into these programs is considered on an individual basis. Entry is on merit selection based on set criteria.

At Marryatville High School international students are supported by an international coordinator and support teachers who are dedicated to ensuring that international students are successful learners who will reach their potential and feel comfortable in our safe school environment.

School Counsellors, a pastoral care program responsive to cultural needs, as well as orientation programs, ensure that students make a successful transition into our school community and have a good understanding of the teaching and learning methodology used to ensure they are successful in their studies.

International students are individually supported, at each year level, with their subject choices.
Co-Curricular Program

Marryatville High School has an extensive co-curricular program. The program includes an extensive range of sporting and cultural activities which offer opportunities for students to develop skills in an individual and team environment, as well as form relationships with teachers and students outside the classroom. While parental involvement is actively encouraged, skilled coaches are also employed to develop the abilities of students in these areas.

Marryatville High School belongs to the Sports Association of Adelaide School, Secondary School Sport of South Australia and the South Australian Catholic Secondary Schools Girls’ Sports Association Inc, which organise sporting competitions on Saturday mornings and some afternoons during the week.

Marryatville High School is an active participant in the Statewide Knock out sports competitions throughout the school year.

Cultural Co-Curricular Activities Include
- Art Club
- Chess Club
- Debating
- Drama Productions
- Mock Trial
- Girls Choir
- Junior Choir
- Chamber Choir
- School Orchestra
- Singapore Drama Tour
- Japanese Cultural Tour
- Duke of Edinburgh

Sporting Co-Curricular Activities include
- Cricket
- Basketball
- Beach Volleyball
- Touch Football
- Softball
- Swimming
- Soccer
- Hockey
- Badminton
- Netball
- Cross Country
- Cycling
- Fencing
- Tennis
- Volleyball
- Badminton
- Water Polo
- Athletics
- Golf
- Football
- Table Tennis
- Squash
- Orienteering
- Triathlon
- Mountain Bike
- Surfing
The subjects offered in Year 8 are grouped within the eight learning areas of the South Australian Curriculum Standards and Accountability Framework (SACSA). The subjects are either Semester or Full Year subjects.

Students undertake a common curriculum depending on the amount of Music undertaken. The curriculum allows students to access a greater range of subjects as they progress from Year 8 to 10.

**Music 2 Students (Entry is by merit selection)**
Intensive course designed to meet the special needs of students with identified musical talents.

**Special Tennis Students (Entry is by merit selection)**
Intensive course designed to meet the special needs of students with identified tennis talents.

**Music 1 Students**
Students must have met the requirements of a pre entry musicianship test

**Mainstream Students**
Students follow a general curriculum pattern

<table>
<thead>
<tr>
<th>Music 2 Students</th>
<th>Special Tennis Students</th>
<th>Music 1 Students</th>
<th>Mainstream Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Chinese, French or Japanese</td>
<td>Chinese, French or Japanese</td>
<td>Chinese, French or Japanese</td>
<td>Chinese, French or Japanese</td>
</tr>
<tr>
<td>Music 1</td>
<td>Tennis</td>
<td>Music 1</td>
<td>Health and Home Economics (Semester)</td>
</tr>
<tr>
<td>Music 2</td>
<td>Society and Environment (Semester)</td>
<td>Society and Environment (Semester)</td>
<td>Technology Studies (Semester)</td>
</tr>
<tr>
<td>Society and Environment (Semester)</td>
<td>Health and Home Economics (Semester)</td>
<td>Health and Home Economics (Semester)</td>
<td>Society and Environment (Semester)</td>
</tr>
<tr>
<td>Health and Personal Development (Semester)</td>
<td>Technology Studies (Term)</td>
<td>Technology Studies (Term)</td>
<td>Physical Education (Semester)</td>
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<td>Physical Education (Term)</td>
<td>Art (Semester)</td>
<td></td>
</tr>
<tr>
<td>Art (Term)</td>
<td>Art (Term)</td>
<td>Drama (Semester)</td>
<td></td>
</tr>
<tr>
<td>Drama (Term)</td>
<td>Drama (Term)</td>
<td></td>
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</tr>
</tbody>
</table>

Please note: Due to timetabling constraints it is not always possible for the Special Tennis students to do a Term each of Physical Education, Technology Studies, Art and Drama. They may be required to do a Semester of Art and Drama instead.
The subjects offered in Year 9 are grouped within the eight learning areas of the South Australian Curriculum Standards and Accountability Framework (SACSA). The subjects are either Semester or Full Year subjects.

Students undertake a common curriculum depending on the amount of Music undertaken. The curriculum allows students to access a greater range of subjects as they progress from Year 8 to 10.

The following table indicates the compulsory subjects for specific students.

<table>
<thead>
<tr>
<th>Music 2 Students</th>
<th>Special Tennis Students</th>
<th>Music 1 Students</th>
<th>Mainstream Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
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</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Music 1</td>
<td>Tennis</td>
<td>Music 1</td>
<td>Society and Environment (Full Year)</td>
</tr>
<tr>
<td>Music 2</td>
<td>Society and Environment (Full Year)</td>
<td>Society and Environment (Full Year)</td>
<td>Health and Physical Education / Health and Home Economics (Semester)</td>
</tr>
<tr>
<td>Society and Environment (Semester)</td>
<td>Health and Home Economics (Semester)</td>
<td>Health and Physical Education / Health and Home Economics (Semester)</td>
<td>Art / Drama (Semester)</td>
</tr>
</tbody>
</table>

Students choose the equivalent of a further three semester subjects from:
- Society and Environment (additional semester), Art, Drama, Physical Education, Home Economics, Technology Studies, Chinese, French or Japanese.
The subjects offered in Year 10 are grouped within the eight learning areas of the South Australian Curriculum Standards and Accountability Framework (SACSA). The subjects are either Semester or Full Year subjects.

The following table indicates the compulsory subjects for specific students.

<table>
<thead>
<tr>
<th>Music 2 Students</th>
<th>Special Tennis Students</th>
<th>Music 1 Students</th>
<th>Mainstream Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
<td>English / English as a Second Language</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Music 1</td>
<td>Tennis</td>
<td>Music 1</td>
<td>Society and Environment B / Geography / History (Semester)</td>
</tr>
<tr>
<td>Music 2</td>
<td>Society and Environment A (Semester)</td>
<td>Society and Environment A (Semester)</td>
<td>Society and Environment A (Semester)</td>
</tr>
<tr>
<td>Science A (Semester)</td>
<td>Science A (Semester)</td>
<td>Science A (Semester)</td>
<td>Science A (Semester)</td>
</tr>
<tr>
<td>Society and Environment (Semester)</td>
<td>Society and Environment B / Geography / History (Semester)</td>
<td>Society and Environment B / Geography / History (Semester)</td>
<td>Society and Environment B / Geography / History (Semester)</td>
</tr>
</tbody>
</table>

All students need to choose additional subjects with the condition that no more than the equivalent of four semester subjects from the same learning area are allowed.

Music 2 students choose the equivalent of a further four semester subjects from the following:
Special Tennis students choose the equivalent of a further five semester subjects from the following:
Music 1 students choose the equivalent of a further five or six semester subjects from the following:
Mainstream students choose the equivalent of a further seven semester subjects from the following:

**Arts**
Art 2D, Art 3D, Design A, Design B, Drama A and Drama B

**Health and Physical Education**

**Languages**
Chinese, French or Japanese.

**Design and Technology**

**Science**
Science B (additional semester),

**Society and Environment**
Society and Environment B (additional semester), Geography, History, Philosophy.

In addition to their curriculum subject choices all year 10 students will complete the Personal Learning Plan.

Within the Personal Learning Plan students identify and further develop their abilities, strengths and interests. The students conduct research to identify and prepare for their future careers.

The Personal Learning Plan is included within the school's student life program that is delivered through extended home group sessions in year 8 - 10. The preparatory work in Years 8 and 9 will enable students to look at their aspirations and research the careers in their areas of interest and abilities.
## Subjects offered in Year 8-10

<table>
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<tr>
<th>Year 8</th>
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<th>Year 8</th>
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</tr>
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<tbody>
<tr>
<td>Art</td>
<td>22</td>
<td>Japanese</td>
<td>59</td>
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<td>Mathematics</td>
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<td>Drama</td>
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<td>39</td>
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<td>English as a Second Language</td>
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<td>Physical Education</td>
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<td>French – (Accelerated)</td>
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<td>Science</td>
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<td>French – (Continuers)</td>
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<td>Society and Environment</td>
<td>68</td>
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<td>Health and Home Economics</td>
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<td>Technology Studies</td>
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<tr>
<td>Health and Personal Development</td>
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<td>Tennis</td>
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<td>Tennis</td>
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<td>65</td>
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<td>47</td>
<td>Society and Environment A</td>
<td>69</td>
</tr>
<tr>
<td>History</td>
<td>69</td>
<td>Society and Environment B</td>
<td>69</td>
</tr>
<tr>
<td>Home Economics - Child Studies</td>
<td>47</td>
<td>Technology Studies - CAD</td>
<td>37</td>
</tr>
<tr>
<td>Home Economics - Food and Hospitality</td>
<td>48</td>
<td>Technology Studies - Electronics</td>
<td>37</td>
</tr>
<tr>
<td>Home Economics - Introduction to Commercial Cookery</td>
<td>47</td>
<td>Technology Studies - Metal</td>
<td>37</td>
</tr>
<tr>
<td>Home Economics - Textiles</td>
<td>48</td>
<td>Technology Studies - Wood</td>
<td>37</td>
</tr>
<tr>
<td>Information Technology - Essentials</td>
<td>34</td>
<td>Tennis</td>
<td>55</td>
</tr>
<tr>
<td>Information Technology - Information Processing and Publishing</td>
<td>33</td>
<td>Theatre Technology</td>
<td>26</td>
</tr>
<tr>
<td>Information Technology – Programming</td>
<td>33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The SACE

Information about the SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete certain requirements in their senior secondary education. The SACE is a certificate of completion for secondary education in South Australia and forms the basis for entry into higher education.

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

The certificate is based on two stages of achievement. Stage 1 is normally undertaken in Year 11 and Stage 2 is completed in Year 12. Students will be able to study a wide range of subjects and courses as part of the SACE.

The SACE certificate will be awarded to students upon completion of their secondary schooling.

What are some of the features of the new SACE?

The new SACE program began in 2009 with the introduction of a compulsory subject called the Personal Learning Plan in Year 10 and will continue through Year 11 (in 2010) and Year 12 (in 2011), with the first group of students graduating with the new qualification at the end of 2011.

As part of the SACE students will:

• receive credits for 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
• be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
• receive A - E grades in every Stage 1 and Stage 2 SACE subject
• have thirty per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including examinations, practical performances or presentations

The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months’ study in a particular subject or course.
To be awarded the SACE certificate at the end of 2012, students must have completed 200 credits as per the SACE pattern requirements as shown below:

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>Personal Learning Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11 or 12 - Stage 1 or Stage 2 subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>Up to 90</td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 subjects and courses</td>
<td>60 or more</td>
</tr>
</tbody>
</table>

| TOTAL | 200 |

- Compulsory Stage 1 subjects and courses. Compulsory Stage 2 subjects and courses
- Other subjects and courses (Stage 1 or 2)

The importance of the compulsory subjects is reflected in the requirement that students must achieve either an A, B, C or equivalent 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.

**Compulsory Stage 1**

- Total = 40 Credits
- ‘C’ Grades or better
- PLP = 10 Credits
- Numeracy = 10 Credits
- Literacy = 20 Credits

**Compulsory Stage 2**

- Total = 70 Credits
- ‘C’ Grades or better
- Research Project = 10 Credits
- Stage 2 Subjects and Courses = 60 Credits

**Additional choices subjects and courses**

- from either Stage 1 or Stage 2
- Total = 90 Credits

**Compulsory Stage 1 = 40 Credits**
**Compulsory Stage 2 = 70 Credits**
**Additional Choices = 90 Credits**
**Total SACE = 200 Credits**
The following tables indicate two examples of SACE completion

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory - Stage 1 Personal Learning Plan</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory - Stage 1 English A and English Pre Communications</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Compulsory - Stage 1 Mathematical Applications A</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Mathematical Applications B</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Physical Education A and Physical Education B</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Modern History A and Modern History B</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Information Technology</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 VET Automotive</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Drama A and Drama B</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Compulsory - Stage 2 Research Project</td>
<td>10</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory - Stage 2 VET Automotive</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Compulsory - Stage 2 Mathematical Applications</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 2 Visual Arts - Design</td>
<td>20</td>
<td>80</td>
</tr>
</tbody>
</table>

SACE Completion

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Personal Learning Plan</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 English A and English Pre Communications</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Mathematical Applications A and B</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Design and Technology - Wood</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 VET Hair and Beauty</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Tourism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Psychology</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Food and Hospitality</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 1 Community Learning - Royal Life Saving</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Stage 2 Research Project</td>
<td>10</td>
<td>130</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Credits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 English Communications</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 2 Tourism</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Stage 2 Psychology</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>

- Compulsory Stage 1 subjects and courses. Compulsory Stage 2 subjects and courses
- Other subjects and courses (Stage 1 or 2)
Flexible Learning Options are designed to provide students with the flexibility in what is studied, the range of skills that can be developed and techniques used to assess learning.

Marryatville High School’s Flexible Learning Options are contained within four broad categories:

- Vocational Education and Training (VET)
- WorkPlace Practices
- SSABSA VET Curriculum (Stage 2 only)
- Community Learning - community developed programs or individual community involvement

**Vocational Education and Training (VET)***

Vocational Education and Training may be completed during the senior school years of years 10, 11 and 12. The major benefits of these programs include:

- achievement of Industry recognised units of competency - recognised qualifications from nationally endorsed training packages
- credit towards the SACE
- credit for entry into further study. TAFE recognises completed units and provides credit towards further study in the same area
- opportunities to learn in an adult environment or real work settings
- work placement provides on the job training and experience as an entry-level trainee
- assists with decisions regarding future directions
- assists a smooth direction and transition from school to work
- develops employability skills
- begins networks with employers who may offer further employment or apprenticeships

**VET in the SACE***

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

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

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification. (Refer to the VET Recognition Register on the SACE Board website).

Students can gain recognition for up to 180 SACE credits at Stage 1 and Stage 2 for successfully completed VET.

**VET School Based Courses***

Vocational Education programs are available at Marryatville High School in the following industry areas:

- Hospitality
- Community Services - Childcare
- Fashion and Retail [descriptions are in the East Adelaide Schools’ Cluster VET programs]

**East Adelaide Schools’ Cluster Programs***

The East Adelaide Schools’ Cluster (EASC) represents the collaborative partnership and regional provision of Vocational Education and Training across all schooling sectors in the East of Adelaide. Comprising sixteen schools and a range of training partners, the EASC compile courses that compliment student interests, school specialisations, regional and national skill shortage areas and experiences that lead to the development of transferable skills. These courses are most frequently part or full certificate I or certificate II programs. The number of SACE units awarded varies and therefore it is important to check the details of each program.
Flexible Learning Options

For 2012 the EASC continues to offer a broad range of courses across a variety of learning environments for senior students to study. The courses involve students being out of school for one day a week. By agreement EASC schools have made a commitment to hold programs on a Thursday where possible. The range of subjects is in the section East Adelaide Schools’ Cluster VET Programs.

**Australian School Based Apprenticeships**

In an Australian School Based Apprenticeship (ASBA) students are employed part time while being enrolled as a full time school student. The student as part of the contract of training gains a vocational education qualification, which is most commonly at Australian Qualification Framework (AQF) level 2 or 3. In addition the training contributes towards SACE completion. While ideally the student should work half time in order to complete the apprenticeship in most cases they will work for only one day a week and make up extra hours at weekends, after school and during school holidays. Australian School Based Apprenticeships (ASBA) are available in a variety of industry areas.

**WorkPlace Practices**

WorkPlace Practices suits the following students:
- those who are involved in or select VET programs and work place learning in a specific vocational area
- those who have Australian School Based Apprenticeships
- have employment
- play elite level sport.

The subject requires a blend of course work and practical workplace involvement.

**Community Learning**

Community Learning is learning that is not formally accredited through the SACE Board, but is considered to be at a level and a standard that is equivalent to the learning expressed in Board-accredited subjects. The SACE Board recognises two kinds of community learning, Community Based Self Directed Learning and Community Developed Programs.

**Community Based Self Directed Learning**

Programs or sets of activities are developed by the individual student or developed specifically for individual students by others. Examples of these programs include undertaking an independent life skills program or a personal enrichment program, care giving, taking leadership in the workplace or mentoring.

**Community Developed Programs**

Many community organisations develop and accredit their own programs. Examples of community organisations that develop such programs are the Australian Music Examinations Board, the Duke of Edinburgh’s Award, the Royal Life Saving Society (SA Branch), Scouts Australia and the SA Country Fire Service.

**Additional Programs**

For some students another option can be to study particular subjects outside the school.

**South Australian Secondary School of Languages**

Students can enrol into language subjects that are not offered at Marryatville High School. The SASSL charges a fee for each subject enrolled. The family of the student must pay this. Students must enrol in SASSL independently; this is not handled by the school although the forms must be signed by the Languages Coordinator at Marryatville. Students maybe allowed to replace two of their selected school units. Most of these classes run in the evenings.

**Marden Senior Secondary School**

Students can enrol into subjects that are not offered at Marryatville High School. Marden is a high-school, like Marryatville, so enrolling into two schools can only occur with the permission of both schools. Marden charges a fee for each subject enrolled. The family of the student must pay this. Students apply to enrol into Marden through our Counsellors at Marryatville. Students maybe allowed to replace one of their selected school units.

**Open Access College**

Students can enrol into subjects that are not offered at Marryatville High School. The Open Access College works by distance education. Students do not attend lessons at the College. Instead, lessons are conducted electronically via computer or over the phone. The Open Access College charges a fee for each subject enrolled. The family of the student must pay this. Students apply to enrol into the Open Access College through the Counsellors. Students maybe allowed to replace one of their selected school units.
Post School Pathways

Sources of information for career choices

This Guide is only a part of the process for selecting a course of study. Individual students and their parents or caregivers need to research information regarding career choices. The following sources of information may be useful:

- Tertiary Handbooks (Resource Centre and Counselling Centre)
- TAFE Information - tafeinfo@saugov.sa.gov.au
- SATAc Booklet
- Visits to the individual Universities
- Centrelink Career Information Centre
- Job Guide Booklet - issued to all Year 10 students

The following web sites may be useful:

- Flinders University: www.flinders.edu.au
- Adelaide University: www.adelaide.edu.au
- University of SA: www.unisa.edu.au
- TAFE SA: www.tafe.sa.edu.au
- Centrelink: www.centrelink.gov.au
- SATAc: www.satac.edu.au
- My Future: www.myfuture.edu.au
- Job Juice: www.jobjuice.gov.au
- Australian Apprenticeships: www.australianapprenticeships.gov.au
- Australian Universities: www.australianuniversities.com
- Year 12 What Next: http://year12whatnext.gov.au
- SACE Board: www.sace.sa.edu.au

Information for international students is available at each university site and TAFE SA site, or from the International or Career and Transition Coordinators.

It is important to consider subject selections as part of a pathway that extends from Year 11 into Year 12 and beyond. It is essential to consider where this pathway leads.

Direct Technical and Further Education (TAFE) Entrance Requirements

TAFE courses have Minimum Entry Requirements (MER) that students must meet. The MER will vary depending on the type and level of TAFE course. Some courses have completion of Stage 1 only as a minimum requirement. For most it is completion of the SACE that is required and a TAFE selection score is calculated based on the student's best three Stage 2 subjects.

It is also possible to progress from studying certificate courses at TAFE into studying diploma and degree courses at university.

Details of entry requirements can be obtained from the Tertiary Entrance Booklets that all Year 10 and Year 11 students will have access to from SATAc(South Australian Tertiary Admissions Centre) Booklets or their website www.satac.edu.au. However, all students are encouraged to check this information with the institution concerned, or through the School Counsellors or Year Level Coordinators. Interstate information should be obtained directly from the institution.
Direct University Entrance Requirements (for students who wish to apply for university in 2013)

Students studying for the SACE and applying for entry into university in 2013 and beyond must:

• complete the SACE
• complete at least 80 credits at Stage 2, including 60 credits of Stage 2 approved university entry subjects
• complete prerequisite requirements for some university courses
• obtain an Australian Tertiary Admission Rank (ATAR). This previously was a TER. (Tertiary Entrance Rank).

The ATAR will be calculated based on their results in three full-year Stage 2 approved university entry subjects plus one of the following:

• a fourth Stage 2 approved full-year university entry subject or a “flexible option”.

Flexible options

South Australia’s universities will recognise one alternative to a full-year Stage 2 approved university entry subject as part of the calculation of the ATAR. The flexible option can comprise either option A or B below (whichever gives the highest ATAR).

Option A

Studies recognised as equivalent to a full-year university entry subject by the SACE Board of South Australia and universities eg. full VET Certificate III qualification

or

Option B

Two of the following:

• half the score from a fourth Stage 2 approved full-year university entry subject or other recognised studies
• a half-year Stage 2 approved university entry subject or other recognised studies
• another half-year Stage 2 approved university entry subject or other recognised studies
• the half-year Stage 2 Research Project. (certain conditions applies)

The new rules for university entry for students, as well as additional detail about subject options, are published in the SATAC Tertiary Entrance 2011, 2012, 2013 booklet.

Examples for University Entry in 2013.

University Entry - Engineering

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 Personal Learning Plan</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 English A and English Pre Studies</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Mathematics A</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Mathematics B and Mathematics C</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Chemistry A and Chemistry B</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Physics A and Physics B</td>
<td>20</td>
</tr>
<tr>
<td>Stage 1 Food and Hospitality A</td>
<td>10</td>
</tr>
<tr>
<td>Stage 1 Biology</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 Research Project B</td>
<td>10</td>
</tr>
</tbody>
</table>
### Post School Pathways

#### Year 12

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>English Communications</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Physics</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Mathematical Studies</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Chemistry</td>
<td>20</td>
</tr>
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</table>

#### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

#### University Entry – Arts

#### Year 10

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Year 11

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English A and English Pre Studies</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>Mathematical Applications A</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Mathematical Applications B</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>History A and History B</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>Art A and Art B</td>
<td>20</td>
</tr>
<tr>
<td>1</td>
<td>Tourism</td>
<td>10</td>
</tr>
<tr>
<td>1</td>
<td>Japanese</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Research Project A</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Year 12

<table>
<thead>
<tr>
<th>Stage</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Modern History</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Psychology</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>English Studies</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Japanese</td>
<td>20</td>
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</tbody>
</table>

#### TOTAL

<table>
<thead>
<tr>
<th></th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>

- Compulsory Stage 1 subjects and courses. Compulsory Stage 2 subjects and courses
- Other subjects and courses (Stage 1 or 2)
## Stage 1 subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Subject</th>
<th>Page</th>
</tr>
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<tbody>
<tr>
<td>Accounting</td>
<td>72</td>
<td>Journalism</td>
<td>74</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>70</td>
<td>Legal Studies A</td>
<td>73</td>
</tr>
<tr>
<td>Art A</td>
<td>23</td>
<td>Legal Studies B</td>
<td>73</td>
</tr>
<tr>
<td>Art B</td>
<td>24</td>
<td>Mathematical Applications A</td>
<td>62</td>
</tr>
<tr>
<td>Biology A</td>
<td>65</td>
<td>Mathematical Applications B</td>
<td>62</td>
</tr>
<tr>
<td>Biology B</td>
<td>65</td>
<td>Mathematics A</td>
<td>62</td>
</tr>
<tr>
<td>Chemistry</td>
<td>65</td>
<td>Mathematics B</td>
<td>62</td>
</tr>
<tr>
<td>Child Studies</td>
<td>49</td>
<td>Mathematics C</td>
<td>62</td>
</tr>
<tr>
<td>Chinese [Background Speakers]</td>
<td>57</td>
<td>Mathematics D</td>
<td>62</td>
</tr>
<tr>
<td>Chinese [Continuers]</td>
<td>57</td>
<td>Mathematics Pathways</td>
<td>62</td>
</tr>
<tr>
<td>Design A</td>
<td>24</td>
<td>Modern History A</td>
<td>70</td>
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<tr>
<td>Design B</td>
<td>24</td>
<td>Modern History B</td>
<td>70</td>
</tr>
<tr>
<td>Design Technology Studies (CISCO)</td>
<td>34</td>
<td>Music Appreciation</td>
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</tr>
<tr>
<td>Drama A</td>
<td>27</td>
<td>Music Studies</td>
<td>30</td>
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<tr>
<td>Drama B</td>
<td>27</td>
<td>Musicianship</td>
<td>30</td>
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Art and Design

The study of visual arts encourages participation, creativity, expression, and awareness of multi-culturalism through making and analysing artworks. Students have the opportunity to undertake study in the following visual arts areas; drawing, painting, printmaking, ceramics, sculpture and graphic, product, and environmental design. Gifted and talented students are extended through our artist mentoring program.

ART AND DESIGN CONTACT PERSON:
Ms Glenys Haensel

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**Art**

**YEAR 8**
Subject Code: 8ART
Length of course: Semester
Course Description
Practical: Areas covered are drawing, painting, printmaking, clay and design. Developing skills in drawing will be integral to all aspects of the course. In addition, a range of media/techniques will be explored with an emphasis on idea generation and the development of problem-solving skills.
Theory: Students will cover the following topics “Understanding Art”. “What is Art?” and “Art and Primitive Cultures”
Assessment:
Practical tasks 70%
Theory tasks 30%

**YEAR 9**
Subject Code: 9ARTA
Length of course: Semester
Course Description
Practical: Areas covered are drawing, painting, printmaking - lino printing, clay and environmental design. Developing skills in drawing will be integral to all aspects of the course. In addition a range of media/techniques will be explored with an emphasis on idea generation and the development of problem-solving skills.
Theory: Students will cover the following topics “Understanding Art”. “An Artist and his/her work” and “An Art Movement”.
Assessment:
Practical tasks 70%
Theory tasks 30%
**ART B**  
*YEAR 9*

**Subject Code**: 9ARTB  
**Length of course**: Semester  

**Course Description**  
Practical: Areas covered are drawing, painting, printmaking - stencilling, construction - papier mache and product design. Developing skills in drawing will be integral to all aspects of the course. In addition a range of media/techniques will be explored with an emphasis on idea generation and the development of problem-solving skills.  
Theory: Students will cover the following topic “Understanding Art” - “The Artists Role in Society”  

**Assessment**:
- Practical tasks: 70%  
- Theory tasks: 30%

**ART 2D**  
*YEAR 10*

**Subject Code**: 0ARTA  
**Length of course**: Semester  

**Recommended Background**  
Satisfactory completion of Year 9 Art.  

**Course Description**  
Practical: Students work in the area of painting, drawing and printmaking. This is supported by skills and media experiments as well as idea generation, to enable students to process, document and realise final works.  
Theory: Students examine the contemporary and historical applications in art and how they relate to the practical work they are undertaking.  

**Assessment**:
- Practical tasks: 70%  
- Theory tasks: 30%

**ART 3D**  
*YEAR 10*

**Subject Code**: 0ARTB  
**Length of course**: Semester  

**Recommended Background**  
Satisfactory completion of Year 9 Art.  

**Course Description**  
Practical: Students work in the areas of sculpture, ceramics, soft fabrications and mixed media. This is supported by skills and media experiments as well as idea generation, to enable students to process, document and realise final works.  
Theory: Students examine the contemporary and historical applications in art and how they relate to the practical work they are undertaking.  

**Assessment**:
- Practical tasks: 70%  
- Theory tasks: 30%

**DESIGN A**  
*YEAR 10*

**Subject Code**: 0DESA  
**Length of Course**: Semester  

**Recommended Background**  
Satisfactory completion of Year 9 Art.  

**Course Description**  
Practical: Students undertake projects in graphic (communication) design and product (industrial) design.  
Theory: Students examine the contemporary and historical applications of graphic, product and environmental design responding to how they relate to the practical work they are undertaking.  

**Assessment**:
- Practical tasks: 70%  
- Theory tasks: 30%

**DESIGN B**  
*YEAR 10*

**Subject Code**: 0DESB  
**Length of Course**: Semester  

**Recommended Background**  
Satisfactory completion of Year 9 Art.  

**Course Description**  
Practical: Students undertake projects in product (industrial) design and environmental (architectural) design.  
Theory: Students examine the contemporary and historical applications of graphic, product and environmental design responding to how they relate to the practical work they are undertaking.  

**Assessment**:
- Practical tasks: 70%  
- Theory tasks: 30%

**ART A**  
*SACE Stage 1*

**Subject Code**: 1ARTA  
**Length of course**: Semester  

**Recommended Background**  
Satisfactory completion of Year 10 Art.  

**Course Description**  
Practical and Folio (Practical Resolution and Visual Thinking): Students produce a 2D Practical Piece or suite of Pieces, as result of research, experimentation and idea generation in the Folio. The Practical can be drawing, painting or photography. The Folio documents the student’s visual learning and supports their final resolved visual artwork.  
Visual Study (Visual Arts in Context): Students research and analyse an area of Visual Art using appropriate sources, using terminologies and language to respond to Artists and Artworks. Students will complete a small piece related to the research, which reflects student learning.  

**Assessment**:
- Practical: 30%  
- Folio: 30%  
- Visual Study: 40%
ART B  
SACE Stage 1

Subject Code: 1ARTB
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 10 Art.

Course Description:
Practical and Folio (Practical Resolution and Visual Thinking): Students produce a 3D sculptural Practical Piece or suite of Pieces, as result of research, experimentation, technique and idea generation in the Folio. The Folio documents the student's visual learning and supports their final resolved visual artwork.

Visual Study (Visual Arts in Context): Students research and analyse an area of Visual Art using appropriate sources, using terminologies and language to respond to Artists and Artworks. Students will complete a small piece related to the research, which reflects student learning.

Assessment:
Practical 30%
Folio 30%
Visual Study 40%

DESIGN A  
SACE Stage 1

Subject Code: 1DSNA
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 10 Art or Design.

Course Description:
Three sections of study comprise the Design course.

Practical and Folio (Practical Resolution and Visual Thinking): Students produce 3 finished design works focusing on Graphics, Packaging and Fashion Design. The research, Ideation and Refinement aspects of the Design process occur in the form of a Folio section of study. The final Design Presentation and Evaluation occur in the Practical section of study.

Visual Study (Visual Arts in Context): Students make written and visual responses to historical and contemporary aspects of Graphic and Fashion Design through the Visual Study section of the course.

Assessment:
Practical 30%
Folio 30%
Visual Study 40%

DESIGN B  
SACE Stage 1

Subject Code: 1DSNB
Length of course: Semester

Recommended Background:
Satisfactory completion Year 10 Design.

Course Description:
Practical (Practical Resolution): Students produce one finished design work that focusses principally on environmental design (energy efficient house design or garden design). This will be supported by a practitioners statement.

Folio (Visual Thinking): Students produce a folio that demonstrates their visual learning in support of their finished design work.

Visual Study (Visual Arts in Context): Students will undertake an exploration and / or experimentation based on analysis of the work of other practitioners.

Assessment:
Practical 30%
Folio 30%
Visual Study 40%

Visual Arts - ART  
SACE Stage 2

STATUS: TAS
Subject Code: 2VAS1
Length of course: Full year

Recommended Background:
Satisfactory completion of Stage 1 Art.

Course Description:
Practical (Practical Resolution): The practical assessment consists of two parts: Art practical work and the Practioner’s statement. Students produce two or three practicals for assessment, which are to be supported by a practitioner’s statement describing the processes, influences, meaning and evaluation.

Folio (Visual Thinking): Students produce one folio that documents their visual learning, in support of their two of three works of art.

Visual Study (Visual Arts in Context): Students will undertake an exploration and / or experimentation based on analysis of the work of other practitioners.

Assessment:
Practical 40%
Folio 30%
Visual Study 30%

Visual Arts - DESIGN  
SACE Stage 2

STATUS: TAS
Subject Code: 2DES1
Length of course: Full year

Recommended Background:
Satisfactory completion of Stage 1 Design.

Course Description:
Practical (Practical Resolution): The practical assessment consists of two parts: Design practical work and the Practioner’s statement. Students produce two or three practicals for assessment, which are to be supported by a practitioner’s statement describing the processes, influences, meaning and evaluation.

Folio (Visual Thinking): Students produce one folio that documents their visual learning, in support of their two of three works of design.

Visual Study (Visual Arts in Context): Students will undertake an exploration and / or experimentation based on analysis of the work of other practitioners.

Assessment:
Practical 40%
Folio 30%
Visual Study 30%
Drama

Drama allows students to develop and present theatre performances and productions through the study of acting, play-building, theatre technology, scriptwriting, theatre history, text analysis, live theatre and artists at work. Creating a drama performance involves students in complex and critical thinking processes and builds confidence, self awareness, a world view, group skills and individual expertise.

DRAMA CONTACT PERSON:
Mr David McVicar

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DRAMA YEAR 8
Subject Code 8DRA
Length of course: Semester
Course Description
The year 8 Drama course is an introduction to acting, improvisation, group performance, voice, stagecraft techniques, scriptwriting, mime, mask, puppetry and theatre history. Students will build skills and understanding about the process, form and purpose of Drama. The emphasis is on the group development of short performances, which are shown to the class and are group and teacher assessed. Communication skills and confidence building are key components of this course.
Assessment
Theory - Process logbook, designs, research, project work, theatre reviews of live performances.
Practical - Workshops and performances, group skills and individual effort during development of short performances.

DRAMA YEAR 9
Subject Code 9DRA
Length of course: Semester
Course Description
Students move from improvised plays to self-devised polished performances based on narrative stories, historical periods, genres and texts. Different styles and genres of theatre are introduced e.g. Television Drama, Asian theatre, Film making or Literature based plays. These self-devised productions are polished for performance using stagecraft skills. Scriptwriting, stagecraft and acting skills are taught in a more formal way. Research and process logbooks are kept.
Assessment
Theory - Process logbooks, designs, scripts, research, project work and theatre reviews.
Practical - Workshops and performances, group skills and individual effort during development of short performances. Students may be involved in short public performances in the Forge Theatre.
DRAMA A
Subject Code: 0DRAA
Length of course: Semester
Recommended Background:
Satisfactory completion of Year 9 Drama.

Course Description
Acting styles and theory will be studied in conjunction with relevant texts. This will lead to a series of short performances that will be shown to chosen audiences in the school’s theatre. Students will be expected to gain more control over theatrical presentation through developing a more formal understanding of the connections between actor, audience, writer and stagecraft. The emphasis is on students moving from self-developed plays to scripted plays. The development of scripts through workshops, script writing and using existing scripts will be a major topic. An individual project will be undertaken where students may further develop a personal interest in an area of theatre. Students will view live theatre and write theatre reviews.

Assessment
- Theory - Student folio that contains reviews of live theatre or film, theory notes, individual project, research report and script work.
- Practical - “in class” workshops. Major performance in the Forge Theatre - either as an actor or crew member.

DRAMA B
Subject Code: 0DRAB
Length of course: Semester
Recommended Background:
Satisfactory completion of Year 10 Drama A.

Course Description
A theoretical and practical study of Drama, leading to a public theatre performance in the school’s theatre. This performance may be for primary students, peers and/or parents. An individual project will be undertaken where students may further develop a personal interest or aptitude.

Students will study various texts leading to the group production. At least one theatre visit will be compulsory. Using scripts and developing a wide range of production styles, leading to the major performance, will be a feature of this course. Students will develop skills in acting, offstage roles, such as lighting, sound, design, scriptwriting, directing and performance leading to the major production.

Assessment
- Theory - Student folio that contains reviews of live theatre or film, theory notes, individual project, research report and script work.
- Practical - Individual study presentation. Major performance in the Forge Theatre - either as an actor or crew member.

THEATRE TECHNOLOGY
Subject Code: 0DRT
Length of course: Semester
Recommended Background:
Successful completion of Year 9 Drama

Course Description
Students will study sound, media and lighting technology design and application, costume, prop, set, make-up design and construction/application, promotions and front of house design. Students will be introduced to theatre technology applications in The Forge Theatre. Design and construction projects will be undertaken in workshop format. Research and technology applications will be presented in various formats (e.g. design folio, power point, construction of set/prop, make-up application).

Students will undertake an individual/team project in their preferred area of technology. Where possible the technology will be applied during the year 10, 11 or year 12 theatre production season.

Assessment
- Theory - Folio of research and lecture notes on various technology applications and research for an individual of team project. Reviews of live theatre
- Practical - Various design and technology applications resulting from workshops. All students will complete an individual or team project during the year 11 or 12 production.

THEATRE TECHNOLOGY SACE Stage 1
Subject Code: 1DRT
Length of course: Semester
Recommended Background:
Successful completion of Year 10 Theatre Technology.

Course Description
This course involves students in developing the skills and materials required to support one of the senior Drama Productions at The Forge Theatre. Students choose from three areas of interest:

- Communication Products - promotions, programmes, front of house, tickets, budgets. This will incorporate the use of computer aided technology to promote and support a theatre production.
- Material Products - designing and making sets and properties. This will include the use of power tools for making sets and props.
- Systems and Controls - sound, lighting or vision - this will include the use of the sound, lighting and vision technology available at the Forge Theatre.

The course is divided into three stages:

- Skills Application - Students develop a small project that demonstrates their expertise in their chosen area.
- Product - Students develop a product in the chosen area for the year 11 or 12 production e.g. lighting design and production, make up design and application, sound design and production, sets and properties, front of house.
- Folio - Students produce a folio of work which will include a report and designs.

Assessment
- Skills Application - 20%
- Product - 50%
- Folio - 30%
Drama A  
SACE Stage 1

Subject Code  
1DRAA

Length of course:  
Semester

Recommended Background  
Successful completion of Year 10 Drama.

Course Description  
Students will study 20th Century theatre styles, which will form the basis for their group performance and investigation. Students will be expected to view live theatre.

Students will:
- Undertake a major group production at The Forge Theatre either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or make-up).
- As an individual or group complete an investigation and presentation based on the study of 20th Century Theatre.
- Present a folio of theory tasks which includes theatre reviews and a report of the production and project.

Assessment  
Performance – The major group production  50%
Investigation and Presentation  25%
Folio  25%

Drama B  
SACE Stage 1

Subject Code  
1DRAB

Length of course:  
Semester

Recommended Background  
Successful completion of Year 11 Drama A or successful completion of Year 10 Drama.

Course Description  
Although the content is the same as Drama A, different texts and topics are used in Drama B. Students should view Drama A and Drama B as separate courses. Students will study 20th Century theatre styles, which will form the basis for their group performance and investigation. Students will be expected to view live theatre.

Students will:
- Undertake a major group production at The Forge Theatre either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or make-up).
- As an individual or group complete an investigation and presentation based on the study of 20th Century Theatre.
- Present a folio of theory tasks which includes theatre reviews and a report of the production and project.

Assessment  
Performance – The major group production 50%
Investigation and Presentation 25%
Folio 25%

Drama  
SACE Stage 2

Status:  
TAS

Subject Code  
2DRA1

Length of course:  
Full year

Recommended Background  
Successful completion of Stage 1 Drama.

Course Description  
The emphasis is on dramatic theory and practice. Students have the opportunity to work collaboratively and/or independently.

Students will:
- Work in groups to analyse a play-script or the work of a dramatic innovator, and devise creative interpretations of these works in practical and collaborative ways.
- Write a report on their Performance or Individual Project.
- Write reviews of live theatre and/or film.
- Have the opportunity to explore in depth a specific play-script or the work of a dramatic innovator.
- Students who investigate and respond to a play-script adopt the role of a director, actor, or designer.
- Students who investigate and respond to a dramatic innovator create a question that they answer through their study.

As part of the External Assessment students will:
- Be involved in a major group production at The Forge either as an actor or as an off stage practitioner (stage manager, lighting, sound, front of house, media, costumes or make-up.)
  OR
- Produce an Individual Performance or Presentation of an area of specialization. Students can choose from acting, design (set, costume, makeup, lighting, sound publicity and promotions), dramaturgy, front-of-house, multimedia/film and video, stage management, scriptwriting or directing.

Assessment  
School Based Assessment 70%
  Group Analysis and Creative Interpretation 20%
  Review and Reflection 30%
  Interpretative Study 20%
External Assessment 30%
  Group Performance or Individual Investigation and Presentation
Music

Students’ intellectual, emotional, physical, social and creative potential and skills are enhanced by the study of music. Music education enables students to engage in a life long learning process of involvement within a local or global environment.

MUSIC CONTACT PERSON:
Mr Aldis Sils

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**MUSIC 1**

**Subject Code**
8MU11

**Length of course:**
Full year

**Recommended Background**
Some musical/instrumental knowledge is an advantage, but not mandated.

**Course Description**
Students develop an awareness of the significant part music plays in their lives as individuals and in the wider community. Students gain an appreciation and understanding of how composers and improvisers of western and other cultures have worked with sound. Units of study include Integrated Study, Musicianship, Creative Skills, Score Reading, Classroom Ensemble, Concert Practice and Choir.

**It is a requirement that the students undertake instrumental tuition, with either an IMS or private teacher. Students are encouraged to participate in the extra-curricular music ensembles offered at Marryatville High School.**

**Assessment**
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities. Students enrolling in Music 1 commit to two years of music study (Music 1 in Year 8 and Year 9)

**MUSIC 2**

**Subject Code**
8MU21

**Length of course:**
Full year

**Recommended Background**
Selection through audition process in year 7

**Course Description**
Music 2 is an intensive course designed to meet the special needs of students with identified musical gifts and a passion and commitment to the study of music. This subject aims to develop awareness of the significant part music plays in our lives as individuals and in the wider community, as well as an appreciation and understanding of how composers and improvisers of western and other cultures have worked with sound. Units of study include Theory/Aural, Composition, Score Reading, Concert Practice, Classroom Ensembles,
Choir and Music Experience/Early Music. Students undertake instrumental tuition on at least one instrument. Participation in Junior Choir and one other extra-curricular ensemble is mandatory, and students are encouraged to make the most of the opportunities provided by the music faculty.

Assessment
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities.

**MUSIC 1**

**Subject Code** 9MU11
**Length of course:** Full year
**Recommended Background**
Satisfactory completion of year 8 Music, including at least 1 year of instrumental tuition.

**Length of course:** Full year

**Course Description**
Students develop an awareness of the significant part music plays in our lives as individuals and in the wider community, as well as an appreciation and understanding of how composers and improvisers of western and other cultures have worked with sound. Units of study include Integrated Study, Musicianship, Creative Skills, Score Reading, Classroom Ensemble, Concert Practice and Choir.

It is a requirement that the students undertake instrumental tuition, with either an IMS or private teacher. Students are encouraged to participate in the extra-curricular music ensembles offered at Marryatville High School.

**Assessment**
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities.

**MUSIC 2**

**Subject Code** 9MU21
**Length of course:** Full year
**Recommended Background**
Satisfactory completion of year 8 Music 2 or selection through audition process in the previous year.

**Course Description**
Music 2 is an intensive course designed to meet the special needs of students with identified musical gifts and a passion and commitment to the study of music. This subject aims to develop awareness of the significant part music plays in our lives as individuals and in the wider community, as well as an appreciation and understanding of how composers and improvisers of western and other cultures have worked with sound. Units of study include Theory/Aural, Composition, Score Reading, Concert Practice, Classroom Ensembles, Choir and Music Experience. Students undertake instrumental tuition on at least one instrument. Participation in Junior Choir and one other extra-curricular ensemble is mandatory, and students are encouraged to make the most of the opportunities provided by the music faculty.

**Assessment**
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities.

**MUSIC 1**

**Subject Code** 0MU11
**Length of course:** Full year

A single semester is possible (Semester 1 only) with a restriction to Year 11 Musicianship and Music Studies

**Recommended Background**
Satisfactory completion of Year 9 Music 1 and at least 2 full years of tuition on their chosen instrument.

**Course Description**
Students further develop an understanding and enjoyment of music, through practical, creative and analytical activities. Units of study include Performance in Instrumental Ensemble, Choir, Concert Practice, Musicianship, Theory, Aural, Creative Skills, Arranging and Composition, History of Music, Score Reading and Analysis, Music Technology and Careers in Music.

It is a requirement that the students undertake instrumental tuition, with either an IMS or private teacher. Students are encouraged to participate in the extra-curricular music ensembles offered at Marryatville High School.

**Assessment**
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities.

**MUSIC 2**

**Subject Code** 0MU21
**Length of course:** Full year

A single semester is possible (Semester 1 only) with a restriction to Year 11 Musicianship and Music Studies

**Recommended Background**
Satisfactory completion of Year 9 Music 2 or selection through audition process in the previous year.

**Course Description**
This subject aims to provide a balance between music education in its broadest sense and music performance through specifically designated intensive courses, which assist special interest music students in developing their talents and capacities to their full. Units of study include Classroom Ensemble, Year 10 Choir, Concert Practice, Senior Choir, Musicianship, Theory, Aural, and Arranging, Composition, History of Music, Score Reading and Analysis, Music Experience and Careers in Music. Students undertake instrumental tuition on at least one instrument. Participation in choir and one other extra-curricular ensemble is mandatory, and students are encouraged to make the most of the opportunities provided by the music faculty.

**Assessment**
Written assignments, tests, research projects, oral presentations, practical work - solo and ensemble performance (instrumental and choral). Students are involved in peer assessment and participation in group activities.
MUSCIANSHIP  SACE Stage 1
Subject Code  1MUP1
Length of course:  Full year
Recommended Background
A full year of Music 1 at Year 10 and at least 3 full years of tuition on their chosen instrument.
Course Description
Students extend their performing, theoretical and creative skills within a course that focuses on studies relating to Western Music including the Jazz Idiom. The choice of Jazz theory and/or Composition in Semester Two will be determined by student success in Semester One and the discretion of their teachers.
Assessment
Skills presentation  40%
Skills Development  30%
Folio  30%

MUSIC STUDIES  SACE Stage 1
Subject Code  1MUH1
Length of course:  Full year
Recommended Background
A full year of Music 1 at Year 10 and at least 3 full years of tuition on their chosen instrument.
Course Description
Students extend their musical skills while at the same time gaining a deeper appreciation and understanding of their musical heritage through an in-depth study of selected musical works from the 19th and 20th centuries. Music experience includes topics in Music Technology, Multimedia and Concert Management.
Assessment
Skills presentation  35%
Skills Development  30%
Folio  35%

MUSIC APPRECIATION  SACE Stage 1
Subject Code  1MUA1
Length of course:  Semester
Recommended Background
For students with a varied musical background e.g. instrumental expertise, but limited Music Theory and writing, or an interest in composition / songwriting, but no interest in pursuing Music Theory and Practical to a high level or a specific interest in Music Technology and computer generated music and composition.
Course Description
Students will learn about a variety of musical styles and will gain skills in musical analysis and literature. Students will have a choice on focusing their study in one area of performance, composition, technology or a specific area of interest.
Assessment
Skills presentation  35%
Skills Development  30%
Folio  35%

STUDIO RECORDING  SACE Stage 1
Subject Code  1MSR
Length of course:  Semester
Recommended Background
Students must have a good working knowledge of ICT, feel comfortable with technology, be interested in the arts in general, and have an open attitude to most kinds of music.
Course Description
Students gain a theoretical background and practical experience in the recording and reinforcement of sound. Students achieve a basic preparation for involvement in a variety of media and music industry positions. Learning will take place in a classroom situation, with access to existing facilities, appropriate equipment and materials. Visits to workplace locations are recommended.
Assessment
Skills presentation  40%
Skills Development  30%
Folio  30%
STAGE 2 MUSIC COURSES
The SACE Board offers 8 units in Stage 2 Music. These can be paired to create music subjects. Students can count 2 music subjects (4 units) as part of their ATAR. Students are able to study more than 4 units with the approval of the Head of Music.
Stage 2 Music will be timetabled on 2 lines: MUSIC CRAFT and MUSIC STUDIES.
Musicianship is offered as part of MUSIC CRAFT only.
Music in Context is offered as part of MUSIC STUDIES only.
All other units can be offered on both lines, but timetable restrictions may impact these choices.
Other units are: Music Individual Study, Performance Special Study, Solo Performance, Music Technology, Ensemble Performance or Composing and Arranging.

MUSIC IN CONTEXT
STATUS: TAS
Length of course: Full year
Recommended Background
Stage 1 Music Studies
Course Description
Section 1:
Part A: Core topics
Students will study two topics from the curriculum.
Part B: School-developed topic
Students will study one topic concentrating on the analysis and aural recognition of the chosen music.
Section 2:
Investigation
Students undertake research on a question or an area of their choice.
Assessment
School Based Assessment 70%
Skills Development 30%
Investigation 40%
Written research project or an oral presentation 40%
External Assessment 30%
Examination

MUSICIANSHP
STATUS: TAS
Length of course: Full year
Recommended Background
Stage 1 Musicianship
Course Description
Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. These skills are assessed through school based and external assessment.
Assessment
School Based Assessment 70%
Skills Development 30%
Arrangement 40%
External Assessment 30%
Examination

SOLO PERFORMANCE
STATUS: TAS
Length of course: Full year
Recommended Background
Stage 1 Musicianship
Course Description
Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.
Assessment
School Based Assessment 70%
First Performance 30%
Second Performance 40%
External Assessment 30%
Final Performance

PERFORMANCE SPECIAL STUDY
STATUS: TAS
Length of course: Full year
Recommended Background
Stage 1 Musicianship
Course Description
Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public.
Assessment
School Based Assessment 70%
First Performance 20%
Second Performance 30%
Commentary 20%
External Assessment 30%
Final Performance
<table>
<thead>
<tr>
<th>Course Title</th>
<th>SACE Stage 2</th>
<th>Status:</th>
<th>Length of course:</th>
<th>Recommended Background</th>
<th>Course Description</th>
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<th>Externally Assessed Percentage</th>
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<tbody>
<tr>
<td><strong>Music Technology</strong></td>
<td>SACE Stage 2</td>
<td>TAS</td>
<td>Full year</td>
<td>Students need to have a working knowledge of ITC, sound reinforcement equipment and sound recording software.</td>
<td>Students study a selection of topics. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.</td>
<td>School Based Assessment 70% Folio of Minor Projects External Assessment 30% Major Project</td>
<td>30%</td>
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<tr>
<td><strong>Composer and Arranging</strong></td>
<td>SACE Stage 2</td>
<td>TAS</td>
<td>Full year</td>
<td>A working knowledge of ITC, sound reinforcement equipment and sound recording software.</td>
<td>Students' musical imagination and creativity are developed by composing and/or arranging musical works.</td>
<td>School Based Assessment 70% Folio of Minor Works External Assessment 30% Major Work</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Music Individual Study</strong></td>
<td>SACE Stage 2</td>
<td>TAS</td>
<td>Full year</td>
<td>Stage 1 Music Studies or Stage 1 Musicianship.</td>
<td>Students study an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music unit. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning.</td>
<td>School Based Assessment 70% Folio 30% Product 40% External Assessment 30% Report</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Ensemble Performance</strong></td>
<td>SACE Stage 2</td>
<td>TAS</td>
<td>Full year</td>
<td>Stage 1 Music Studies or Stage 1 Musicianship.</td>
<td>Students develop skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.</td>
<td>School Based Assessment 70% First Performance 30% Second Performance 40% External Assessment 30% Final Performance</td>
<td>30%</td>
</tr>
</tbody>
</table>
Design and Technology

It's an Information Technology world and students use Information Technology as tools in their learning as well as take specific Information Technology courses to learn specific content. Marryatville High School offers students access to the World Wide International Curriculum offered by the Cisco Academy program as well as offering courses where students learn to think with and use technology.

INFORMATION TECHNOLOGY
CONTACT PERSON: Mr John Schuh

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<tr>
<th>Year 8</th>
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<td>Information Processing and Publishing</td>
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<td>Information Technology Essentials</td>
<td>Design and Technology Studies</td>
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<td>Programming</td>
<td>Design and Technology Studies</td>
</tr>
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</table>

INFORMATION TECHNOLOGY-PROGRAMMING

YEAR 10

Subject Code: 0ITP
Length of course: Semester
Recommended Background: Nil

Course Description
This course deals with a range of computing languages and how instructions are given to a computer to make it complete a set of tasks. The languages will be Visual Basic and HTML native coding and will illustrate the concepts of sequence of actions, selection, iteration and modularity as applied to solving a problem. Students will create small Windows programs including games.

Assessment
Practical and Theoretical tasks

INFORMATION PROCESSING AND PUBLISHING

YEAR 10

Subject Code: 0ITW
Length of course: Semester
Recommended background: Nil

Course Description
This course provides students with skills in Flash Animation, Web Page Design, Word Processing, PowerPoint Presentations, Internet Use and Touch-typing. Students will use “Microsoft Office”, “PhotoStory”, Adobe “Dreamweaver” and Adobe “Flash”.

Assessment
Practical and Theoretical tasks
### INFORMATION TECHNOLOGY

**ESSENTIALS YEAR 10**

**Subject Code:** 0ITE

Cisco Curriculum allowing students to meet the requirements of the CompTia A+ certification.

**Length of Course:** Semester

**Recommended background**

Nil

**Course Description**

The IT Essentials course covers the requirements of the CompTia A+ Industry Certification and the first three modules of the European Certification of Informatics Professional (EUCIP) IT Administrator. These qualifications are world wide qualifications for a computer technician. The Curriculum covers the requirements of building, troubleshooting, repairing and maintaining the hardware and software components of the personal computer and creating simple networks.

**Assessment**

Online Cisco assessment of module exams, labs and worksheets, Unit final exams and a Skills Task.

SACE requirements are a Folio, Skills & Application Task and a Product.

### INFORMATION PROCESSING AND PUBLISHING SACE Stage 1

**Subject Code:** 1IPP

**Length of course:** Semester

**Recommended Background**

Satisfactory completion of year 10 Information Technology

**Course Description**

Two units of study are chosen from either: Business Publishing, Digital Presentations, Digital Publishing or Personal Publishing.

**Assessment**

- Practical Skills: 50%
- Issues Study: 20%
- Product and Documentation: 30%

### DESIGN TECHNOLOGY STUDIES (CISCO) SACE Stage 1

**Length of Course:** Full Year

**Recommended background**

Nil

**Course Description**

Taught in conjunction with East Adelaide School’s Cluster CISCO Program.

The course is based on the Cisco Curriculum from either Cisco Exploration Curriculum 1 and 2 or Cisco Discovery Curriculum 1 and 2. The course allows students to take industry certification by completing the CCENT™ certification exam for entry network technicians.

The CCNA Discovery courses are:

- Networking for Home and Small Businesses
- Working at a Small-to-Medium Business or ISP

The CCNA Exploration courses are:

- Network Fundamentals
- Routing Protocols and Concepts

CCNA Discovery is primarily designed for Cisco® Networking Academy® students who are looking for career-oriented, information and communication technology (ICT) skills instruction or a quick path to job entry and career exploration.

The CCNA Exploration curriculum prepares students for the Cisco CCNA® network associate certification exam. CCNA is the industry standard, foundational certification for networking careers.

This same Cisco Curriculum is taught at TAFE as part of Certificate IV and at UNISA as part of Degree Course in Network Engineering.

**Assessment**

- Skills and Applications Tasks: 20%
- Folio: 30%
- Product: 50%

(as well as Cisco assessment of online exams)
DESIGN AND ELECTRONIC PUBLISHING  
**SACE Stage 2**

**STATUS:**  
TAS

**Subject Code:**  
2DPU1 and 2EPU1

**Length of course:**  
Full year

**Recommended Background:**  
Year 10 Information Processing and Publishing.

**Course Description**  
Students use a range of computer technologies to develop and apply practical skills in providing creative solutions to communication tasks. The knowledge and skills that are gained can be applied to all learning. Students will also gain an appreciation of the social and ethical issues in information processing and publishing through an investigation of issues. The course will consist of two units of study - Desktop Publishing and Electronic Publishing.

**Assessment**  
- School Based Assessment 70%
- Practical Skills 40%
- Issue Analysis 30%
- External Assessment 30%
- Product and Documentation Task.

DESIGN TECHNOLOGY STUDIES (CISCO)  
**SACE Stage 2**

**STATUS:**  
TAS

**Subject Code:**  
2DGP2

**Length of course:**  
Full year

**Recommended Background:**  
Taught in conjunction with East Adelaide School’s Cluster CISCO Program.

This course is for students who have studied the Cisco Curriculum in Stage 1.

The Stage 2 course covers the final 2 courses of the Discovery Program or the Exploration Program.

The Discovery courses are:
- Introducing Routing and Switching in the Enterprise
- Designing and Supporting Computer Networks

The Exploration Courses are:
- LAN Switching and Wireless
- Accessing the WAN

**Course Description**  
Students will use the online Cisco Curriculum to do an Industry study and complete a project that meets the requirements of Design Technology at Stage 2 level.

The Cisco Assessment is covered by Module Tests, practical tests and labs and final exams in each of the 2 units.

**SACE Assessment is covered by**  
- School Based Assessment 70%
- Skills and Application Tasks 20%
- Product 50%
- External Assessment 30%
- Folio
Technology Studies

Studies in Technology provide students with the opportunity to explore and apply their practical capabilities using a variety of materials, machinery and tools in a safe working environment. Technology Studies enable students to expand their knowledge and understanding of Technological concepts, develop new skills and design ideas, experience new techniques then critique the final outcome.

TECHNOLOGY STUDIES
CONTACT PERSON: Mr Andrew Hannaford

### Technology Studies

**Year 8**
Subject Code: 8TST
Length of course: Semester

**Course Description**
Students will undertake studies in Woodwork, Metalwork, Plastics and Electronics. Students will undertake design tasks and utilise CAD/CAM technologies throughout their study.

**Assessment**
- Practical work: 70%
- Design briefs: 10%
- Homework: 20%

**Year 9**
Subject Code: 9TSTA
Length of course: Semester

**Course Description**
Students will undertake studies in Woodwork, Metalwork, Plastics and Electronics. Students produce a variety of projects and cover topics relating to materials, processes and production techniques. CAD (Computer Aided Design) graphics will be used as a component in the unit.

**Assessment**
- Design tasks, briefs: 30%
- Construction/practical tasks: 50%
- Homework: 20%

**Year 10**
Subject Code: Nil
Length of course: Semester

**Stage 1**
Subject Code: 10TST
Length of course: Semester

**Stage 2**
Subject Code: 11TST
Length of course: Semester

### Technology Studies A

**Year 8**
Subject Code: 8TST
Length of course: Semester

**Course Description**
Students will undertake studies in Woodwork, Metalwork, Plastics and Electronics. Students will undertake design tasks and utilise CAD/CAM technologies throughout their study.

**Assessment**
- Practical work: 70%
- Design briefs: 10%
- Homework: 20%

### Technology Studies B

**Year 9**
Subject Code: 9TSTB
Length of course: Semester

**Course Description**
Students will develop skills in Woodturning, Welding, construction of jigs, machine and power tools and CAD (Computer Aided Design). Projects will be based around individual designs and develop skills students have gained in previous Technology units. Students will design projects using a CAD package and utilise CAM (Computer Aided Machining) and cutting technologies in their studies to produce their product.

**Assessment**
- Design tasks, briefs: 30%
- Construction/practical tasks: 50%
- Homework: 20%
TECHNOLOGY STUDIES
-WOOD YEAR 10
Subject Code
Length of course:
Recommended Background:
Course Description
Fabrication and research associated with timber and timber products in various forms. Learning will follow the design, make and appraise model. Students will develop technical drawing skills and project costing. Studies related to material processes used and the technology of the associated equipment will be undertaken. Use of appropriate Information Technology and CAD packages will be encouraged and in some tasks will be essential.
Assessment
Design, make and appraise assignment 70%
Research and skill development tasks 20%
Attitude to safety and behaviour 10%

TECHNOLOGY STUDIES -METAL YEAR 10
Subject Code
Length of course:
Recommended Background:
Course Description
Fabrication and research associated with ferrous metals. Learning will follow the design, make and appraise model. Technical drawing skills and project costing. Studies related to the material processes used and the technology of the associated equipment will be undertaken. This course covers the metal lathe, plasma cutting, gas, and MIG welding. Use of appropriate Information Technology will be encouraged and in some tasks will be essential.
Assessment
Design, Make, Appraise assignments. 70%
Research and skill development tasks. 20%
Attitude to safety and general performance. 10%

TECHNOLOGY STUDIES -ELECTRONICS YEAR 10
Subject Code
Length of course:
Recommended Background:
Course Description
Students will be introduced to the basics of electronics and electronic theory through Ohm’s Law, component recognition, circuit analysis, diagrams, symbols and layout. The practical element of the course enables students to apply this knowledge by designing, building and faultfinding circuits of increasing complexity. It allows them to develop skills in circuit board construction, component identification, and soldering and test instrument procedures. Students will use computer based programs to design and test circuits for a variety of projects.
Assessment
Set practical tasks 70%
Written assignments 20%
Tests. 10%

TECHNOLOGY STUDIES -CAD YEAR 10
Subject Code
Length of course:
Recommended Background:
Course Description
The course is designed to familiarize students with Computer Aided Design (CAD) processes, geometric principles and Industry Standards in drawing. The course will extend students through the introduction of Computer Aided Machining principles and broaden their perception of the role of the computer in industry. Students aiming for a career in Engineering, Architecture and the trades would particularly benefit from this course.
Assessment
Set practical tasks 70%
Written assignments 20%
Tests 10%

TECHNOLOGY STUDIES -FURNITURE SACE STAGE 1
Subject Code
Length of course:
Recommended Background
Course Description
This course is designed to allow students the opportunity to develop skills in the area of materials technology. Practical problem solving, safety awareness and industrial practices are all important aspects of the course. They will be required to engage in a major design based on framing and carcase construction, and the study of the relevant materials and systems associated with wood technology, with particular emphasis on natural harvest timber products. This course covers machining skills, hardware selection and fitting and the selection and use of a variety of timbers.
Assessment
Product 60%
Folio 20%
Skills and Application Tasks 20%
TECHNOLOGY STUDIES
- METAL
Subject Code: 1TSTM
Length of course: Semester
Recommended Background:
Satisfactory completion of a Year 8 - 10 Technology Studies subject
Course Description:
This course is designed to allow students the opportunity to use and expand the skills they have already developed in technology, particularly in the area of materials technology. Practical problem solving, safety awareness and industrial practices are all important aspects of the course. Students will be required to engage in a major design, make appraise exercise and in further study of the relevant materials and systems associated with metal technologies with particular emphasis on machining and welding. Students will explore welding techniques of non-ferrous materials such as Stainless Steel and Aluminium using Tungsten Inert Gas welder.
Assessment:
Product 60%
Folio 20%
Skills and Application Tasks 20%

TECHNOLOGY STUDIES
- ELECTRONICS
Subject Code: 1TSTE
Length of course: Semester
Recommended Background:
Satisfactory completion of Year 10 Electronics
Course Description:
This course is designed to allow students to gain theoretical knowledge and develop practical skills in both analogue and digital electronic circuit components and techniques. Students will learn component and electrical theory, develop circuit analysis and troubleshooting skills, while designing and constructing circuits using bread boarding and printed circuit board construction techniques. Students will learn to solve electrical circuit equations and undertake circuit measurement and testing. Digital circuit principles including logic states and programming of “picaxe” chips will also be covered in the context of security alarms and sensors.
Assessment:
Product 40%
Folio 20%
Skills and Application Tasks 40%

TECHNOLOGY STUDIES
- CAD
Subject Code: 1TSTC
Length of course: Semester
Recommended Background:
Satisfactory completion of Year 10 CAD
Course Description:
This course is designed to build on skills learnt in the previous unit. The emphasis will be on mechanical drawing and architecture. This course is aimed at students taking a career in Architecture, Engineering or the trades and continuing studies into Year 12.
Assessment:
Product 30%
Folio 40%
Skills and Application Tasks 30%

TECHNOLOGY STUDIES
- FURNITURE
STATUS: TAS
Subject Code: 2TST1
Length of course: Full year
Recommended Background:
Satisfactory completion of Stage 1 Technology Studies, preferably Wood.
Course Description:
Students will further develop and extend their technological skills through the wood medium. Students will be involved in the study of furniture technology. The course structure and assessment will explore the design and manufacture of furniture and a study of associated theory and systems as well as the impact of technological practices on the environment. Students use the design process to create an individual folio of work that documents their research and records their product ideas and development. The course is based on students individual interests and it is expected all students design a comprehensive product and apply their knowledge and skills in a practical environment.
Assessment:
Skills and Application Task 20%
Folio (external) 30%
Product 50%
For an individual to be an effective and productive member of any local or global community it is essential that they develop knowledge, skills and understandings about language and literacy.

**ENGLISH CONTACT PERSON:**
Ms Robyn Prest

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### Year 8

**Subject Code:** BENG1

**Length of course:** Full year

**Course Description**

This course introduces students to secondary English through:
- study of shared print and media texts and independent reading, including analytical and creative responses
- a range of oral language activities, including group tasks
- writing using a range of forms, for different audiences and purposes.

**Assessment**

Written and multimedia text responses, writing not related to text, speaking and listening activities. Peer and self-assessment strategies are included.

### Year 9

**Subject Code:** 9ENG1

**Length of course:** Full year

**Course Description**

This course includes:
- study of shared prose, poetry, film and media, everyday texts, and independent reading
- creative and analytical responses to texts, including introduction to analytical essays
- debating, interviews, presentation about independent reading and other speaking and listening activities
- production of a range of written texts for different purposes and audiences.

There is a focus on students being aware of and extending the strategies they use for working with and producing texts.

**Assessment**

Written and multimedia responses, writing not related to text, speaking and listening activities. Peer and self-assessment strategies are included.
**ENGLISH YEAR 10**

**Subject Code**
0ENG1

**Length of course**
Full year

**Recommended Background**
Satisfactory completion of Year 9 English

**Course Description**
Students will participate in a range of literature and language based experiences that aim to develop their understanding, appreciation and skills in these areas, and to prepare them for Stage 1 English. Students will encounter a number of shared texts (including poetry, prose, film and a Shakespearean drama text) and respond to them creatively and analytically, including literary essays. Students will also read and respond to independently chosen texts, complete a media study, produce a range of polished written pieces in a variety of styles, and be involved in a range of both individual and group oral language experiences. Some text responses will be completed orally.

**Assessment**
Assessment is both summative and formative. Summative tasks will take the form of responses to texts, oral presentations and written pieces in a variety of styles.

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**ENGLISH PATHWAYS SEMESTER 1**

**Subject Code**
1ENGP1

**Length of course:**
Semester

**Recommended Background**
Satisfactory completion of Year 10 English.

**Course Description**
English Pathways is designed for students who will struggle to attain a satisfactory achievement in Stage 1 English. Entry to this course is by English Faculty recommendation only. Students who undertake this course must also choose English Pathways in Semester 2, however by negotiation, students who achieve a high ‘B’ may alternatively choose English D in Semester 2. While this course does not prepare students for Stage 2 English, it will enable them to meet SACE literacy requirements. The course has a workplace and skills development focus, and includes opportunities to negotiate response types and forms. In particular students will:

- read or view closely a variety of texts, with a focus on everyday texts
- complete at least two responses to texts
- complete at least two responses demonstrating a range of styles for different purposes
- participate in a range of oral language activities with at least one being formally assessed
- produce responses in written, oral, and multimodal forms
- use ICT for a range of purposes

**Assessment**
Text Analysis 50%
Text Production 50%

---

**ENGLISH A SACE STAGE 1**

**Subject Code**
1ENGA

**Length of course:**
Semester

**Recommended Background**
Satisfactory completion of Year 10 English.

**Course Description**
English A at Stage 1 is a course for most students. It will prepare students for English at Stage 2 and will enable students to meet SACE requirements. Students will undertake a study of literature and language including one play by Shakespeare. They will produce texts in written, oral or multimodal form. In particular they will:

- read or view closely and respond to a range of texts
- complete at least two responses to texts
- complete at least two responses demonstrating a range of styles for different purposes
- participate in a range of oral language activities with at least one being formally assessed
- Complete the Extended Study: Language requirement. Students will complete an investigation revealing an understanding of the links between at

**Assessment**
Text Analysis 40%
Text Production 40%
[including an oral presentation]
Extended Study - Language 20%
Examination - will contribute to school assessed mark

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**ENGLISH C PRE ENGLISH STUDIES SACE STAGE 1**

**Subject Code**
1ENGC

**Length of course:**
Semester

**Recommended Background**
B or better grade at Stage 1 English A.

**Course Description**
English C at Stage 1 will prepare students for English Studies at Stage 2 and will enable students to meet SACE requirements. It also provides suitable background for Stage 2 English Communications. Students will undertake a study of literature and language. They will produce texts in written, oral or multimodal form. In particular they will:

- read closely, view and respond to a variety of texts
- complete at least two written responses to texts with an emphasis on the development of the student's ability to write critical essays in response to texts
- complete at least two responses demonstrating a range of styles for different purposes
- participate in a range of oral language activities with at least one being formally assessed
- Complete the Extended Study: Connected Texts requirement. Students will complete an investigation revealing an understanding of the links between at

**Assessment**
Text Analysis 40%
Text Production 40%
Extended Study - Language 20%
Examination - will contribute to school assessed mark
least two texts connected by similarity or difference, 
and present their findings in written, oral, electronic or 
multimodal form.

• Prepare for the examination at the end of the course

Assessment
Text Analysis 40%
Text Production 40%
(Extended Study - Connected Texts 20%)
Examination - will contribute to school assessment mark

ENGLISH PATHWAYS

ENGLISH D PRE ENGLISH
COMMUNICATIONS SACE STAGE 1

Subject Code 1EnGD
Length of course: Semester
Recommended Background
Satisfactory completion of English A
Course Description
English D at Stage 1 will prepare students for English Communications at Stage 2 and will enable students to meet SACE requirements. Emphasis will be placed on the development of students’ literacy, negotiation and organisational skills. They will produce texts in written, oral or multimodal form. In particular they will:
• read closely, view and respond to a variety of texts
• complete at least two responses to texts
• complete at least two responses demonstrating a range of styles for different purposes, including one written response completed under supervision in lesson time
• participate in a range of oral language activities with at least one being formally assessed
• Complete the Extended Study - Connected Texts requirement. Students will complete an investigation revealing an understanding of the links between at least two texts connected by similarity or difference, and present their findings in written, oral, electronic or multimodal form.

Assessment
Text Analysis 40%
Text Production 40%
(Extended Study - Connected Texts 20%)

ENGLISH PATHWAYS

SEMESTER 2 SACE STAGE 1
Subject Code 1EnGP2
Length of course: Semester
Recommended Background
Satisfactory completion of English Pathways in Semester 1.
Course Description
While this course does not prepare students for Stage 2 English, it is designed to further develop the literacy skills of students who have completed the first semester course. There will be a continuing focus on the workplace, but students will also have a cultural option, and opportunities to negotiate response types and forms. Entry into this course is by English Faculty recommendation only. By negotiation, students who have not been successful in Semester 1 English A may also be able to access this course in Semester 2. In particular students will:
• read or view closely a variety of texts, with a focus on everyday texts
• complete at least two responses to texts
• complete at least two responses demonstrating a range of styles for different purposes
• participate in a range of oral language activities with at least one being formally assessed
• produce responses in written, oral, and multimodal forms
• use ICT for a range of purposes

Assessment
Text Analysis 50%
Text Production 50%
ENGLISH COMMUNICATIONS
SACE STAGE 2
STATUS: TAS
Subject Code 2ENG1
Length of course: Full year

Recommended Background
Satisfactory completion of Stage 1 English A and Stage 1 English C or English D.

Course Description
English Communications is concerned primarily with the relationship between audience, form and purpose in a range of communication modes and contexts. It includes some close reading of literature. To succeed at this course, students need strong literacy skills and must be prepared to complete several drafts of written work.

Students will:
• complete a comparison of two examples of communication, produce one application of the form from a list of options, and reflect on their production process
• read or view then respond in written and oral form, to texts which may include a selection of poetry, film or TV, drama or drama performance, and extended prose, verse or multimedia
• produce written texts for various purposes, with one task being written under supervision
• complete a folio of up to 2,000 words containing a commentary in response to an example of communication (eg short story, film, speech transcript), a written text production piece (creative or functional), and a writer’s statement explaining intent and reflecting on the production process.

Assessment
School Based Assessment 70%
  Text Analysis - three tasks 20%
  Text Production - three tasks 20%
  Communication Study - two tasks 30%
External Assessment
  Folio - two parts 30%

ENGLISH STUDIES
SACE STAGE 2
STATUS: TAS
Subject Code 2EGS1
Length of course: Full year

Recommended Background
Satisfactory completion of Stage 1 English A and C

Course Description
English Studies involves the study of literature and language. To succeed in this course, students need to be keen readers with strong literacy skills. In general students will read, discuss and write about a range of novels, plays, films and poems. Students will regularly engage in close critical reading exercises. The course includes both centrally moderated and externally marked components, including an externally set and marked 3 hour examination.

In particular students will:
• consider the connections between a set of paired texts
• study two single texts
• read closely 1,000 lines of poetry
• select and independently read two texts that reflect their own interests and concerns, and produce a polished written essay of up to 2,000 words.
• read closely a variety of short pieces and analyse writers’ use of language as well as visual information, including illustrations.
• write often for a range of purposes and for different audiences, with accuracy and clarity.
• participate in a wide range of oral language activities, including formal oral presentations.

Assessment
School Based Assessment 70%
  Shared Studies 30%
  Individual Study 20%
  Text Production 20%
  External Assessment 30%
  Examination
Special conditions apply for entry into English as a Second Language.

**ENGLISH AS A SECOND LANGUAGE**

**Subject Code:** 8ESL1

**Length of course:** Full year

**Recommended Background**
Students must come from a non-English speaking background - includes immigrants (recently arrived or long term residents) or students born in Australia.

**Course Description**
English as a Second Language will provide opportunities for students to develop their skills in listening, viewing, speaking, writing and using technology. This will be done through the study of themes. Students will read, view and listen to a range of texts and discuss topics of interest. They will communicate both orally and in writing for a variety of purposes, audiences and situations. Students will undertake research by acquiring information from a variety of sources and analyse and process the information to address the tasks set. Students will also construct creative and imaginative texts.

**Assessment**
Assessment is both formative and summative and focuses on communication skills, language and cultural understanding and language learning strategies.

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**ENGLISH AS A SECOND LANGUAGE**

**Subject Code:** 9ESL1

**Length of course:** Full year

**Recommended Background**
Students must come from a non-English speaking background - includes immigrants (recently arrived or long term residents) or students born in Australia.

**Course Description**
English as a Second Language will provide opportunities for students to develop their skills in listening, viewing, speaking, writing and using technology. This will be done through the study of themes. Students will read, view and listen to a range of texts and discuss topics of interest. They will communicate both orally and in writing for a variety of purposes, audiences and situations. Students will undertake research by acquiring information from a variety of sources and analyse and process the information to address the tasks set. Students will also construct creative and imaginative texts.

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**English As A Second Language Contact Person:**
Ms Sarah Goldfain
ENGLISH AS A SECOND LANGUAGE

**Subject Code:** OESL1
**Length of course:** Full year

**Recommended Background**
Students must come from a non-English speaking background. This includes immigrants (recently arrived or long-term residents) or students born in Australia.

**Course Description**
English as a Second Language will provide opportunities for students to develop their skills in listening, viewing, speaking, writing and using technology. This will be done through the study of themes. Students will undertake research by acquiring information from a variety of sources and analyse and process the information to address the tasks set. Students will also construct creative and imaginative texts.

**Assessment**
Assessment is both formative and summative and focuses on communication skills, language and cultural understanding and language learning strategies.

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ENGLISH AS A SECOND LANGUAGE Year 10

**Subject Code:** OESL1
**Length of course:** Full year

**Recommended Background**
Students must come from a non-English speaking background. This includes immigrants (recently arrived or long-term residents) or students born in Australia.

**Course Description**
In Stage 1 English as a Second Language students develop their ability to use English that is accurate and appropriate in a variety of contexts. Students develop their skills in delivering effective oral presentations without undue reliance on memorised or written texts. They undertake research and interact with other people in the community.

**Assessment**
Text Production 50%
Language Application 50%

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ENGLISH AS A SECOND LANGUAGE SACE Stage 1

**Subject Code:** 1ESL1
**Length of course:** Full year

**Recommended Background**
Satisfactory Achievement in Stage 1 English as a Second Language or English.

**Recommended Background**
Students must be from a Non-English speaking background. This includes immigrants (recently arrived or long-term residents) or students born in Australia.

**Course Description**
Students will read, view, write, listen to and talk about a variety of texts and issues. Students will acquire a range of strategies that will enable them to become independent learners with the ability to find and evaluate information from spoken, printed and electronic sources and to appraise their own work critically. Students will be given the opportunity to use information and communication technologies to facilitate and enhance the presentation of their work.

**Assessment**
School Based Assessment 70%
Communication Study 20%
Text Production 30%
Language Application 20%
External Assessment 30%
Investigation

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ENGLISH AS A SECOND LANGUAGE SACE Stage 2

**Subject Code:** 2ESP1
**Length of course:** Full year

**Recommended Background**
Satisfactory Achievement in Stage 1 English as a Second Language or English.

**Recommended Background**
Students must be from a Non-English speaking background. This includes immigrants (recently arrived or long-term residents) or students born in Australia.

**Course Description**
Students will read, view, write, listen to and talk about a variety of texts and issues. Students will acquire a range of strategies that will enable them to become independent learners with the ability to find and evaluate information from spoken, printed and electronic sources and to appraise their own work critically. Students will be given the opportunity to use information and communication technologies to facilitate and enhance the presentation of their work.

**Assessment**
School Based Assessment 70%
Issue Analysis 20%
Text Production 20%
Investigation 30%
External Assessment 30%
Examination
INTENSIVE SECONDARY ENGLISH COURSE (ISEC)
The ISEC program consists of intensive English classes designed to improve students’ English communication skills when they first arrive to study in South Australia.

This course enables students to: Develop both oral and written communication skills, increase their knowledge of Australian culture, receive subject specific language and content support, develop study skills, learn skills for living and studying in Australia. Courses are available for ten, twenty, thirty and forty weeks, depending on the time of year of enrolment and the English language proficiency, reading and writing skills of each student.

After one, two, three or four terms of intensive English, students are ready to enter mainstream classes. All teachers are subject specialists and are highly experienced in teaching International students.

Intensive Secondary English Course Contact Person:
Ms Sarah Goldfain

The subjects taught in the ISEC program are as follows:

**AUSTRALIAN STUDIES**
Length of Course: Semester
Course Description
Participation in this course improves student understanding of Australian lifestyles and Australian schooling practices. Students develop skills in the following areas: research, note taking, paraphrasing information, paragraphing, essay writing, report writing, small group work and in developing oral presentations.

**ENGLISH AS A SECOND LANGUAGE**
Length of Course: Semester
Course Description
English as a Second Language will provide opportunities for students to develop their skills in listening, viewing, speaking, writing and using technology. Students will read view and listen to a range of texts and discuss topics of interest. They will communicate both orally and in writing for a variety of purposes, audiences and situations. Students will develop skills in organising ideas logically in both written and oral language tasks.

**HEALTH AND PHYSICAL EDUCATION**
Length of Course: Semester
Course Description
Health and Physical Education aims to develop, in students, a positive approach towards ongoing participation in regular physical activity. They will participate in a number of sporting activities to enhance cooperation and collaboration skills. Students will complete a research task and be involved in problem solving activities.

**INTEGRATED STUDIES**
Length of Course: Semester
Course Description
Students will undertake a computer based English language course with a focus on following instructions and developing skills in working independently. Students will also take part in activities from a range of learning areas to develop their oral, written and technological skills and will also consider options for future career pathways.

**MATHEMATICS**
Length of Course: Semester
Course Description
The Mathematics Program has been specifically designed to meet the needs of ISEC students at Marryatville High School. It will assist them in developing the language specific to mathematics as well as provide them with the appropriate mathematical background necessary for their eventual transition into mainstream. Topics are studied through carefully designed, graded worksheets to meet each student’s specific needs.

**RESOURCE BASED LEARNING**
Length of Course: Semester
Course Description
Students will develop their research and critical thinking skills by acquiring information from a variety of sources and analysing and processing the information obtained through note taking, paraphrasing and synthesis. Students will learn to write analytical reports and do PowerPoint presentations. Students will be required to complete a reading program by reading a set number of graded novels each week. Students will develop their vocabulary and understanding of the English language through the reading program.

**SCIENCE**
Length of Course: Semester
Course Description
This course develops students’ scientific skills and knowledge as well as English vocabulary and expression within the Science context. Students will learn how to write scientific reports as well as complete practical experiments within well-equipped laboratories. The Science course will include topics from Physics, Chemistry and Biology.
Home Economics

The central focus of Home Economics education is the wellbeing of people within the context of their personal, family, community and work roles. Learning in Home Economics promotes the integration of social, emotional, environmental and spiritual dimension of living and includes areas such as health and wellbeing, food and nutrition studies,textiles and fashion, people and communities.

HOME ECONOMICS CONTACT PERSON:
Ms Laura Hudson

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HEALTH AND HOME ECONOMICS

Year 8
Subject Code: 8HEC
Length of course: Semester
Course Description
This course will focus on the personal and social development and health of individuals in the community.
Students will:
- Analyse the changes associated with their social, emotional, and sexual development.
- Identify health issues relevant to adolescence, including harm minimisation and coping with change, with a focus on the Child Protection Curriculum.
- Understand a range of influences on nutritional needs and implement dietary strategies for adolescence.
- Develop skills in food selection and preparation of healthy meals and apply safe food handling practices in relation to preparation and storage.

Assessment
Demonstrated ability to apply knowledge to practical skills
Analysis and research skills
Group and class participation

HEALTH AND PERSONAL DEVELOPMENT

Year 8
Subject Code: 8HEP
Length of course: Semester
Course Description
This course will focus on the personal and social development, health of individuals in the community and physical activity and participation.
Students will:
- Analyse changes associated with their social, emotional, and sexual development.
- Develop skills in food selection and preparation of healthy meals and apply safe food handling practices in relation to preparation and storage.
- Learn and apply new physical activity skills in a range of individual and team games.

Assessment
Demonstrated ability to apply knowledge to practical skills
Analysis and research skills
Group and class participation
HEALTH AND HOME ECONOMICS YEAR 9

Subject Code 9HEC
Length of course: Semester

Course Description
This course will focus on the personal and social development and health of individuals in the community. Students will:

- critically appraise the inter-relationships of factors that influence growth and development and ways of promoting health.
- critically assess and develop effective strategies and behaviours to promote safety, personal and social responsibility. Health topics will include relationships, coping with change, drug strategies and sexual health.
- critically analyse current dietary trends and the impact they have on the health of individuals in the community.
- explore and demonstrate different approaches to food preparation and presentation.
- develop practical solutions and techniques to prevent food contamination.

Assessment
Demonstrated ability to apply knowledge to practical skills
Analysis and research skills
Group and class participation

HOME ECONOMICS YEAR 9

Subject Code 9HET
Length of course: Semester

Course Description
Students will:

- explore contemporary issues in food selection in society and examine why groups in the community eat differently.
- develop more advanced cookery techniques to prepare a variety of foods and apply work place safety and hygiene.
- develop skills in the use of equipment, selection and construction of a fashion garment using a commercial pattern.

The structure of this course will depend on available resources.

Assessment
Demonstrated ability to apply knowledge to practical skills
Analysis and research skills
Group and class participation

CHILD STUDIES YEAR 10

Subject Code 0HECA
Length of course: Semester
Recommended Background Nil

Course Description
Students will have the opportunity to complete a nationally recognized VET unit - Follow Basic Food Safety Practice.

Assessment
- Competency Based
  Practical work tasks
  Theory tasks

HEALTH YEAR 10

Subject Code 0HEA
Length of course: Semester
Recommended Background Nil

Course Description
Students are expected to:

- develop knowledge to enhance responsible lifestyle decisions
- develop knowledge and skills that promote physical, social, cognitive and emotional development of young children.
- take an active role in creating environments that support children’s learning and development

Students will be expected to:

- participate in all lessons, including simulated activities on-site/off-site child care settings.
- demonstrate ability to apply knowledge to practical children situations.

Assessment
Demonstrated ability to apply knowledge to practical skills
Analysis and research skills
Group and class participation

HOME ECONOMICS INTRODUCTION TO COMMERCIAL COOKERY YEAR 10

Subject Code 0HECB
Length of course: Semester
Recommended Background Nil

Course Description
This course will utilise the availability of a commercial kitchen setting at Marryatville High School to focus on the principles and practices of food preparation and presentation to Hospitality Industry standards. Students will have the opportunity to complete one nationally recognised Hospitality module - Workplace Hygiene.

Assessment - Competency Based
Practical work tasks
Summative Research tasks
HOME ECONOMICS FOOD AND HOSPITALITY YEAR 10
Subject Code: OHECC
Length of course: Semester

Course Description
Students will be introduced to the world of Food and Hospitality through practical application, investigation and pre-vocational experience. Restaurant reviews will give students an insight into the standards set by hospitality establishments and the range of career pathways. Students will further develop their skills in food preparation and presentation.

Assessment - Competency Based
Practical work tasks
Summative Research tasks

HOME ECONOMICS - TEXTILES YEAR 10
Subject Code: OHECD
Length of course: Semester
Recommended Background: Nil

Course Description
Using commercial patterns, students will construct two personalised fashion garments, thus developing their understanding of the design process, commercial patterns and the use of technology within the clothing industry.

Assessment - Competency Based
Practical work tasks
Summative research tasks

HOME ECONOMICS - FOOD AND HOSPITALITY SACE STAGE 1
Subject Code: 1HECF
Length of course: Semester
Recommended Background: Nil

Course Description
Students gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Investigate sustainable food preparation practices used in the hospitality industry.
Explore hospitality career paths by participating in a small group catering exercise.
Work collaboratively to plan, prepare and serve a healthy lunch for a targeted group.
Research a contemporary issue in food and hospitality in the local community.

Assessment
Practical Activity 1
Research, Practical, Evaluation Report 25%
Practical Activity 2
Action Plan, Practical, Evaluation Report 25%
Group Activity
Action Plan, Practical, Evaluation Report 30%
Investigation
Investigation Report 20%

HOME ECONOMICS - FOOD AND NUTRITION SACE STAGE 1
Subject Code: 1HECN
Length of course: Semester
Recommended Background: Nil

Course Description
Students examine some of the factors that influence people's food choices and the health implications of those choices.

Investigate the current trend of including super foods as part of the diet.
In a small group plan and prepare a nutritious lunch for an invited adolescent.
Work collaboratively to plan, prepare and serve a meal that demonstrates an understanding of ‘eat well SA schools and preschools HEALTHY EATING GUIDELINES’.
Research a contemporary issue in nutrition in connection with the family and local community.

Assessment
Practical Activity 1
Research, Practical, Evaluation Report 25%
Practical Activity 2
Action Plan, Practical, Evaluation Report 25%
Group Activity
Action Plan, Practical, Evaluation Report 30%
Investigation
Investigation Report 20%
**Home Economics**

**CHILD STUDIES**

*Subject Code:* 1CHLS
*Length of course:* Semester
*VET units:* Yes

**Recommended Background**
Nil

**Course Description**
Students will have the opportunity to acquire the underpinning knowledge of the core units of competency towards Certificate II Community Services, childcare focus.

- Students will prepare for work in the child care sector.
- Develop knowledge and skills needed to provide quality care of young children.
- Implement strategies to work with others, cope with stress and provide safe care of children.
- Take an active role in creating environments that support children’s learning and development.
- Complete a minimum 50 hours compulsory work placement in a child care centre.

**Assessment**
Competently demonstrate the ability to apply knowledge to practical childcare situations.

**FOOD AND HOSPITALITY**

*Subject Code:* 2HEC1
*Length of course:* Full year

**Recommended Background**
Satisfactory completion of Stage 1 Food and Hospitality studies would be an advantage.

**Course Description**
The course of study focuses on the changing nature of the food and hospitality industry. Students critically examine attitudes and values about the hospitality industry and the economics, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels.

**Assessment**
School Based Assessment 70%
Practical Activities 50%
Group Activity 20%
External Assessment 30%
Investigation

**SACE STAGE 2**

*STATUS:* TAS
*Subject Code:* 2CHL1
*Length of course:* Full year

**Recommended Background**
Nil

**Course Description**
Child Studies focuses on children’s growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/care giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management and practical skills.

**Assessment**
School Based Assessment 70%
Practical Activities 50%
Group Activity 20%
External Assessment 30%
Investigation
Physical Education

Physical Education is the study of physical activity and its place in the lives of individuals. Physical Education will enable students to understand the importance and place of physical activity, sport, recreation and fitness in their present and future lives.

PHYSICAL EDUCATION
CONTACT PERSON: Mrs Marg Vivian

PHYSICAL EDUCATION YEAR 8
Subject Code 8PED
Length of course: Semester
Course Description
This course will focus on the SACSA Strands Physical Activity and Participation. Students will learn new skills and be able to apply them in a range of individual and team ‘games’. Students will also learn about the importance of fitness and leading an active lifestyle for health and enjoyment. Sports studied will include athletics, netball, fitness, badminton, soccer, orienteering, gymnastics and softball. Wherever possible, classes will be taught as single-sex and according to ability.

Assessment
Students are assessed according to their skill-development and performance, application and attitude. Assessment methods include performance checklists, skill tests, written assignments and records of participation.
HEALTH AND PHYSICAL EDUCATION

YEAR 9

Subject Code: 9HPE
Length of course: Semester

Course Description
This course will focus on the SACSA Strands Personal and Social Development, Health of Individuals and Communities, and Physical Activity and Participation. Some resources and activities will be based on the “Mindmatters” and Shine programmes.

Students will:
- Critically appraise the inter-relationships of factors that influence growth and development and ways of promoting health.
- Critically assess and develop effective strategies and behaviours to promote safety, and personal and social responsibility.
- Through a range of physical activities, learn new skills and strategies in individual and team settings.
- Learn the need to develop and carry out personal plans for a lifetime of fitness and recreation.

Health Topics will include relationships, coping with change (disabilities, grief), drug strategies (safe/unsafe behaviours) and sexual health (sexual rights/responsibilities and sexually transmitted infections).

Sports studied will include: athletics, basketball, hockey, softrosse and touch

Assessment
Assessment methods for the Health component include a combination of written assignments, tests, research projects, oral presentations, video reviews, peer assessment and participation in group activities. In the Physical Education component performance checklists, skills tests, written assignments and participation records are used.

PHYSICAL EDUCATION

YEAR 9

Subject Code: 9PED
Length of course: Semester

Course Description
This course will focus on the SACSA Strands Physical Activity and Participation. Students will learn new skills and be able to apply them in a range of individual and team games. Students will also learn about the importance of fitness and leading an active lifestyle for health and enjoyment.

Sports studied will include: football, volleyball, table tennis, cricket and tennis. Wherever possible, classes will be taught as single-sex classes and according to ability.

Assessment
Students are assessed according to their skill-development and performance, application and attitude. Assessment methods include performance checklists, skills tests, written assignments and records of participation.

PHYSICAL EDUCATION A

YEAR 10

Subject Code: 0PEDA
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 9 Physical Education.

Course Description
Students further develop their skills from some of the activities studied at Year 8 or 9. Complexities of game rules and strategies, umpiring and coaching will be a focus.

In addition, recreational activities (at school and in out of school venues) will be undertaken. Students will choose from golf, lawn bowls, orienteering, Indoor cricket, snorkelling, fencing, korfball, and snow-dome activities. A compulsory unit of Track Cycling will be studied. Students need to be aware that there will be a cost for some components of this course.

Theory Topics include “The Body in Action” and Fitness Theory.

Assessment
Skill performance 40%
Application (task orientation), 20%
Attitude (interpersonal skills) 20%
Theory 20%

A combination of skill tests, observation checklists, written tests, worksheets and assignments, and oral presentations will be used to assess students.
PHYSICAL EDUCATION B

Subject Code: 0PEDB
Length of course: Semester
Recommended Background: Satisfactory completion of Year 9 Physical Education.

Course Description
Students further develop their skills from some of the activities studied at Year 8 or 9. Complexities of game rules and strategies, umpiring and coaching will be a focus. In addition, recreational activities (at school and in out of school venues) will be undertaken. Students will choose from weight training, archery, snooker, ten pin bowling, squash, self defence, fitness centre, European handball and beach volleyball. A compulsory unit of aquatics and indoor rock climbing will be studied. Students need to be aware that there will be a cost for some components of this course.

Theory Topics include Sports Injuries and Contemporary Issues in Sport.

Assessment
Skill Performance, 40%
Application (task orientation) 20%
Attitude (interpersonal skills) 20%
Theory tasks 20%
A combination of skill tests, observation checklists, written tests, worksheets and assignments, and oral presentations will be used to assess students.

PHYSICAL EDUCATION C

(GIRLS ONLY)

Subject Code: 0PEDC
Length of course: Semester
Recommended Background: Satisfactory completion of year 9 Physical Education.

Course Description
Content of the course comprises topics of interest and relevance to a female-only class.

Practical
Sports from years 8 and 9, plus other recreational activities will be developed in a single-sex setting. Activities will be based on the following topics: target, fitness, court, hitting and kicking sports. Compulsory activities will be Aquatics (surfing), Self Defence for Women, Indoor Rockclimbing and Fitness Centre visits. Students need to be aware that there will be a cost for some components of these units.

Theory
Women in Sport and Society
Performance of Women
Lifestyle Studies eg. Nutrition, Leisure, Well-being

Assessment
Skill Performance, 40%
Application (task orientation) 20%
Attitude (interpersonal skills) 20%
Theory tasks 20%
A combination of skill tests, observation checklists, written tests, worksheets and assignments, and oral presentations will be used to assess students.

PHYSICAL EDUCATION A

YEAR 10

Subject Code: 1PEDA
Length of course: Semester
Recommended Background: Satisfactory completion of Year 10 Physical Education.

Course Description
This subject focuses on the importance of physical activity to health and lifestyle. Learning and assessment activities are organised through studying a variety of modules, comprising the following two sections.

Practical Skills and Applications
Some negotiation may be possible, but previous sports studied have been badminton, archery, basketball, soccer, touch football and athletics. (activities outside the school will incur a cost).

Principles and Issues
Theory topics studied will be Anatomy and Physiology and Fitness and Lifestyle.

Assessment
Practical Skills and Applications tasks 60%
Principles and Issues tasks 40%

PHYSICAL EDUCATION B

YEAR 10

Subject Code: 1PEDB
Length of course: Semester
Recommended Background: Satisfactory completion of Year 10 Physical Education.

Course Description
This subject focuses on the importance of physical activity to health and lifestyle. Learning and assessment activities are organised through studying a variety of modules, comprising two sections.

Practical Skills and Applications
Some negotiation may be possible, but previous sports studied have been lawn bowls, table tennis, volleyball, European handball, weight training, ten pin bowling, softball and squash. (Activities outside the school will incur a cost).

Principles and Issues
Theory topics studied will be Sports Injuries and Sport in Society.

Assessment
Practical skills and applications tasks 60%
Principles and Issues tasks 40%
PHYSICAL EDUCATION SACE STAGE 2

STATUS: TAS
Subject Code: 2PED1
Length of course: Full year

Recommended Background
Satisfactory completion of Stage 1 Physical Education.

Course Description
Practical skills and applications of three sports: subject to consultation but usually will include badminton, aquatics (kayaking, windsurfing and sailing) and one other. Each sport comprises 18 hours study.

Principles and Issues of three modules, namely:
Exercise physiology and physical activity
Skill acquisition and the biomechanics of movement
Issues Analysis, where students investigate a selected topic of interest.

Assessment
School Based Assessment 70%
Practical tasks 50%
Folio 10%
Issues Analysis 10%
External Assessment 30%
Examination
Special Tennis Program
Tennis as a subject is offered from Year 8 to 10 and to those Year 11 students (National High Performance Academy (NHPA) squad members with Tennis SA) who are able to meet specific criteria regarding skill level and playing ability. There are two different practical coaching groups operating within the curriculum.

CONTACT PERSON: Ms Sue Dansie

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<td>Physical Education B</td>
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</table>

Group 1
- 2 x 1 hour coaching sessions per week for 8 weeks each term.
- 1 theory lesson per week.
- Recommended for students involved in NHPA squads with Tennis SA.
- International students may apply for entry to this group - acceptance will depend on playing ability.

Group 2
- 3 x 1½ hours coaching sessions per week for 8 weeks each term.
- Physical program to be completed in own time.
- 1 theory lesson per week.

It is an expectation that students will play tennis for the school in the Saturday morning school competitions and participate in any tournaments conducted by the South Australian Secondary Sports Association as part of their course. They will also be expected to participate in at least three other tournaments at some stage during the year - these may be at a local, state or national level.

Students are assessed in their practical skill development and acquisition of tennis knowledge and will receive accreditation for 20 SACE credits at the successful completion of Year 10.

Students involved with National High Performance Academy squad with Tennis SA may be able to continue with Tennis at Year 11. Individual negotiation will take place with those students to ensure coaching and academic studies can be balanced and successful. SACE accreditation will apply.
**TENNIS**

**YEAR 8**

**Subject Code:** 8TEn1

**Length of course:** Full year

**Recommended Background**

Entry by merit selection

**Course Description**

Theory units include: Anatomy and Physiology, Fitness, Goal Setting, Group Dynamics, Growth and Development, Self Evaluation, Time Management.

**Assessment**

- Practical tasks and evaluation booklets: 60%
- Theory tasks: 20%
- Attitude/Participation: 20%

---

**TENNIS**

**YEAR 9**

**Subject Code:** 9TEn1

**Length of course:** Full year

**Recommended Background**

Entry by merit selection

**Course Description**

Theory units include: Energy Systems, Food and Nutrition, Fitness Principles, Decision-Making, Drugs in Sport, Healthy Lifestyle.

**Assessment**

- Practical tasks and evaluation booklets: 60%
- Theory tasks: 20%
- Attitude/Participation: 20%

---

**TENNIS**

**YEAR 10**

**Subject Code:** 0TEn1

**Length of course:** Full year

**Recommended Background**

Entry by merit selection

**Course Description**

Theory units include: Fitness Pilates, Coaching for children, Tennis tournament planning and organization, Practice and matchplay evaluations. This course will enable students to achieve 20 credits of Integrated Learning towards the new SACE.

**Assessment**

- Practical tasks and evaluation booklets: 60%
- Theory tasks: 20%
- Attitude/Participation: 20%

---

**SACE STAGE 1**

**YEAR 11**

**Subject Code:** 1TEn1 and 1TEn2

**Length of course:** Semester/Full Year

**Recommended Background**

Tennis SA - NHPA Squad member

**Course Description**

This subject is designed to enable those students in the Tennis SA NHPA squads the opportunity to fulfil their individual training schedules within the curriculum setting. Students will need to negotiate various aspects of this course with Ms. Dansie and Year 11 Coordinator, and in consultation with Tennis SA coaching and fitness personnel.

**Assessment**

Assessment will include a performance checklist, fitness work, participation in tournaments, and written documentation/evaluation associated with all activities undertaken in the NHPA program.
Languages

Languages education plays an ‘important role in equipping young Australians with the knowledge, skills and capabilities to communicate with our international neighbours.’ It gives students the opportunity to come to understand their own place in the world and use their knowledge to develop Australia’s economic, social and cultural relations in an increasingly global world.

LANGUAGES CONTACT PERSON:
Mr Chris Thorburn

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Languages

**CHINESE**

**YEAR 8**

Subject Code: 8CIE1
Length of course: Full year

**Course Description**

Students will develop the basic communication skills of listening, speaking, reading and writing. Chinese characters are introduced and used in reading and writing tasks. Students are introduced to life in China through topics including self, family, classroom and daily routine. Where possible, electronic links with Chinese-speaking students elsewhere in the world are created.

**Assessment**

Assessment tasks consist of a variety of activities and exercises covering Communication, Understanding Language and Understanding Culture.

**CHINESE**

**YEAR 9**

Subject Code: 9CIE1
Length of course: Full year

**Recommended Background**

Satisfactory completion of Year 8 Chinese.

**Course Description**

Basic communication skills of listening, speaking, reading and writing acquired in Year 8 are further developed. Emphasis is placed on learning to use the language. Life in China is explored in more detail through topics which include; Leisure, School Life, School Routine and Clothing.

**Assessment**

Assessments tasks consist of a variety of activities and exercises covering Communication, Understanding Language and Understanding Culture.

**CHINESE**

**YEAR 10**

Subject Code: 0CIE1
Length of course: Full year

**Recommended Background**

Satisfactory completion of Year 9 Chinese.

**Course Description**

Basic communication skills of listening, speaking, reading and writing acquired in Years 8 and 9 are further developed. Students develop deeper understanding of Chinese Society and culture. Writing and reading Chinese script is a major focus in preparation for SACE.

**Assessment**

Assessment tasks are conducted in each topic covered. These tasks examine achievement in communication, linguistic knowledge and cultural understanding. In addition, students have regular short assignments and quizzes.

**CHINESE (CONTINUERS)**

**SACE STAGE 1**

Subject Code: 1CIS1
Length of course: Full year

**Recommended Background**

For students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken.

**Course Description**

There are four prescribed themes: China and the World, Modernisation and Social Change; The Overseas Chinese-Speaking Communities; Language in Use in Contemporary China. The study of themes, presented through a range of texts, will enable students to reflect on, and respond to, aspects of the Language and Culture of Chinese-speaking communities. Students will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.
Languages

**Assessment**
There are four summative assessment tasks each semester.
Spoken Task in Chinese
Written Task in Chinese
Text Analysis
Investigative Study of a social/cultural issue.

**CHINESE (BACKGROUND SPEAKERS) SACE STAGE 2**

**STATUS:** TAS
**Subject Code:** 2CIS1
**Length of course:** Full year

**Recommended Background**
For students who have a background in the language and who have had 1 year’s education (or more) in a country where the language is spoken.

**Course Description**
The study of themes, presented through a range of texts, will enable students to reflect on, and respond to, aspects of the Language and Culture of Chinese-speaking communities.

**Assessment**
School Assessment 70%
Five summative tasks (a mix of oral, written and text analysis)
In-Depth Study (Oral Presentation, Written Response in Chinese, Written Reflection in English)
External Assessment 30%
Oral (Conversation and discussion), Written (Listening and Responding, Reading and Responding, Writing in Chinese).

**FRENCH (ACCELERATED) YEAR 8**

**Subject Code:** 8FRA1
**Length of course:** Full year

**Recommended Background**
Students with previous experiences in the study of French are eligible for this course.

**Course Description**
Students will participate in an accelerated program which will allow them to attempt Stage 1 French in Year 10. The course focuses on language in use and students will be encouraged to use French as the medium of communication. Topics covered include personal information, the past, present and future, family and friends and activities we like to do.

**Assessment**
Tasks consist of a variety of activities and exercises covering the three strands Communication, Understanding language and Understanding culture.

**FRENCH (CONTINUERS) YEAR 8**

**Subject Code:** 8FRC1
**Length of course:** Full year

**Recommended Background**
Successful completion of Year 8 French (Accelerated) or by negotiation after successful completion of Year 8 French (Continuers)

**Course Description**
Students will continue to focus on topics of a personal and social nature, expressing themselves in French about their own experiences, past, present and future, as well as investigating further the richness of the French-speaking world.

**Assessment**
Tasks consist of a variety of activities and exercises covering the three strands Communication, Understanding language and Understanding culture.
FRENCH (CONTINUERS) YEAR 10
Subject Code: 0FRE1
Length of course: Full year
Recommended Background: Satisfactory completion of Year 9 French
Course Description: Basic communication skills of listening, speaking, reading and writing acquired in Years 8 and 9 are further developed. Extended texts are read and students respond orally and in writing expressing opinions. Topics may include Family Life, Celebrations, Careers, Outings and Holidays. Integrated background studies cover topics such as school in France, French-speaking Countries, Customs and Beliefs.
Assessment: Assessment tasks consist of a variety of activities and exercises covering the four communication skill areas and socio-cultural understandings, through the medium of written text, film and song.

FRENCH (CONTINUERS) SACE STAGE 1
Subject Code: 1FRE1
Length of course: Full year
Recommended Background: Satisfactory completion of Year 10 French.
Course Description: This curriculum statement encompasses both Stages 1 and 2. Themes, therefore, will be covered across both year levels. These are: The Individual, The French-speaking Communities and The Changing World. Ten topics are prescribed across these three themes.
Stage 1 French aims to further develop communicative skills in written and spoken French, to improve written and aural comprehension skills and to extend awareness and understanding of the culture and way of life in French-speaking countries.
Assessment: Ten summative assessment tasks (a mix of oral, written and text analysis and two investigation tasks).

FRENCH (CONTINUERS) SACE STAGE 2
STATUS: TAS
Subject Code: 2FRE1
Length of course: Full year
Recommended Background: Satisfactory completion of Stage 1 French
Course Description: The aims of this curriculum statement are to further develop communicative skills in written and spoken French, to improve written and aural comprehension skills, and to extend awareness and understanding of the culture and way of life in French-speaking countries.
Assessment: School Based Assessment 70%
Five summative tasks (a mix of oral, written and text analysis)
In-Depth Study (Oral Presentation, Written Response in French, Written Reflection in English)
External Assessment 30%
Oral (Conversation and discussion), Written (Listening and Responding, Reading and Responding, Writing in French).

JAPANESE YEAR 8
Subject Code: 8JPE1
Length of course: Full year
Course Description: Students will develop the basic communication skills of listening, speaking, reading and writing. The hiragana script and some kanji are introduced and used in reading and writing tasks. Students are introduced to life in Japan through topics including School and Family Life, Festivals and Travelling in Japan. Where possible, electronic links with Japanese-speaking students elsewhere in the world are created.
Assessment: Tasks consist of a variety of activities and exercises covering the three strands Communication, Understanding language and Understanding culture.

JAPANESE YEAR 9
Subject Code: 9JPE1
Length of course: Full year
Recommended Background: Satisfactory completion of Year 8 Japanese.
Course Description: Basic communication skills of listening, speaking, reading and writing acquired in Year 8 are further developed. The katakana script is introduced and is used along with hiragana and a number of new kanji in reading and writing tasks. Students are introduced to life in Japan through topics including Food, Festivals, and Shopping in Tokyo.
Assessment: Tasks consist of a variety of activities and exercises covering the three strands Communication, Understanding language and Understanding culture.
JAPANESE

Subject Code: 0JPE1
Length of course: Year 10
Recommended Background: Satisfactory completion of Year 9 Japanese
Course Description: Basic communication skills of listening, speaking, reading and writing acquired in Years 8 and 9 are further developed. Hiragana and katakana scripts and a number of kanji are used in reading and writing tasks. Students are introduced to informal and polite speech in topics including Travel, Weekends, Visiting Hiroshima, Technology in Japan, My Future and Things you want.
Assessment: Assessment tasks consist of a variety of activities and exercises covering the four communication skill areas and the understanding of language and culture.

JAPANESE (CONTINUERS) SACE STAGE 1

Subject Code: 1JPE1
Length of course: Year 10
Recommended Background: Satisfactory completion of Year 10 Japanese.
Course Description: The course encompasses both Stages 1 and 2. Themes are: The Individual; The Japanese-Speaking Community and The Changing World. Eight topics are presented across these three themes. Stage 1 Japanese aims to further develop communicative skills in written and spoken Japanese, to improve written and aural comprehension skills and to extend awareness and understanding of the culture and way of life in Japan.
Assessment: Ten summative assessment tasks (a mix of oral, written and text analysis and two investigation tasks)

JAPANESE (CONTINUERS) SACE STAGE 2

STATUS: TAS
Subject Code: 2JPE1
Length of course: Year 10
Recommended Background: Satisfactory completion of Stage 1 Japanese
Course Description: The aims of the Curriculum Statement are to further develop communicative skills in written and spoken Japanese, to improve written and aural comprehension skills and to extend awareness and understanding of the culture and way of life in Japan. Topics covered include Travel in Japan, Traditions and Culture, Future Plans and Work.
Assessment: School Based Assessment 70%
Ten summative tasks (a mix of oral, written and text analysis)
In-Depth Study (Oral Presentation, Written Response in Japanese, Written Reflection in English)
External Assessment 30%
Oral (Conversation and discussion), Written (Listening and Responding, Reading and Responding, Writing in Japanese).
Mathematics learning is central to numeracy, the ability to understand, analyse, and critically respond to meet the demands of learning, school, home, work, community and civic life.

MATHEMATICS CONTACT PERSON:
Mr David Goodwin

### Mathematics

**MATHEMATICS YEAR 8**
Subject Code 8MTH1  
Length of course: Full year  
**Course Description**  
The course is developed on five curriculum strands of Exploring, analysing and modelling data, Measurement, Number, Patterns and algebraic reasoning and Spatial sense and geometric reasoning  
**Assessment**  
A range of assessment practices, including tests, assignments and investigations.

### Mathematics

**MATHEMATICS YEAR 9**
Subject Code 9MTH1  
Length of course: Full year  
**Recommended Background**  
Satisfactory completion of Year 8 Mathematics  
**Course Description**  
The course is developed on five curriculum strands of Exploring, analysing and modelling data, Measurement, Number, Patterns and algebraic reasoning and Spatial sense and geometric reasoning  
**Assessment**  
Teachers will use a range of assessment practices, including tests, assignments and investigations.

### Mathematics

**MATHEMATICS YEAR 10**
Subject Code 0MTH1  
Length of course: Full year  
**Recommended Background**  
Satisfactory completion of Year 9 Mathematics  
**Course Description**  
The course is developed on five curriculum strands of Exploring, analysing and modelling data, Measurement, Number, Patterns and algebraic reasoning and Spatial sense and geometric reasoning  
**Assessment**  
Teachers will use a range of assessment practices, including tests, assignments and investigations.
### Modified Mathematics

**Subject Code**: 0MTM1
**Length of course**: Full year

**Recommended Background**
Satisfactory completion of Year 9 Mathematics

**Course Description**
This course is designed for students that have experienced significant difficulties with Year 9 Mathematics. The course involves mathematics that can be used in everyday life and the workplace. Semester 1 reviews previous skills while Semester 2 looks at introducing new skills necessary to undertake Stage 1 Mathematical Applications A.

**Assessment**
A range of assessment practices, including tests, assignments and investigations.

### Mathematics A

**Subject Code**: 1MTHA
**Length of course**: Semester

**Recommended Background**
High C grade, or better, in the Semester 2 Pre-Maths A/B/C/D Year 10 Mathematics course.

**Course Description**
Students will study concepts covered in Relations and Functions, Quadratics and Other Polynomials.

**Assessment**
Skills and applications tasks 70%
Folio 30%

### Mathematics B

**Subject Code**: 1MTHB
**Length of course**: Semester

**Recommended Background**
High C grade, or better, in the Semester 2 Pre-Maths A/B/C/D Year 10 Mathematics course.

**Course Description**
Students will study concepts covered in Models of Growth, Coordinate Geometry and Statistics.

**Assessment**
Skills and applications tasks 70%
Folio 30%

### Mathematics C

**Subject Code**: 1MTHC
**Length of course**: Semester

**Recommended Background**
High C grade, or better, in the Semester 2 Pre-Maths A/B/C/D Year 10 Mathematics course.

**Course Description**
Students will study concepts covered in Geometry and Mensuration, Periodic Phenomena and Planar Geometry.

**Assessment**
Skills and applications tasks 70%
Folio 30%

### Mathematics D

**Subject Code**: 1MTHD
**Length of course**: Semester

**Recommended Background**
High C grade, or better, in the semester 2 Pre-Maths A/B/C/D Year 10 Mathematics course.

**Course Description**
Students will study concepts covered in Geometry, Matrices, Counting and Probability and Introductory Calculus.

**Assessment**
Skills and applications tasks 70%
Folio 30%

### Mathematical Applications A

**Subject Code**: 1MAPA
**Length of course**: Semester

**Recommended Background**
Satisfactory completion of year 10 Mathematics.

**Course Description**
Students will study concepts covered in Measurement, Data in Context, and Earning and Spending.

**Assessment**
Skills and applications tasks 65%
Folio 35%

### Mathematical Applications B

**Subject Code**: 1MAPB
**Length of course**: Semester

**Recommended Background**
Satisfactory completion of Year 10 Mathematics.

**Course Description**
Students will study concepts covered in Geometry and Mensuration, Saving and Borrowing and Functions and Graphs.

**Assessment**
Skills and applications tasks 65%
Folio 35%

### Mathematics Pathways

**Subject Code**: 1MAPP
**Length of course**: Semester

**Recommended Background**
Completion of year 10 Mathematics.

**Course Description**
This course is designed for students to meet the numeracy requirements of the SACE. Students will study concepts covered in Earning and Spending, Data in Context and in Measurement.

**Assessment**
Skills and applications tasks 50%
Folio 50%
**MATHEMATICAL APPLICATIONS**  SACE STAGE 2

**STATUS:** TAS
**Subject Code:** 2MAP1
**Length of course:** Full year

**Recommended Background**
Satisfactory completion of Stage 1 Mathematics Applications B

**Course Description**
The course will comprise four topics: Investments and Loans, Statistics and Working with Data, Share Investments, Mathematics of Small Business and an Open Topic.

**Assessment**
- School Based Assessment: 70%
  - Skills and Application tasks: 30%
  - Folio: 40%
- External Assessment: 30%
- Examination

---

**MATHEMATICAL METHODS**  SACE STAGE 2

**STATUS:** TAS
**Subject Code:** 2MAM1
**Length of course:** Full year

**Recommended Background**
Satisfactory completion of Stage 1 Mathematics A, B and C or Stage 1 Mathematics A, B and D.

**Course Description**
The course develops skills and concepts covered in Statistics, Algebraic Models from Data, Calculus (describing change) and Linear Models.

**Assessment**
- School Based Assessment: 70%
  - Skills and Application tasks: 45%
  - Folio: 25%
- External Assessment: 30%
- Examination

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**MATHEMATICAL STUDIES**  SACE STAGE 2

**STATUS:** TAS
**Subject Code:** 2MAS1
**Length of course:** Full year

**Required background**
Satisfactory completion of Stage 1 Mathematics A, B and C or Stage 1 Mathematics A, B and D.

**Course Description**
The course develops skills and concepts covered in Statistics, Functions and Graphs, Using Calculus and Linear Equations and Matrices.

This course will suit students who want to enter fields such as architecture, economics, and biological, environmental, geological and agricultural science.

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**SPECIALIST MATHEMATICS**  SACE STAGE 2

**STATUS:** TAS
**Subject Code:** 2MSL1
**Length of course:** Full year

**Recommended Background**
Satisfactory completion of Stage 1 Mathematics A, B and C

**Course Description**
The course develops skills and concepts covered in Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations

This subject must be taken in conjunction with Mathematical Studies.

**Assessment**
- School Based Assessment: 70%
  - Skills and Application tasks: 45%
  - Folio: 25%
- External Assessment: 30%
- Examination
Science

Science has changed the conditions of our lives. It has altered the communities in which we live and belong, learn and act. The ideas of science have changed the way we think of ourselves and of the world.

A Contextual Approach presents science in real-world contexts using contemporary examples and case studies that excite and motivate students and demonstrate the relevance and importance of science to them and society. It caters for a range of learning styles and abilities and utilises the very latest teaching and learning strategies.

**SCIENCE CONTACT PERSON:**

Mr Manuel Pontikinas

### SCIENCE YEAR 8

**Subject Code:** 8SCI1  
**Length of course:** Full year  
**Course Description:**  
Science is organised into four conceptual strands based on earth and space science, physics, biology and chemistry. The processes involved in working scientifically are interwoven into each of the strands. Students cover the following topics, Materials, Separating and Identifying Substances, Cells, Classification, Ecosystems, Energy and Charge, Sound, Electricity and Magnetism, Reproduction, Cyclic Changes and Data Logging.  
**Assessment:**  
Tests: 50%  
Practical Work: 25%  
Research Assignments: 25%  

### SCIENCE YEAR 9

**Subject Code:** 9SCI1  
**Length of course:** Full year  
**Course Description:**  
Science is organised into four conceptual strands based on earth and space science, physics, biology and chemistry. The processes involved in working scientifically are interwoven into each of the strands. Students cover the following topics, Elements and Compounds, Reactions, Body Systems, Reproduction, Disease, Light, Machines, Energy, The Earth’s Surface, Satellites and Space Probes and The Solar System.  
**Assessment:**  
Tests: 50%  
Practical Work: 25%  
Research Assignments: 25%  

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</tr>
</tbody>
</table>
SCIENCE A

Subject Code: 0SCIA
Length of course: Semester

Course Description:
Science is organised into four conceptual strands based on earth and space science, physics, biology and chemistry. The processes involved in working scientifically are interwoven into each of the strands. Students cover the following topics, Atoms, Modules and Ions, Genetics and Waves and Resources.

Assessment:
Tests 50%
Practical Work 25%
Research Assignments 25%

SCIENCE B

Subject Code: 0SCIB
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 10 Science A and B.

Course Description:
Science is organised into four conceptual strands based on earth and space science, physics, biology and chemistry. The processes involved in working scientifically are interwoven into each of the strands. Students cover the following topics, Biology (Bio Fuels and Sustainable Energies), Chemistry (Reactions) and Physics (Motion).

Assessment:
Skills and Application tasks 60%
Investigation Folio 40%

BIOLOGY A

Subject Code: 1BIOA
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 10 Science A and B.

Course Description:
Learning and working in Biology enables us to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology, students learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats.

Students will cover the following topics:
• Relationship between cell structure and function
• Human impact on ecosystems

Assessment:
Skills and Application tasks 60%
Investigation Folio 40%

BIOLOGY B

Subject Code: 1BIOB
Length of course: Semester

Recommended Background:
Satisfactory completion of Year 10 Science A and B.

Course Description:
Biology is the study of living organisms, life processes, and the different levels of organisms from the cell to the biosphere and interactions between organisms and their environment. Biology seeks to explain the diversity and complexity of life. Students will cover the following topics:
• Cellular basis of infectious disease
• An aspect of human physiology
• Structural adaptations of organisms

Assessment:
Skills and Application tasks 60%
Investigation Folio 40%

CHEMISTRY

Subject Code: 1CHM1
Length of course: Full year

Recommended Background:
Satisfactory completion of Year 10 Science A and B.

Course Description:
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

The course is designed to prepare students for year 12 Chemistry, a prerequisite for many university courses.

Students will cover the following topics:
Atomic structure, Metals, Salts and Molecules, Petrol and other fuels, Analysis (quantitative and qualitative), Acids and Bases, Electrochemistry and Stoichiometry.

Assessment:
Skills and Application tasks 60%
Investigation Folio 40%
PHYSICS SACE STAGE 1

Subject Code: 1PHY1
Length of course: Full Year
Recommended Background:
Satisfactory completion of Year 10 Science A and Science B. Year 10 Mathematics - strongly recommended that students also study Stage 1 Mathematics A, B and C, or Stage 1 Mathematics A, B and D.

Course Description:
Students will cover the following topics:
• Light and optics
• Force and motion
• Waves and sound
• 2D forces and motion
• Momentum and Energy
• Fields-gravity, electric
• Electricity

Assessment:
Tests and examination: 50%
Practical skills: 30%
Assignments, Portfolio written work, Research: 20%

PSYCHOLOGY SACE STAGE 1

Subject Code: 1PSY
Length of course: Semester
Recommended Background:
Satisfactory completion of Year 10 Science A.

Course Description:
Psychology is a science subject and is based upon Psychological principles used to understand our own behaviour and that of others. It has a direct relevance to our personal and social lives. The principles of Psychology are studied using scientific methods of investigation. As part of the course work students participate in a SACE Board Psychology Research Program and write a detailed scientific report on the results of the Investigation.

The course may cover the following topics:
Introduction to Psychology (compulsory)
Social Influence and Social Interaction
Intelligence, Cognition, Brain and Behaviour
Human Development and Emotion

Assessment:
Investigation Folio: 40%
Skills and Application Tasks: 60%

BIOLOGY SACE STAGE 2

STATUS: TAS
Subject Code: 2BIO1
Length of course: Full Year
Recommended Background:
Satisfactory completion of Stage 1 Biology, Chemistry, Psychology or Physics.

Course Description:
The Stage 2 Biology subject outline is organised around the following four themes:
• Macromolecules
• Cells
• Organisms
• Ecosystems

Students will develop skills in working scientifically to acquire, understand and communicate knowledge in Biology. They will develop opinions on issues and an appreciation of the role of Biology in the world. Students will also develop skills in problem solving and critical thinking which are applicable in all tasks.

Assessment:
School Based Assessment: 70%
Investigation Folio: 40%
Skills and Applications Tasks: 30%
External Assessment: 30%
Examination:

CHEMISTRY SACE STAGE 2

STATUS: TAS
Subject Code: 2CHM1
Length of course: Full year
Recommended Background:
Satisfactory completion of stage 1 Chemistry.

Course Description:
Chemistry is a subject for students who are interested in natural and processed materials and how they are obtained, manufactured, and used in everyday life. Chemistry is relevant to future occupations in diverse fields such as nursing, soil science, oenology, engineering environmental studies, medicine, and biotechnology.

There are six compulsory topics:
• Skills of chemistry (practical)
• Elemental and Environmental Chemistry
• Analytical Techniques
• Using and Controlling Reactions
• Organic and Biological Chemistry
• Materials

Assessment:
School Based Assessment: 70%
Investigation Folio: 40%
• Practical Investigations
• Issues Investigations
• Skills and Applications Tasks: 30%
External Assessment: 30%
Examination:
NUTRITION  SACE STAGE 2
STATUS: TAS
Subject Code 2NUT1
Length of course: Full year

Recommended Background:
The Stage 2 Nutrition subject outline is organised around the following four core topics and one option topic.

Core Topics
• Core Topic 1: The fundamentals of Human Nutrition
• Core Topic 2: Diet, Lifestyle, and Health
• Core Topic 3: Food Selection and Dietary Evaluation
• Core Topic 4: Food Nutrition and the Consumer

Option Topics
One of the following option topics will be selected in consultation with the students.
• Option Topic 1: Global Nutrition and Ecological Sustainability
• Option Topic 2: Global Hunger

Students will develop skills in working scientifically to acquire, understand and communicate knowledge in Nutrition. They will develop opinions on issues and an appreciation of the role of Nutrition in the world. Students will also develop skills in problem solving and critical thinking which are applicable in all tasks.

Assessment
School Based Assessment 70%
Investigation Folio 40%
Skills and Applications Tasks 30%
External Assessment 30%
Examination

PSYCHOLOGY  SACE STAGE 2
STATUS: TAS
Subject Code 2PSY1
Length of course: Full Year

Recommended Background:
Satisfactory completion of Stage 1 Psychology.

Course Description
Students study topics which have been chosen to provide opportunities to examine different levels of explanation for human behaviour. As part of the course work students participate in two SACE Board Psychology Research Programs and write two detailed scientific reports on the results of the investigations. These two reports make up 30% of the final grade for this subject. The following topics are studied: Introduction to Psychology, Social Cognition, Personality, Learning and Psychobiology of Altered States of Awareness and Healthy minds.

Assessment
School Based Assessment 70%
Investigation Folio 40%
Skills and Assessment Tasks 40%
External Assessment 30%
Examination

PHYSICS  SACE STAGE 2
STATUS: TAS
Subject Code 2PHY1
Length of course: Full Year

Recommended Background:
Satisfactory completion of Stage 1 Physics. It is strongly recommended that students also study Stage 2 Mathematical Studies.

Course Description
Physics is the study of the fundamental laws of nature, and the application of these laws and principles in the real world and society. Students will be expected to gain skills in experimentation, investigation design, information gathering, data analysis and communication.

The course consists of four areas of study:
Motion in Two Dimensions
Electricity and Magnetism
Light and Matter
Atoms and Nuclei

Assessment
School Based Assessment 70%
Investigation Folio 40%
Skills and Applications Tasks 30%
External Assessment 30%
Examination
Society and Environment

Learning through Society and Environment involves learners in developing knowledge, skills and values that enables them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.

SOCIETY AND ENVIRONMENT
CONTACT PERSON: Mr Steve Heard
Society and Environment

SOCIETY AND ENVIRONMENT A  YEAR 10
Subject Code  OSENA
Length of course: Semester
Course Description
Students cover the learning areas of Time, Continuity and Change, Place and Space, Culture, Resources, Natural and Social Systems, and using the processes involved in Investigation, Communication and Participation. Students will cover the following topics: Australia Since 1945, Global Geography and the Australian Political Scene.
Assessment
Research Reports and assignments
Oral Presentations
Tests
Homework Exercises

SOCIETY AND ENVIRONMENT B  YEAR 10
Subject Code  OSENB
Length of course: Semester
Course Description
Students cover the learning areas of Time, Continuity and Change, Place and Space, Culture, Resources, Natural and Social Systems, and using the processes involved in Investigation, Communication and Participation. Students will cover the following topics: Introduction to global issues of environment and social change brought about by tourism. Introduction to legal systems and issues.
Assessment
Research Reports and assignments
Oral Presentations
Tests
Homework Exercises

GEOGRAPHY  YEAR 10
Subject Code  0GGY
Length of course: Semester
Course Description
Students study a range of topics, focusing on the physical and human geography of places on the Earth’s surface. Students will cover the following topics: Hazards and Disasters, Coastal Geography, Negotiated topic and Extension of Mapping Skills developed previously.
Assessment
Research Reports and assignments
Oral Presentations
Tests
Homework Exercises

HISTORY  YEAR 10
Subject Code  0HIS
Length of course: Semester
Course Description
The course aims to promote knowledge and understanding of Australia’s historical and cultural heritage, understanding of processes of change and continuity in human affairs and the development of a range of skills in history especially the use and evaluation of evidence. Students will choose topics from aspects of Australian and global history in the nineteenth and/or twentieth centuries.
Assessment
Assignments and Written Reports
Class Discussions
Oral Reports
Charts/Poster Displays
Document Analyses
Major Research Assignment
Power Point Presentation
ANCIENT STUDIES  SACE STAGE 1
Subject Code  1ANS
Length of course:  Semester
Recommended Background  Nil
Course Description
This course aims to develop an understanding of issues involved in the study of ancient societies and an appreciation of aspects of a variety of cultures and societies over time and place both for their own intrinsic value and for their continuing impacts and relevance to modern cultures and societies. Emphasis is given to historical and archaeological evidence and its interpretation encouraging the development of a range of literacy, research and communication skills.
Assessment
Work Folio  60%
Sources Analyses  20%
Special Study  20%

GEOGRAPHY  SACE STAGE 1
Subject Code  1GGY
Length of course:  Semester
Course Description
This subject focuses on the application of skills in information gathering and fieldwork as well as numerical and graphical skills in data analysis. Students are encouraged to use technological geographical tools (such as geographical information systems) to capture, gather, process, analyse, and display geographical data. A combination course of both physical and human geography. Students will cover the following topics: Weather, Climate and People, Water - An important resource, Land Use, Conflict and Compromise, Coastal Environment, Map Reading and Satellite Images and Fieldwork.
Assessment
Skills and Applications Tasks  30%
Inquiry  30%
Fieldwork  20%
Investigation  20%

MODERN HISTORY A  SACE STAGE 1
Subject Code  1MHIA
Length of course:  Semester
Course Description
Students will develop an understanding of people from a different culture and background, the Use of Evidence in History, Skills in Communication, Skills in Working with Sources and Skills in Essay Writing
Students will choose from the following topics: Modern Dictatorships, Japan and Germany / World War 2 and Holocaust / The end of Imperialism, India / The Cold War.
Assessment
Work Folio  40%
Sources Analyses  40%
Investigation  20%

MODERN HISTORY B  SACE STAGE 1
Subject Code  1MHIB
Length of course:  Semester
Course Description
Students will develop an understanding of people from a different culture and background, the Use of Evidence in History, Skills in Communication, Skills in Working with Sources and Skills in Essay Writing
Students will cover from the following topics: Superpowers and the end of the Cold War / Conflict & Issues in the Twentieth Century, / Ireland - a troubled history / The assassination of President Kennedy.
Assessment
Work Folio  40%
Sources Analyses  40%
Investigation  20%

TOURISM  SACE STAGE 1
Subject Code  1TOU
Length of course:  Semester
Course Description
This subject encourages students to develop an understanding of the global issues of environmental and social change brought about by tourism activities. Students have opportunities to explore and evaluate planning and management systems for future sustainability, and also develop personal and interpersonal skills appropriate for travelling or for working in the tourism industry.
Assessment
Case Studies  40%
Sources Analysis  20%
Practical Activity  20%
Investigation  20%
MODERN HISTORY  SACE STAGE 2
STATUS: TAS
Subject Code  2MHE1
Length of course: Full Year
Recommended Background
Satisfactory completion of Stage 1 Modern History and high Stage 1 English result.
Course Description
Students will acquire knowledge and understanding of how men, women and children lived, acted and died in different parts of the world since 1500 CE. Students will be required to complete a comparative study of the French and Russian Revolutions, an in-depth study, such as, “The War to end all Wars” and an individual historical essay from one of twelve options. Students will complete the following activities: primary source work, group discussions, essays and assignments. This subject is Language rich and students must be prepared for a substantial written component in the form of fortnightly essays, source analyses and tests. Students also complete an individual essay, based on their own research and area of interest. Students will be given the opportunity to access and borrow from the Barr Smith Library.
Assessment
School Based Assessment 70%
   Folio  50%
   Individual essay 20%
External Assessment 30%
Examination

TOURISM  SACE STAGE 2
STATUS: TAS
Subject Code  2TOU1
Length of course: Full Year
Recommended Background
Nil
Course Description
Students learn that Tourism is a dynamic and economically important industry locally, nationally and globally. Emphasis is placed on the development of communication skills and practical skills. Students will cover the following topics: Operations and Structures of the Tourism Industry, Travellers’ Perceptions and Interactions of the Host Community and Visitor, Planning and Managing Sustainable Tourism, Evaluating the Nature of Working the Tourism Industry and The Role of the Governments and Organisations in Tourism.
Assessment
School Based Assessment 70%
   Folio  20%
   Practical activity 25%
   Investigation 25%
External Assessment 30%
Examination

SOCIETY AND CULTURE  SACE STAGE 2
STATUS: TAS
Subject Code  2SOS1
Length of course: Full Year
Recommended Background
Satisfactory completion of Stage 1 English
Course Description
Students will develop an understanding of the cultures and beliefs of diverse societies, social structures and systems and consider their role at different levels of society. Students will cover the following topics: Culture; Contemporary Challenges and Global Issues
Students considering taking up this subject should keep in mind that the subject is based upon the inquiry approach to learning and students need good time management skills.
Assessment
School Based Assessment 70%
   Folio  20%
   Interaction 20%
External Assessment 30%
Investigation
Business Education

Due to the ever changing nature of the content taught in Business Education subjects, the school does not purchase textbooks as they become out of date very quickly. Students are expected to purchase school-produced booklets that include all relevant theory as well as appropriate practical exercises. The cost is $15 for Stage 1 subjects and $25 for Stage 2 subjects.

BUSINESS EDUCATION
CONTACT PERSON: Mr Geof Bailey

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<thead>
<tr>
<th>Subject Code</th>
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<tr>
<td>SACE STAGE 1</td>
<td>Semester</td>
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<tr>
<td>1ACS1</td>
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</table>

ACCOUNTING

Subject Code: 1ACS1
Length of course: Semester

Course Description
The course focuses on the development of skills and understanding of the role of accounting in the financial decision-making process. Students learn how to produce financial statements for a sole trader using single entry and double entry accounting.

Assessment
Skills and Application Tasks 50%
Investigation 50%

ECONOMICS

Subject Code: 1ECO1
Length of course: Semester

Course Description
The course focuses on the development of an understanding of the basic economic problem. Students will study the operation of the market system and the factors that influence the decisions of individual firms (microeconomics) and the structure of the Australian economy (macroeconomics). Students will develop problem-solving skills to assist them to understand the forces that shape the Australian economy in a global context.

Assessment
Folio 33%
Skills and Application Tasks 33%
Issue Study 33%
**LEGAL STUDIES A**

**SACE STAGE 1**

**Subject Code**
1LGHA

**Length of course:**
Semester

**Course Description**
The course focuses on developing an understanding of the functions of laws and the structure of the Australian legal system. Specific topics studied include: The court system, crimes and civil wrongs and the making of legislation and regulations. The emphasis is on civil literacy so that young people can become constructive citizens. The course includes excursions to Parliament House and the courts.

**Assessment**
- Folio 33%
- Presentation 33%
- Issues Study 33%

**LEGAL STUDIES B**

**SACE STAGE 1**

**Subject Code**
1LGB

**Length of course:**
Semester

**Recommended Background**
Satisfactory completion of Stage 1 Legal Studies A

**Course Description**
The course focuses on the law-making process by courts and the dispute resolution process. Students will develop skills in analysing and evaluating the nature of adversarial and jury systems and be able to offer constructive reforms and alternatives. The emphasis is on civil literacy so that young people become constructive citizens. The course includes an excursion to the courts.

**Assessment**
- Folio 33%
- Presentation 33%
- Issues Study 33%

**ACCOUNTING**

**SACE STAGE 2**

**STATUS:**
TAS

**Subject Code**
2ACS1

**Length of course:**
Full year

**Course Description**
The course focuses on the development of skills and understanding of the accounting process from the recording of transactions in general and subsidiary ledgers to the preparation of financial statements and reports. Students will develop skills to interpret and analyse a broad range of financial reports so that informed financial decisions can be made about the use of scarce resources.

**Assessment**
- School Based Assessment 70%
- Report 20%
- Skills and Application Tasks 50%
- External Assessment 30%
- Examination
### Cross Disciplinary Subjects

**JOURNALISM**  
**SACE STAGE 1**  
**Subject Code**: 1JOU  
**Length of course**: Semester  
**Recommended Background**: Satisfactory completion of Year 10 English  
**Course Description**: Students investigate and report on people and events and cover a broad study of the print and TV media, examining ownership, function, language, technique and presentation. Students will develop their ability to undertake effective research, analyse events and determine their newsworthiness, adapt to a “journalistic” style of writing, develop articles from research stage to layout and production and assess their importance and significance.  
**Assessment**: Written Report, Major Investigation  

**PEER SUPPORT**  
**SACE STAGE 1**  
**Contact person**: Ms Jennifer Hunter  
**Subject Code**: 1PDTS  
**Length of course**: Semester  
**Recommended Background**: Students must have completed a registration of interest at the beginning of Term 3 of Year 10.  
**Course Description**: Peer Support Leaders undertake leadership training and facilitate a range of relationship building activities to support the transition of Year 8 students to high school. These activities included: home group visits, splash carnival, lunchtime sport, team building excursion, lunchtime help desk, anti harassment sessions and a celebration activity.  
**Assessment**: Practical & Reflection Journal, Group Activity - Planning & Feedback Collection, Folio & Virtual Tour  

**PHILOSOPHY**  
**YEAR 10**  
**Subject Code**: 0PHLS  
**Length of course**: Semester  
**Contact person**: Ms Maxwell Clark  
**Recommended Background**: This is an accelerated Year 10 course. Students need to have the ability to cope with a SACE Stage 1 subject at Year 10 as well as a real interest in how we think and make decisions. Very good results in Year 9 English, Society and Environment and Science are required.  
**Course Description**: Students learn to think more effectively, to consider and debate issues, to consider aspects of their own lives and to explore the basis for knowledge and belief. Students will have the opportunity to identify philosophical issues and methods, inquire into philosophical issues, and engage in philosophical argument. By examining the philosophical positions of other people, students can develop and communicate their own philosophical positions. Students will learn how to think their way through problems, develop clarity of thought, and present ideas, evidence, and reasons in an orderly way. They can also apply these skills to studies in other subjects.  
**Assessment**: Argument Analysis, Debate or Oral Presentation, Argumentative essay, Ethical Issues Study
### Research Project and Workplace Practices

**Research Project and Workplace Practices**

#### RESEARCH PROJECT SACE STAGE 2

**STATUS:** TAS  
**Subject Code:** 2RMP1  
**Length of course:** Semester

The Research Project is a compulsory subject of the SACE and students must complete the 10-credit subject with a C grade or better.

Students have the choice of two options for the Research Project, Research Project A (cannot be used in the calculation of an ATAR) or Research Project B (can be used in the calculation of an ATAR). These options vary only in how the students present the external assessment.

#### RESEARCH PROJECT A SACE STAGE 2

**STATUS:** TAS  
**Subject Code:** 2RMP1  
**Length of course:** Semester

This Research Project option does not contribute to the Australian Tertiary Admission Rank (ATAR).

**Content**

Students will choose a topic of interest. They will learn and apply research processes, knowledge and skills specific to their research topic. Students will record their research and evaluate what they have learnt.

**Assessment**

- **School Based Assessment** 70%
  - Folio (preliminary Ideas and research proposal, research development and discussion) 50%
  - Research Outcome 20%
- **External Assessment** 30%
  - Evaluation (including written summary) 30%
  - Written summary of research project, processes used, and outcome.
  - Presentation of the evaluation can be in written, visual, and/or oral forms.

#### RESEARCH PROJECT B SACE STAGE 2

**STATUS:** TAS  
**Subject Code:** 2RMP1  
**Length of course:** Semester

This Research Project option does contribute to the Australian Tertiary Admission Rank (ATAR).

**Content**

Students will choose a topic of interest. They will learn and apply research processes, knowledge and skills specific to their research topic. Students will record their research and evaluate what they have learnt.

**Assessment**

- **School Based Assessment** 70%
  - Folio (preliminary Ideas and research proposal, research development and discussion) 50%
  - Research Outcome 20%
- **External Assessment** 30%
  - Evaluation (including written summary)
  - Written summary of research project, processes used, and outcome.
  - Written summary of research project, processes used, and outcome.
  - Presentation of the evaluation is in written form.

#### Workplace Practices SACE STAGE 2

**STATUS:** TAS  
**Subject Code:** 2WPC1  
**Length of course:** Full Year

This course suits Individual pathways and Australian School Based Apprenticeships and links with part time employment. Students develop knowledge and understanding of the nature, type and structure of the workplace including local, national, and global workplaces.

Students must undertake three or more topics from the following Industry and Work Knowledge list, as well as Vocational Learning and/or VET.

- **Topic 1:** Work in Australian Society
- **Topic 2:** The Changing Nature of Work
- **Topic 3:** Industrial Relations
- **Topic 4:** Finding Employment
- **Topic 5:** A Negotiated Topic

Students must also include any formal learning in a work related context and/or VET.

**Assessment**

- **School Based Assessment** 70%
  - Folio 25%
  - Performance 25%
  - Reflection 20%
- **External Assessment** 30%
  - Investigation 30%

50 hours of work placement is essential. It could be work experience, paid work, simulated training, voluntary work or structured work placement.
East Adelaide School’s Cluster VET Programs

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<th>Program</th>
<th>Location</th>
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<td>Saint Ignatius’ College</td>
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<td>A-2</td>
<td>Automotive</td>
<td>The Heights School</td>
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<td>A-3</td>
<td>Advertising and Graphic Design</td>
<td>Glenunga International High School</td>
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<td>A-4</td>
<td>Animal Studies</td>
<td>Rostrevor College</td>
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<td>B-1</td>
<td>Business Services APAC (Stage 1)</td>
<td>Mary MacKillop College</td>
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<td>B-2</td>
<td>Building Links</td>
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<td>Business Virtual Enterprise OfficeMax</td>
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<td>C-3</td>
<td>Community Pharmacy</td>
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<td>C-4</td>
<td>Civil and Environmental Engineering</td>
<td>Prince Alfred College</td>
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<td>E-3</td>
<td>Electrotechnology (Electrical)</td>
<td>PEER VEET, Port Road Royal Park</td>
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<tr>
<td>F-1</td>
<td>Fashion Design</td>
<td>Marryatville High School</td>
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<td>F-2</td>
<td>Fibre, Fashion and Fantasy</td>
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<td>H-3</td>
<td>Introduction to Hair and Beauty</td>
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<td>Community Recreation</td>
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<td>Health Support Services</td>
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<td>M-1</td>
<td>Multimedia</td>
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<tr>
<td>P-2</td>
<td>Photography</td>
<td>Marden Senior College</td>
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<tr>
<td>R-1</td>
<td>Robotics and Mechatronics</td>
<td>Prince Alfred College</td>
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<tr>
<td>V-1</td>
<td>Vocational Geoscience</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td>V-2</td>
<td>Engineering and Fabrication</td>
<td>Prince Alfred College</td>
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<td>V-4</td>
<td>The company of Muses – Live Production</td>
<td>Christian Brothers College</td>
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<tr>
<td>V-5</td>
<td>CISCO – Certification</td>
<td>Marryatville High School</td>
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**AQUACULTURE - ORNAMENTAL FISH AND AQUARIUM MANAGEMENT**

Qualification: Competencies from Certificate I and II in Seafood Industry

**Program Description**

An introduction to skills needed for the Seafood Industry with a focus on Aquarium Management and the care and breeding of ornamental fish for the pet shop market. The course will involve workplace environment learning in the Aquaculture industry and maintenance of an individual aquarium along with classroom activities. Industry specific structured work placement (5 days) will be required for assessment of some competencies.

**Program Information**

**Duration:** Semester 1 or 2 or Full Year  
**Time:** Thursdays, 1.30-4.30pm  
**Location:** Saint Ignatius’ College, 2 Manresa Court, Athelstone

**AUTOMOTIVE - RETAIL SERVICE AND REPAIR**

Qualification: Certificate I in Automotive

**Program Description**

A nationally recognised entry level program into the Automotive Industry. All competencies are generic to a number of Automotive trades. The program is 50% theory based and 50% practical skill development exercises. Completion of the course provides students with immediate knowledge and skills, industry exposure, employer networking through structured work placement program, exposure to working on cars, diesel and petrol engines throughout the training program, provides a pathway to further studies.

**Program Information**

**Duration:** 3 Terms  
**Time:** Thursdays, 8.30am-4.30pm  
**Location:** The Heights School, Automotive Skills Centre, Brunel Drive, Modbury Heights
ADVERTISING AND GRAPHIC DESIGN
Qualification: Partial Certificate IV in Advertising/Graphic Design
Program Description
Semester 1: Covers the skills and knowledge required to research and apply techniques to graphic design. This is a specialisation unit that refers to a specific design form.
Semester 2: The 2 units in this semester are core units from Certificate IV in Advertising/Graphic Design and underpin many other specialisation units. They cover the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space and interpretation and response to a design brief.
Program Information
Duration: Full Year
Time: Thursdays, 2.00-5.15pm
Location: Glenunga International High School, L’Estrange Street, Glenunga.

ANIMAL CARE
Qualification: Certificate 1
Program Description
Covers the skills and knowledge required to work with animals in a variety of settings, from veterinary courses to careers in zoos and wildlife parks. Completion of the Semester long course will provide students with valuable experience and information to make career decisions. The course will run at both Rostrevor College and TAFE SA.
Program Information
Duration: Semester 1
Time: Thursdays, 1-4pm
Location: Rostrevor College and Gilles Plains TAFE SA

BUSINESS SERVICES: ADELAIDE PERFORMING ARTS CENTRE (STAGE 1)
Qualification: Partial or Full Certificate II in Business Services
Program Description
The Virtual Enterprise practice firm, APAC, is a simulated business that is set up and run by trainees with the support of facilitators and the Adelaide Festival Centre. The Adelaide Performing Arts Centre (APAC) conducts business with other Virtual Enterprises in a simulated environment on a local, national and international basis. It provides a training environment that enhances the development of business skills, technical skills and interpersonal skills. Provides pathways into administration, sales, marketing and advertising and management.
Program Information
Duration: Semester 1 or 2 or Full Year
Time: Thursdays, 1.30-4.30pm
Location: Mary MacKillop College, 10 High Street, Kensington.

BUILDING LINKS
Qualification: Certificate I in General Construction
Program Description
This program will work in conjunction with the Housing Industry Association (HIA) and Housing SA and it will provide pathways to vocations within the building and construction industry such as carpentry, concreting, tiling, painting and decorating, joinery, plastering, bricklaying and demolition. This course combines on-the-job training, practical work sessions and theory.
Program Information
Duration: Full Year
Time: Thursdays, 8.30am-3.00pm
Location: on-site (tba)

BUSINESS - VIRTUAL ENTERPRISE OFFICEMAX
Qualification: Certificate II in Business
Program Description
This program has been designed to prepare students with the skills and knowledge to build a career in the office environment. Skills are developed within a virtual enterprise environment and supported by our business partner OfficeMax. This provides pathways into administration and management and includes studies in the areas of technology, information handling, communication, organisation, team skills, financial source documents and enterprise.
Program Information
Duration: Full Year
Time: Thursdays, 8.45am-3.45pm
Location: Marden Senior College, 1-37 Marden Road, Marden.

COMMUNITY PHARMACY
Qualification: Partial Certificate II in Community Pharmacy
Program Description
The program provides students with an understanding of the Community Pharmacy industry and the career pathways available as well as increased opportunity to gain employment in the industry as Pharmacy Assistants. The Pharmacy Guild will source a required work placement of a minimum 30 hours for students.
Program Information
Duration: Semester 1 or Semester 2
Time: Thursdays, 9.00am-3.00pm
Location: St Mary’s College, 253 Franklin Street, Adelaide.
CIVIL AND ENVIRONMENTAL ENGINEERING
Qualification: Competencies from the Diploma of Civil Engineering
Program Description
Working in conjunction with TAFE SA, students participating in this program will develop a range of skills in relation to drawing, CAD, computer use, civil construction and understanding environmental issues. Students will be involved in 2 days per term of industry placement.
Program Information
Duration: Full Year
Time: Thursdays, 9.00am-3.30pm
Location: Prince Alfred College,
23 Dequetteville Terrace, Kent Town.

ELECTROTECHNOLOGY
Qualification: Certificate I in Electrotechnology
Program Description
This program covers the spectrum of trades ranging from high-end electronics (TV and multi-media units) to refrigeration, air conditioning and electrical. Students will undertake competency-based training both on and off-the-job in OHS, drawing, electrical systems, materials, accessories, workshop practices and maths for electrotechnology trades. Students will undertake 4 weeks of self organised Work Place Learning during the year.
Program Information
Duration: Full Year
Time: Thursdays, 8.00am-4.00pm
Location: PEER VEET, 1024 Port Rd, Royal Park.

FASHION DESIGN
Qualification: Partial Cert II in Applied Fashion Design and Technology
Program Description
The program is for those interested in design with a specific interest on fashion. Content includes the process of fashion design principles, interpreting and drawing basic trade sketches used by pattern makers and exploration of fabrics used in the clothing industry. Current fashion trends are identified and discussed.
Program Information
Duration: Semester 1
Time: Thursdays, 1.30pm-4.30pm
Location: Marryatville High School,
170 Kensington Road, Marryatville.

FIBRE, FASHION AND FANTASY
Qualification: Certificate II in Visual Art and Contemporary Craft
Program Description
This program is for those interested in a very creative approach to fashion, art and textiles. Areas covered may include - dyeing, drawing through to stitch, printing on fabric, photo imaging, embellishment, beading, stitching, both hand and machine, fashion drawing, garment construction, colour theory and many other textile techniques.
Program Information
Duration: Full Year
Time: Thursdays, 8.45am-3.45pm
Location: Marden Senior College,
1-37 Marden Road, Marden.

INTRODUCTION TO HAIR AND BEAUTY
Qualification: Competencies from Certificate II in Hairdressing
Program Description
The program gives a taste of the Hairdressing and Beauty industries. Students will gain a range of salon skills that will assist in work placement. There are group and individual activities that develop skills in personal presentation, hygiene, salon practical skills, communication, dealing with clients and styling hair. A work experience placement is required.
Program Information
Duration: Programs commence each term
Time: Thursdays, 10.00am-4.00pm
Location: TAFE SA Adelaide City Campus,
Centre for Hair and Beauty, Level 1, North Wing, 120 Currie St, Adelaide.

COMMUNITY RECREATION
Qualification: Competencies from Certificate II in Sport and Recreation
Program Description
This course provides an introduction to programs derived from Fitness and Recreation and includes competencies from the Community Recreation Industry Training package, Business Services. This course introduces students to aspects within the health and fitness industry such as: exercise science, developing fitness programs, communication skills, nutrition and healthy lifestyles. This course is for students interested in the Fitness Industry i.e. working as a gym or group instructor or a personal trainer. The practical sessions allow students to contextualise their learning though relevant experiences.
Program Information
Duration: Semester 1
Time: Thursdays, 11.30am-2.00pm
Location: Norwood Morialta High School,
Senior Campus: 202 The Parade, Magill.
HEALTH SUPPORT SERVICES
Qualification: Partial Certificate II in Health Support Services (Client/Patient Support Services)
Program Description:
This Program introduces students to all aspects of patient care and support by developing knowledge and skills to undertake a range of tasks to support the provision of patient and client care. Topics covered include infection control, handling medical gases, basic first aid, food handling and transporting patients. Learning will take place in the classroom, at the North Eastern Hospital and local Aged Care facilities.
Program Information
Duration: Full Year
Time: Thursdays, 9.00am-3.30pm
Location: Charles Campbell Secondary School, 3 Campbell Road, Paradise.

MULTIMEDIA
Qualification: Certificate II in Multimedia
Program Description
Students will gain skills, knowledge and attitudes to be able to fill the role of people in the Multimedia industry as assistants who perform basic duties such as captioning and image manipulation, assist in updating web pages, animation, production and project work.
Program Information
Duration: Full Year
Time: Thursdays, 8.45am-3.45pm
Location: Marden Senior College, 1-37 Marden Road, Marden.

PHOTOGRAPHY
Qualification: Certificate II in Visual Art and Contemporary Craft
Program Description
This course in black and white photography aims to provide skills and knowledge in the use of a single lens reflex camera, film processing and printing techniques including the introduction of some advanced printing processes and creative approaches. Students will develop a personal photographic style.
Program Information
Duration: Full Year
Time: Thursdays, 8.45am-3.45pm
Location: Marden Senior College, 1-37 Marden Road, Marden.

ROBOTICS AND MECHATRONICS
Qualification: Competencies from Microprocessor Programming, Transducers and Electronic Hand Soldering
Program Description
Robotics and Mechatronics is the technology of building machines (robots) with computer intelligence and human-like physical capabilities. The program will provide students with an understanding of how electronics is developing the Robotics and Mechatronics industry and why it is an important part of industry areas. In this program students will learn how to program Microcontrollers that are the basis of robotic electronic control systems, assemble electronic and robotic kits and select and use electronic components that interface with the electronic and human world (e.g. transducers and sensors).
Program Information
Duration: Semester 1
Time: Thursdays, 1.30-4.30pm
Location: TAFE SA, Tea Tree Gully 100 Smart Rd, Modbury.

VOCATIONAL GEOSCIENCE
Qualification: Partial Certificate III in Geoscience Field Practices
Program Description
As part of the Certificate III in Mining Exploration, through a shared delivery agreement with the O’Halloran Hill Campus of TAFE SA, successful completion of these units provides a pathway to further study at O’Halloran Hill. The programs are widely recognised by the mining and energy industries and have an excellent record of leading to employment of graduates as field assistants and para-professional support staff in a range of areas.
Program Information
Duration: Semester 1
Time: Thursdays, 8.45am-3.45pm
Location: Marden Senior College, 1-37 Marden Road, Marden.

ENGINEERING - FABRICATION
Qualification: Certificate I in Engineering
Program Description
Successful completion of the program provides a direct pathway to further study either for the Certificate or the Diploma of Engineering. The programs are widely recognised by the mining and energy industries and have an excellent record of leading to employment of graduates as Engineers and para-professional support staff.
Program Information
Duration: Full Year
Time: Thursdays, 12.30pm - 4.30pm
Location: Prince Alfred College, 23 Dequetteville Terrace, Kent Town.
THE COMPANY OF MUSES - LIVE PRODUCTION, THEATRE AND EVENTS

Qualification: Certificate II in Live Production, Theatre and Events

Program Description
Students work with an established theatre company producing both newly created works and existing plays. This programme offers an opportunity to obtain Certificate II in staging and performance whilst working with experienced theatre practitioners and industry professionals in the creation of live theatre. The company produces shows during the Adelaide Fringe Festival.

Program Information
Duration: Semester 1 or Semester 2
Time: Thursdays, 4.00pm - 7.00pm
Location: Christian Brothers College Drama Suite.

CISCO - CCNA

Qualification: CISCO Academy Certification

Program Description
The program is based on Cisco Curriculum from the first half of the Cisco Certified Network Associate Curriculum and will cover Networking Essentials and Routing Protocols and Concepts. The Cisco Assessment is covered by Module Tests, practical tests and labs and final exams in each of the 2 units which provides the first Cisco Certification. The program includes an Industry study and a project that meets the requirements of Design Technology at Stage 2 level.

Program Information
Duration: Full Year
Time: Thursdays, 1.30-5.30pm
Location: Marryatville High School, 170 Kensington Road, Marryatville.