Contents

Principal’s Introduction ........................................................................................................................................... 2
General Information ..............................................................................................................................................3
Special Interest Music ............................................................................................................................................4
Special Interest Tennis ............................................................................................................................................5
International Programs ..........................................................................................................................................6
Co-Curricular Program ...........................................................................................................................................7
Year 8 Curriculum ..................................................................................................................................................8
Year 9 Curriculum ..................................................................................................................................................9
Year 10 Curriculum ................................................................................................................................................10
Subjects Offered in Years 8 - 10 ...........................................................................................................................11
The SACE ...........................................................................................................................................................12
Flexible Learning Options ....................................................................................................................................15
Post School Pathways ............................................................................................................................................17
Subjects offered at Stage 1 ....................................................................................................................................20
Subjects offered at Stage 2 ....................................................................................................................................21
Art and Design ....................................................................................................................................................22
Drama .................................................................................................................................................................25
Music .................................................................................................................................................................28
Design and Technology .......................................................................................................................................33
Technology Studies .............................................................................................................................................35
English ...............................................................................................................................................................38
English as a Second Language .............................................................................................................................42
Intensive Secondary English Courses (ISEC) ......................................................................................................44
Home Economics .................................................................................................................................................45
Physical Education ..............................................................................................................................................49
Tennis .................................................................................................................................................................52
Languages ...........................................................................................................................................................54
Mathematics ..........................................................................................................................................................59
Science ...............................................................................................................................................................62
Humanities ...........................................................................................................................................................66
Business Education .............................................................................................................................................70
Cross Disciplinary Subjects ................................................................................................................................72
Research Project and Workplace Practices ........................................................................................................73
East Adelaide Schools’ Cluster VET Programs ....................................................................................................74
Principal’s Introduction

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. The wide range of specialist programs including a Music Program, an International Program, a Special Interest Tennis Program and an extensive Co-curricular Program makes Marryatville High School a dynamic educational environment which helps to develop well-rounded and engaged students. Marryatville High School is accredited by the Council of International Schools.

Our major challenge as a school community is to anticipate and meet the needs of future learners. We have a vision for a future Marryatville High School, developed with key stakeholders, included in our Guiding Principles, to provide excellence in student-centred 21st Century Learning in a global context. 21st Century learners at Marryatville High School value personalised, student-centred learning, want to learn cooperatively and expect digitally rich pedagogy. They want to represent their understandings in a variety of ways with 24/7 access to resources and support materials, expect trust and respect in a safe, secure learning environment that will enable them to become global citizens.

Our Guiding Principles, embraced by our community, provide the framework for us to meet the needs of future learners. The Marryatville High School community is proud of its special programs, academic excellence, achievements, International outlook, extracurricular activities and the natural environment in which the school stands. We are committed to achievement, inclusivity, diversity, well-being and collaboration. Our purpose is to:

- research and apply strategies that create a positive, challenging and engaging learning culture.
- provide the means by which our students can develop the pathway to achieve their goals.
- pursue and create opportunities for students to become actively aware of cultural and international influences in their lives.
- develop and apply holistic strategies to support student wellbeing.
- foster productive partnerships of the school with parents, students and the community.

In preparing 21st Century learners for their place in the global community we will ensure that they:

- have the motivation to learn, think creatively, critically and independently.
- achieve their personal best
- are actively involved in making informed decisions about their own learning and future pathways.
- have the capacity to form positive and respectful working relationships.
- avail themselves of the resources that assist in the development of the confidence and capabilities for entry into the broader community.
- have an understanding and appreciation of diverse cultures throughout the world.
- are supported in their learning through partnerships with parents and the community – both local and global.

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. The Old Scholars, Parents & Friends Committee, the Eden Park Gardening Group, the Sports Council and Friends of Music work enthusiastically to support our school.

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 (Music 2 or Music 1)
The Senior Music Program offers students a broad and comprehensive musical education. Four 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, Bays’ 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.
Special Interest Tennis

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

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 - 2011)

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 16 years
Open Girls - state winners 15 years
Junior Boys - state winners 9 years
Junior Girls - state winners 12 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”

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.
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.
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
- String Orchestra
- Senior Band
- Jazz Ensemble Junior
- Jazz Ensemble Senior
- Senior Recorder Ensemble
- Boys Choir
- Girls Vocal
- Studio Orchestra
- Orchestra and Band Tours
- French Cultural Tour
- Future Problem Solving

**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 learning areas of the Australian Curriculum and 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>History</td>
<td>History</td>
<td>Technology Studies (Semester)</td>
</tr>
<tr>
<td>History</td>
<td>Health and Home Economics (Semester)</td>
<td>Health and Home Economics (Semester)</td>
<td>History</td>
</tr>
<tr>
<td>Technology Studies (Term)</td>
<td>Technology Studies (Term)</td>
<td>Physical Education (Semester)</td>
<td>Art (Semester)</td>
</tr>
<tr>
<td>Physical Education (Term)</td>
<td>Physical Education (Term)</td>
<td></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></td>
<td></td>
<td></td>
</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>
</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>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>
<tr>
<td>Students choose the equivalent of a further three semester subjects from:</td>
<td></td>
<td>Students choose the equivalent of a further three semester subjects from:</td>
<td>Students choose the equivalent of a further three semester subjects from:</td>
</tr>
<tr>
<td>Society and Environment (additional semester), Art, Drama, Physical Education, Home Economics, Technology Studies, Chinese, French or Japanese.</td>
<td>Students choose the equivalent of a further three semester subjects from:</td>
<td>Students choose the equivalent of a further three semester subjects from:</td>
<td>Students choose the equivalent of a further three semester subjects from:</td>
</tr>
</tbody>
</table>
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**
Home Economics · Child Studies, Home Economics · Introduction to Commercial Cookery, Home Economics · Food and Hospitality, Home Economics · Textiles, Health, Physical Education A, Physical Education B, Physical Education C.

**Languages**
Chinese, French or Japanese.

**Design and Technology**
Technology Studies·Wood, Technology Studies·Metal, Technology Studies·Electronics, Technology Studies·CAD, Information Technology · Information Processing and Publishing, Information Technology · Databases and Spreadsheets, Information Technology · Programming, Theatre 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

#### Year 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>22</td>
<td>History</td>
<td>66</td>
</tr>
<tr>
<td>Chinese</td>
<td>55</td>
<td>Japanese</td>
<td>57</td>
</tr>
<tr>
<td>Drama</td>
<td>25</td>
<td>Mathematics</td>
<td>59</td>
</tr>
<tr>
<td>English</td>
<td>38</td>
<td>Music 1</td>
<td>28</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>42</td>
<td>Music 2</td>
<td>29</td>
</tr>
<tr>
<td>French - (Accelerated)</td>
<td>56</td>
<td>Physical Education</td>
<td>49</td>
</tr>
<tr>
<td>French - (Continuers)</td>
<td>56</td>
<td>Science</td>
<td>62</td>
</tr>
<tr>
<td>Health and Home Economics</td>
<td>45</td>
<td>Technology Studies</td>
<td>35</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>45</td>
<td>Tennis</td>
<td>53</td>
</tr>
</tbody>
</table>

#### Year 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art A</td>
<td>22</td>
<td>Japanese</td>
<td>57</td>
</tr>
<tr>
<td>Art B</td>
<td>23</td>
<td>Mathematics</td>
<td>59</td>
</tr>
<tr>
<td>Chinese</td>
<td>55</td>
<td>Music 1</td>
<td>29</td>
</tr>
<tr>
<td>Drama</td>
<td>25</td>
<td>Music 2</td>
<td>29</td>
</tr>
<tr>
<td>English</td>
<td>38</td>
<td>Physical Education</td>
<td>50</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>42</td>
<td>Science</td>
<td>62</td>
</tr>
<tr>
<td>French - (Accelerated)</td>
<td>56</td>
<td>Society and Environment</td>
<td>66</td>
</tr>
<tr>
<td>French - (Continuers)</td>
<td>56</td>
<td>Technology Studies A</td>
<td>35</td>
</tr>
<tr>
<td>Health and Home Economics</td>
<td>46</td>
<td>Technology Studies B</td>
<td>35</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>50</td>
<td>Tennis</td>
<td>53</td>
</tr>
<tr>
<td>Home Economics</td>
<td>46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Year 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 2D</td>
<td>23</td>
<td>Japanese</td>
<td>58</td>
</tr>
<tr>
<td>Art 3D</td>
<td>23</td>
<td>Mathematics</td>
<td>59</td>
</tr>
<tr>
<td>Child Studies</td>
<td>46</td>
<td>Modified Mathematics</td>
<td>60</td>
</tr>
<tr>
<td>Chinese</td>
<td>55</td>
<td>Music 1</td>
<td>29</td>
</tr>
<tr>
<td>Design A</td>
<td>23</td>
<td>Music 2</td>
<td>30</td>
</tr>
<tr>
<td>Design B</td>
<td>23</td>
<td>Philosophy</td>
<td>72</td>
</tr>
<tr>
<td>Drama A</td>
<td>26</td>
<td>Physical Education A</td>
<td>50</td>
</tr>
<tr>
<td>Drama B</td>
<td>26</td>
<td>Physical Education B</td>
<td>50</td>
</tr>
<tr>
<td>English</td>
<td>39</td>
<td>Physical Education C (girls only)</td>
<td>51</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>43</td>
<td>Science A</td>
<td>63</td>
</tr>
<tr>
<td>French - (Continuers)</td>
<td>57</td>
<td>Science B</td>
<td>63</td>
</tr>
<tr>
<td>Geography</td>
<td>67</td>
<td>Society and Environment A</td>
<td>67</td>
</tr>
<tr>
<td>Health</td>
<td>46</td>
<td>Society and Environment B</td>
<td>67</td>
</tr>
<tr>
<td>History</td>
<td>67</td>
<td>Technology Studies - CAD</td>
<td>36</td>
</tr>
<tr>
<td>Home Economics - Food and Hospitality</td>
<td>47</td>
<td>Technology Studies - Electronics</td>
<td>36</td>
</tr>
<tr>
<td>Home Economics - Introduction to Commercial Cookery</td>
<td>47</td>
<td>Technology Studies - Metal</td>
<td>36</td>
</tr>
<tr>
<td>Home Economics - Textiles</td>
<td>47</td>
<td>Technology Studies - Wood</td>
<td>36</td>
</tr>
<tr>
<td>Information Processing and Publishing</td>
<td>33</td>
<td>Tennis</td>
<td>53</td>
</tr>
<tr>
<td>Information Technology - Programming</td>
<td>33</td>
<td>Theatre Technology</td>
<td>26</td>
</tr>
</tbody>
</table>
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.

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, 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></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
</tr>
<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>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11 or 12 - Stage 1 or Stage 2 subjects</td>
<td></td>
</tr>
<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>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
</tr>
<tr>
<td>Stage 2 subjects and courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>60 or more</td>
</tr>
<tr>
<td>TOTAL</td>
<td>200</td>
</tr>
</tbody>
</table>

- 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</td>
<td>10</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>
<tr>
<td></td>
<td></td>
<td>210</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></td>
</tr>
<tr>
<td></td>
<td></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
- SACE 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 2013 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.
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 websites 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)**

Students studying for the SACE and applying for entry into university 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).

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

**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 2012, 2013 and 2014 booklet.

**Examples for University Entry in 2014.**

**University Entry - Engineering**

<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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>English A and English Pre Studies</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Mathematics B and Mathematics C</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Chemistry A and Chemistry B</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Physics A and Physics B</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Food and Hospitality A</td>
</tr>
<tr>
<td>Stage 1</td>
<td>Biology</td>
</tr>
<tr>
<td>Stage 2</td>
<td>Research Project B</td>
</tr>
</tbody>
</table>

Total: 120 credits
### Year 12

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Communications</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mathematical Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

### University Entry – Arts

#### Year 10

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

#### Year 11

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English A and English Pre Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Mathematical Applications A</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Mathematical Applications B</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>History A and History B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Art A and Art B</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Research Project A</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

#### Year 12

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Modern History</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>English Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>80</strong></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>STAGE 1 Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>70</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>68</td>
</tr>
<tr>
<td>Biology A</td>
<td>63</td>
</tr>
<tr>
<td>Biology B</td>
<td>63</td>
</tr>
<tr>
<td>Chemistry</td>
<td>63</td>
</tr>
<tr>
<td>Child Studies</td>
<td>48</td>
</tr>
<tr>
<td>Chinese - (Background Speakers)</td>
<td>55</td>
</tr>
<tr>
<td>Chinese - (Continuers)</td>
<td>55</td>
</tr>
<tr>
<td>Drama A</td>
<td>27</td>
</tr>
<tr>
<td>Drama B</td>
<td>27</td>
</tr>
<tr>
<td>Economics</td>
<td>70</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>43</td>
</tr>
<tr>
<td>English A</td>
<td>39</td>
</tr>
<tr>
<td>English C - Pre English Studies</td>
<td>40</td>
</tr>
<tr>
<td>English D - Pre English Communications</td>
<td>40</td>
</tr>
<tr>
<td>English Pathways Semester 1</td>
<td>39</td>
</tr>
<tr>
<td>English Pathways Semester 2</td>
<td>40</td>
</tr>
<tr>
<td>French - (Continuers)</td>
<td>57</td>
</tr>
<tr>
<td>Geography</td>
<td>68</td>
</tr>
<tr>
<td>Home Economics - Food and Hospitality</td>
<td>47</td>
</tr>
<tr>
<td>Home Economics - Food and Nutrition</td>
<td>48</td>
</tr>
<tr>
<td>Information Processing and Publishing</td>
<td>34</td>
</tr>
<tr>
<td>Japanese - (Continuers)</td>
<td>58</td>
</tr>
<tr>
<td>Journalism</td>
<td>72</td>
</tr>
<tr>
<td>Legal Studies A</td>
<td>71</td>
</tr>
<tr>
<td>Legal Studies B</td>
<td>71</td>
</tr>
<tr>
<td>Mathematical Applications A</td>
<td>60</td>
</tr>
<tr>
<td>Mathematical Applications B</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAGE 1 Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics A</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics C</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics D</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics Numeracy Pathways</td>
<td>60</td>
</tr>
<tr>
<td>Modern History A</td>
<td>68</td>
</tr>
<tr>
<td>Modern History B</td>
<td>68</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>30</td>
</tr>
<tr>
<td>Music Studies</td>
<td>30</td>
</tr>
<tr>
<td>Musicianship</td>
<td>30</td>
</tr>
<tr>
<td>Peer Support</td>
<td>72</td>
</tr>
<tr>
<td>Physical Education A</td>
<td>51</td>
</tr>
<tr>
<td>Physical Education B</td>
<td>51</td>
</tr>
<tr>
<td>Physics</td>
<td>64</td>
</tr>
<tr>
<td>Psychology</td>
<td>64</td>
</tr>
<tr>
<td>Studio Recording</td>
<td>30</td>
</tr>
<tr>
<td>Technology Studies - Computer Aided Design</td>
<td>37</td>
</tr>
<tr>
<td>Technology Studies - Electronics</td>
<td>37</td>
</tr>
<tr>
<td>Technology Studies - Furniture</td>
<td>36</td>
</tr>
<tr>
<td>Technology Studies - Metal</td>
<td>37</td>
</tr>
<tr>
<td>Tennis</td>
<td>53</td>
</tr>
<tr>
<td>Theatre Technology</td>
<td>26</td>
</tr>
<tr>
<td>Tourism</td>
<td>68</td>
</tr>
<tr>
<td>Visual Arts - Art A</td>
<td>23</td>
</tr>
<tr>
<td>Visual Arts - Art B</td>
<td>24</td>
</tr>
<tr>
<td>Visual Arts - Design A</td>
<td>24</td>
</tr>
<tr>
<td>Visual Arts - Design B</td>
<td>24</td>
</tr>
</tbody>
</table>
### Stage 2 subjects

<table>
<thead>
<tr>
<th>Stage 2 Subject</th>
<th>Page</th>
<th>Stage 2 Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>71</td>
<td>Mathematical Methods</td>
<td>61</td>
</tr>
<tr>
<td>Biology</td>
<td>64</td>
<td>Mathematical Studies</td>
<td>61</td>
</tr>
<tr>
<td>Chemistry</td>
<td>64</td>
<td>Modern History</td>
<td>69</td>
</tr>
<tr>
<td>Child Studies</td>
<td>48</td>
<td>Music in Context</td>
<td>31</td>
</tr>
<tr>
<td>Chinese - (Background Speakers)</td>
<td>56</td>
<td>Music Individual Study</td>
<td>32</td>
</tr>
<tr>
<td>Chinese - (Continuers)</td>
<td>55</td>
<td>Music Technology</td>
<td>32</td>
</tr>
<tr>
<td>Composing and Arranging</td>
<td>32</td>
<td>Musicianship</td>
<td>31</td>
</tr>
<tr>
<td>Desktop and Electronic Publishing</td>
<td>34</td>
<td>Nutrition</td>
<td>65</td>
</tr>
<tr>
<td>Drama</td>
<td>27</td>
<td>Performance Special Study</td>
<td>31</td>
</tr>
<tr>
<td>Economics</td>
<td>71</td>
<td>Physical Education</td>
<td>51</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>43</td>
<td>Physics</td>
<td>65</td>
</tr>
<tr>
<td>English as a Second Language Studies</td>
<td>43</td>
<td>Psychology</td>
<td>65</td>
</tr>
<tr>
<td>English Communications</td>
<td>41</td>
<td>Research Project A</td>
<td>73</td>
</tr>
<tr>
<td>English Studies</td>
<td>41</td>
<td>Research Project B</td>
<td>73</td>
</tr>
<tr>
<td>Ensemble Performance</td>
<td>32</td>
<td>Society and Culture</td>
<td>69</td>
</tr>
<tr>
<td>Food and Hospitality</td>
<td>48</td>
<td>Solo Performance</td>
<td>31</td>
</tr>
<tr>
<td>French - (Continuers)</td>
<td>57</td>
<td>Specialist Mathematics</td>
<td>61</td>
</tr>
<tr>
<td>Japanese - (Continuers)</td>
<td>58</td>
<td>Tourism</td>
<td>69</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>71</td>
<td>Visual Arts - Art</td>
<td>24</td>
</tr>
<tr>
<td>Material Products - Furniture</td>
<td>37</td>
<td>Visual Arts - Design</td>
<td>24</td>
</tr>
<tr>
<td>Mathematical Applications</td>
<td>61</td>
<td>Workplace Practices</td>
<td>73</td>
</tr>
</tbody>
</table>

Back to contents
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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art A</td>
<td>Art 2D</td>
<td>Art A</td>
<td>Visual Arts - Art</td>
</tr>
<tr>
<td>Art B</td>
<td>Art 3D</td>
<td>Art B</td>
<td>Art A</td>
<td>Visual Arts - Design</td>
</tr>
<tr>
<td></td>
<td>Design A</td>
<td>Design A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design B</td>
<td>Design B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This arrow means that the lower-level subject is a recommended background for the higher-level subject.

If no study at a prior level has occurred, an interview with the Visual Coordinator is required.

**ART**

**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 “The Art of Ancient Cultures”.

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

**ART A**

**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 and Design

**Art and Design**

**ART B**

**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 Artist’s Role in Society”

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

**ART 2D**

**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, through “Understanding Art - Methods and Materials”.

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

**ART 3D**

**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, through “Understanding Art - Public Sculpture”.

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

**Design A**

**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**

**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%

**Visual Arts - ART A**

**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 and Design

VISUAL ARTS - 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%

VISUAL ARTS - 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%

VISUAL ARTS - 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 Practitioner’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 Practitioner’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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama A</td>
<td>Drama A</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drama B</td>
<td>Drama B</td>
<td></td>
</tr>
</tbody>
</table>

### 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 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 project 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
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
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 1
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.)
• Produce an Individual Performance or Presentation of an area of specialization. Students can choose from acting, design (set, costume, make-up, 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

SPECIAL MUSIC (Music 2) expectations
Special music students:
- are committed to the intensive study of music within the context of a balanced musical education.
- are committed to the Special Interest Music program from years 8 to 12.
- participate in the SIMC’s co-curricular ensembles (lunchtime and/or after school), attend rehearsals and performances outside of school hours. (If a conflict with outside interests arises, the preference must be given to the SIMC.)

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music 2</td>
<td>Music 2</td>
<td>Music 2</td>
<td>Musicianship</td>
<td>Musicianship</td>
</tr>
<tr>
<td>Music 1</td>
<td>Music 1</td>
<td>Music 1 A</td>
<td>Music Studies</td>
<td>Composing and Arranging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music 1 B</td>
<td>Music Appreciation</td>
<td>Performance Special Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Studio Recording</td>
<td>Solo Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No prerequisite</td>
<td>Ensemble Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Individual Study</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No prerequisite</td>
</tr>
</tbody>
</table>

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 co-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. Students undertake instrumental tuition on at least one instrument. Participation in Junior Choir and one co-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.

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 co-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 Year 9

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 at least 3 co-curricular ensembles including a choir and large 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 Year 10

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 co-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**  
**YEAR 10**  
Subject Code: 0MU21  
Length of course: Full year  

**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 designed 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 at least 3 co-curricular ensembles including a choir and large 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 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%

---

**MUSICIANSHIP**  
**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 40%  
Skills Development 30%  
Folio 30%

---

**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 SACE Stage 2
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.
External Assessment 30%
Examination

MUSCINSHIP SACE Stage 2
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 SACE Stage 2
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 First Performance 30%
Second Performance 40%
External Assessment 30%
Final Performance

PERFORMANCE SPECIAL STUDY SACE Stage 2
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 First Performance 20%
Second Performance 30%
Commentary 20%
External Assessment 30%
Final Performance
### MUSIC TECHNOLOGY

**SACE Stage 2**  
**TAS**  
**Length of course:** Full year  
**Recommended Background**  
Students need to have a working knowledge of ITC, sound reinforcement equipment and sound recording software.

**Course Description**  
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.

**Assessment**  
- School Based Assessment  
- Folio of Minor Projects  
- External Assessment  
- Major Project

### COMPOSING AND ARRANGING

**SACE Stage 2**  
**TAS**  
**Length of course:** Full year  
**Recommended Background**  
A working knowledge of ITC, sound reinforcement equipment and sound recording software.

**Course Description**  
Students’ musical imagination and creativity are developed by composing and/or arranging musical works.

**Assessment**  
- School Based Assessment  
- Folio of Minor Works  
- External Assessment  
- Major Work

### MUSIC INDIVIDUAL STUDY

**SACE Stage 2**  
**TAS**  
**Length of course:** Full year  
**Recommended Background**  
Stage 1 Music Studies or Stage 1 Musicianship.

**Course Description**  
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.

**Assessment**  
- School Based Assessment  
  - Folio 30%  
  - Product 40%  
- External Assessment  
  - Report 30%

### ENSEMBLE PERFORMANCE

**SACE Stage 2**  
**TAS**  
**Length of course:** Full year  
**Recommended Background**  
Stage 1 Music Studies or Stage 1 Musicianship.

**Course Description**  
Students develop skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

**Assessment**  
- School Based Assessment  
  - First Performance 30%  
  - Second Performance 40%  
- External Assessment  
  - Final Performance 30%
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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>INFORMATION PROCESSING AND PUBLISHING</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>INFORMATION TECHNOLOGY- PROGRAMMING</td>
<td></td>
</tr>
</tbody>
</table>

**INFORMATION TECHNOLOGY- PROGRAMMING**

**Year 10**

**Subject Code**

OITP

**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**

OITW

**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 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%

DESKTOP 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.
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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology Studies</td>
<td>Technology Studies A</td>
<td>Technology Studies</td>
<td>Technology Studies</td>
<td>Design and Technology</td>
</tr>
<tr>
<td>Technology Studies B</td>
<td>Technology Studies - Wood</td>
<td>Technology Studies - Metal</td>
<td>Technology Studies - Metal</td>
<td></td>
</tr>
<tr>
<td>Technology Studies - CAD</td>
<td>Technology Studies - CAD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Studies - Electronics</td>
<td>Technology Studies - Electronics</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TECHNOLOGY STUDIES**

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 A**

Subject Code: 9TSTA
Length of course: Semester

Recommended Background: Nil

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 of the unit.

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

**TECHNOLOGY STUDIES B**

Subject Code: 9TSTB
Length of course: Semester

Recommended Background: Nil

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

Subject Code: OTSW
Length of course: Semester
Recommended Background: Nil

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

Subject Code: OTSM
Length of course: Semester
Recommended Background: Nil

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

Subject Code: OTSE
Length of course: Semester
Recommended Background: Nil

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

Subject Code: OTSC
Length of course: Semester
Recommended Background: Nil

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

Subject Code: 1TSTW
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 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 designing and building a security alarm.
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
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%
English

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

---

**Year 8**
Subject Code 8EnG1
Length of course: Full year
Course Description
This course focuses on language, literature and literacy. It 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.

---

**Year 10**
Subject Code 10EnG1
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.

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

ENGLISH A
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 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
- Complete the Extended Study: Language requirement. Students focus on an aspect of language in a context beyond the classroom, complete an investigation of language use in that context, and present their findings in written, oral, electronic or multimodal form.
- Prepare for the examination at the end of the course

Assessment
Text Analysis 50%
Text Production 50%

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 then 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
- 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 40%
Text Production 40%
Extended Study - Language 20%
Examination - will contribute to school assessed mark
**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 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** (including oral presentation) 40%
- **Extended Study - Connected Texts** 20%

**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
- produce responses in written, oral, and multimodal forms
- use ICT for a range of purposes

**Assessment**

- **Text Analysis** 50%
- **Text Production** 50%

**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

**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. The course includes both centrally moderated and externally marked components. 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 30%
- Folio: two parts

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
English as a Second Language (E.S.L.)

English as a Second Language give students the opportunity to develop their skills in listening, viewing, reading, speaking and writing, including working out the meaning of information and using graphical elements such as tables and graphs.

The personal, educational, and cultural backgrounds of students are valued in this subject. The impact of linguistic, cultural, and social factors on students’ engagement with society is acknowledged. The aim is to expand students’ linguistic resources, enabling them to participate in society and to continue developing their sense of identity.

English As A Second Language Contact Person:
Ms Sarah Goldfain

Special conditions apply for entry into English as a Second Language.

**ENGLISH AS A SECOND LANGUAGE**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.S.L.</td>
<td>E.S.L.</td>
<td>E.S.L.</td>
<td>E.S.L.</td>
<td>E.S.L.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E.S.L.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Studies</td>
</tr>
</tbody>
</table>

**Assessment**

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

**ENGLISH AS A SECOND LANGUAGE**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>8ESL1</td>
<td>9ESL1</td>
</tr>
<tr>
<td>Full year</td>
<td>Full year</td>
</tr>
</tbody>
</table>

**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.

**ENGLISH AS A SECOND LANGUAGE**

**YEAR 10**

**Subject Code:** 0ESL1

**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 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.

**ENGLISH AS A SECOND LANGUAGE**

**SACE STAGE 1**

**Subject Code:** 1ESL1

**Length of course:** Full year

**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**
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. They read, view and listen to short texts and discuss issues of interest. 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**

<table>
<thead>
<tr>
<th>Text Production</th>
<th>Language Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

**ENGLISH AS A SECOND LANGUAGE**

**SACE STAGE 2**

**STATUS:** TAS

**Subject Code:** 2ESL1

**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**
In Stage 2 English as a Second Language students build on their existing linguistic skills as they develop English language competence in a range of increasingly formal contexts. Students will develop their skills as critical viewers, listeners, speakers, readers and writers. They will develop skills in learning how to learn and be encouraged to reflect on the ways in which cultural meanings are expressed in texts.

**Assessment**

<table>
<thead>
<tr>
<th>School Based Assessment</th>
<th>Communication Study</th>
<th>Text Production</th>
<th>Language Application</th>
<th>External Assessment</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>20%</td>
<td>30%</td>
<td>20%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

**ENGLISH AS A SECOND LANGUAGE STUDIES**

**SACE STAGE 2**

**STATUS:** TAS

**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**

<table>
<thead>
<tr>
<th>School Based Assessment</th>
<th>Issue Analysis</th>
<th>Text Production</th>
<th>Investigation</th>
<th>External Assessment</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>70%</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
</tbody>
</table>

- 43 -
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 co-operation 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

HEALTH AND HOME ECONOMICS

Subject Code 8HEC
Length of course: Semester
Course Description
This course will focus on the health, personal and social development of individuals and groups 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 and understanding to practical skills
Analysis and research skills
Group and class participation

HEALTH AND PERSONAL DEVELOPMENT

Subject Code 8HEP
Length of course: Semester
Course Description
This course will focus on the health, personal and social development, physical activity and participation of individuals and groups in the community. 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 and understanding to practical skills
Analysis and research skills
Group and class participation
HEALTH AND HOME ECONOMICS

Subject Code: 9HEC
Length of course: Semester
Course Description
This course will focus on the health, personal and social development of individuals and groups 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 and understanding to practical skills
Analysis and research skills
Group and class participation

HOME ECONOMICS

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 workplace 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

Subject Code: 0HECA
Length of course: Semester
Recommended Background
Nil
Course Description
Students will have the opportunity to demonstrate and apply skills in caring for an infant through looking after a baby simulator for 48 hours. 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

HEALTH

Subject Code: 0HEA
Length of course: Semester
Recommended Background
Nil
Course Description
Students will build upon and explore in depth the following:

- relationships and sexuality
- planning for independent living
- problem solving skills
- loss and grief
- harm minimisation - drugs and alcohol

Assessment
Practical work tasks
Theory tasks
HOME ECONOMICS - INTRODUCTION TO COMMERCIAL COOKERY YEAR 10

Subject Code: OHECB
Length of course: Semester
Recommended Background: Nil

Course Description
The course utilises the commercial kitchen at Marryatville High School to focus on the principles and practices of safe food preparation and current presentation trends to Hospitality Industry standards. Students will develop their skills, knowledge and understanding of food preparation from first principles within a commercial context.

Students may not do this course with Home Economics - Food and Hospitality

Assessment
- Practical work tasks
- Theory tasks
- 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
- Theory tasks
- 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.

Students will have the opportunity to complete two nationally recognised Hospitality modules, namely Develop and Update Industry Knowledge and Prepare and Present Non-Alcoholic Beverages.

Students may not do this course with Home Economics - Introduction to Commercial Cookery.

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%

**CHILD STUDIES**  
**SACE STAGE 1**

**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**
- **Practical Activities** 50%  
  1 Group Activity 20%  
  1 External Assessment (Investigation) 30%

**FOOD AND HOSPITALITY**  
**SACE STAGE 2**

**STATUS:** TAS  
**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, sociocultural, and technological factors at local, national, and global levels.

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

**CHILD STUDIES**  
**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, collaborative problem solving and practical skills.

**Assessment**
- **Practical Activities** 50%  
  1 Group Activity 20%  
  1 External Assessment (Investigation) 30%
**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**

**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, soccer 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, athletics, aerobics, badminton, basketball, cricket, lacrosse, soccer, tennis, volleyball, fencing, korfball and snow-dome activities. 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) 40%
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 YEAR 10

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 netball, hockey, softball/baseball, gymnastics, table tennis, touch/rugby, croquet, grid iron, 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) 40%
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) YEAR 10  
Subject Code  
Length of course: 
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, 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) 40%  
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 SACE STAGE 1  
Subject Code  
Length of course: 
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 SACE STAGE 1  
Subject Code  
Length of course: 
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, tennis, indoor soccer, korfball, archery 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  
Length of course: 
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 (Tests, integrated tasks, Issues Analysis) 20%  
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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennis</td>
<td>Tennis</td>
<td>Tennis</td>
<td>Tennis</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Physical Education B</td>
</tr>
</tbody>
</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 1 1/2 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

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 fulfill 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 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
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 (CONTINUERS)**

**SACE STAGE 2**

STATUS: TAS
Subject Code: 2CIE1
Length of course: Full year

Recommended Background
Satisfactory completion of Stage 1 Chinese

Course Description
This subject further develops student competence in the use of Modern Standard Chinese (Mandarin) for a range of purposes, and which extends understanding of Chinese life and culture. To achieve these purposes students integrate the study of the function and structure of the language with the exploration of social and cultural topics.

Assessment
School Based 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).

**CHINESE (BACKGROUND SPEAKERS)**

**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
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. Students will develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

**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: 1CIE1
Length of course: Full year

Recommended Background
Satisfactory completion of Year 10 Chinese.
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
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.
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 (CONTINUERS) YEAR 8**
Subject Code: 8FRE1
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 (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 with previous experiences in the study of French are eligible for this course.
Assessment
Tasks consist of a variety of activities and exercises covering the three strands Communication, Understanding language and Understanding culture.

**FRENCH (CONTINUERS) YEAR 9**
Subject Code: 9FRA1
Length of course: Full year
Recommended Background
Satisfactory completion of year 8 French (Continuers)
Course Description
Topics covered include: food, what to wear, hobbies and last weekend (using past tense).
Students develop the basic communication skills of listening, speaking, reading and writing. Integrated background studies cover topics such as regional France, New Caledonia, Religious Holidays and Historical Events. Where possible electronic links with French-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.

**FRENCH (ACCELERATED) YEAR 9**
Subject Code: 9FRC1
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 sociocultural 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: Full year

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: Full year

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: Full year

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%
Five 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

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

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Semester 1 Mathematics</td>
<td>Mathematics A, B and C</td>
<td>Mathematical Studies and Specialist Mathematics</td>
</tr>
<tr>
<td>Mathematically Modified</td>
<td>Stage 1 Mathematics Numeracy Pathways</td>
<td>Mathematics A, B and D</td>
<td>Mathematical Studies</td>
<td></td>
</tr>
<tr>
<td>Stage 2 Mathematics Pre Applications</td>
<td>Mathematics Applications A</td>
<td>Mathematical Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Pre Maths A, B, C or D</td>
<td>Mathematics Applications B</td>
<td>Mathematical Applications</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MATHEMATICS

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.

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.

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 YEAR 10**

**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 students undertake Stage 1 Numeracy Pathways topics.

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

Students need to choose Stage 1 Mathematics courses appropriate to their ability as the SACE requires a C grade or better in at least one semester of Mathematics.

---

**MATHEMATICS A SACE STAGE 1**

**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 SACE STAGE 1**

**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 SACE STAGE 1**

**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 SACE STAGE 1**

**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 SACE STAGE 1**

**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 SACE STAGE 1**

**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
NUMERACY PATHWAYS  SACE STAGE 1
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

MATHEMATICAL STUDIES  SACE STAGE 2
STATUS:  TAS
Subject Code  2MAS1
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, 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.
Assessment
School Based Assessment  70%
Skills and Application tasks  45%
Folio  25%
External Assessment  30%
Examination

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

**Subject Code**
8SCI

**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

**Subject Code**
9SCI

**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%
Science

**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.

**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:**
- Tests 50%
- Practical Work 25%
- Research Assignments 25%

**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 qualititative), 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:**
- Skills and Application Tasks 60%
- Investigation Folio 40%

### 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

---

**Back to contents**
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

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

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 30%
Skills and Assessment Tasks 40%
External Assessment 30%
Examination 30%
### Humanities

Learning through Humanities 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.

**HUMANITIES**

**CONTACT PERSON:** Mr Steve Heard

---

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Society and Environment</td>
<td>History</td>
<td>Society and Environment A</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Society and Environment B</td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modern History</td>
<td>Modern History A</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Modern History B</td>
<td>地理</td>
</tr>
</tbody>
</table>

---

### HISTORY

**Subject Code:**

**Length of course:**

**Course Description:**

This subject is part of the Australian Curriculum. Students will study an overview of historical themes and issues and undertake three studies from choices that include:

- Japan under the Shoguns
- Medieval Europe
- The Black Death

**Assessment**

- Research reports
- Oral and Multimodal Presentations
- Tests
- Source analysis

### SOCIETY AND ENVIRONMENT

**Subject Code:**

**Length of course:**

**Course Description:**

Students look at Studies in History, Geography and the Social Sciences connected with people and their surroundings in the past, present and looking towards the future. Students will cover the following topics: Advanced Mapping, Medieval History, Our Heritage, Water Resources, The Asian Pacific Region and The Law.

**Assessment**

- Research Reports and assignments
- Oral Presentations
- Tests
- Homework Exercises

---

YEAR 8 8HIS Semester

YEAR 9 9SEN1 Full year

Back to contents
### 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:** OGGY  
**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:** OHIS  
**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

Back to contents
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 study the following topics: World War 2 and Holocaust / 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%
<table>
<thead>
<tr>
<th>MODERN HISTORY</th>
<th>SACE STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>TAS</td>
</tr>
<tr>
<td>Subject Code</td>
<td>2MHE1</td>
</tr>
<tr>
<td>Length of course:</td>
<td>Full Year</td>
</tr>
<tr>
<td>Recommended Background</td>
<td>Satisfactory completion of Stage 1 Modern History and high Stage 1 English result.</td>
</tr>
<tr>
<td>Course Description</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Assessment | School Based Assessment 70%  
Folio 50%  
Individual essay 20%  
External Assessment 30%  
Examination |

<table>
<thead>
<tr>
<th>TOURISM</th>
<th>SACE STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>TAS</td>
</tr>
<tr>
<td>Subject Code</td>
<td>2TOU1</td>
</tr>
<tr>
<td>Length of course:</td>
<td>Full Year</td>
</tr>
<tr>
<td>Recommended Background</td>
<td>Nil</td>
</tr>
<tr>
<td>Course Description</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Assessment | School Based Assessment 70%  
Folio 20%  
Practical activity 25%  
Investigation 25%  
External Assessment 30%  
Examination |

<table>
<thead>
<tr>
<th>SOCIETY AND CULTURE</th>
<th>SACE STAGE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATUS:</td>
<td>TAS</td>
</tr>
<tr>
<td>Subject Code</td>
<td>2SOS1</td>
</tr>
<tr>
<td>Length of course:</td>
<td>Full Year</td>
</tr>
<tr>
<td>Recommended Background</td>
<td>Satisfactory completion of Stage 1 English</td>
</tr>
<tr>
<td>Course Description</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Assessment | School Based Assessment 70%  
Folio 50%  
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.

BUSINESS EDUCATION
CONTACT PERSON: Mr Geof Bailey

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies A</td>
<td>Legal Studies</td>
<td>Legal Studies B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</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% 50%
Investigation

**SACE STAGE 1**

**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**

Subject Code: 1LGLA

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**

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**

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

**ECONOMICS**

Subject Code: 2ECO1

Length of course: Full year

Course Description

The course focuses on the development of a student’s understanding of the foundations of the Australian economy. The core topics include the operation of the market system, economic objectives and indicators, economic policy and the financial sector.

Assessment

- School Based Assessment 70%
- Folio 20%
- Skills and Application Tasks 50%
- External Assessment 30%
- Examination

**LEGAL STUDIES**

Subject Code: 2LGS1

Length of course: Full year

Course Description

The course focuses on the development of a student’s understanding of the relationships between law, society and the institutions of government. Students develop critical analysing skills in a broad range of topics from a sound understanding of the Australian Constitution and the making of statute and case law to the resolution of legal disputes using the adversarial system.

Assessment

- School Based Assessment 70%
- Folio 50%
- Inquiry 20%
- External Assessment 30%
- Examination
## Cross Disciplinary Subjects

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Length of course:</th>
<th>Recommended Background</th>
<th>Course Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1JOU</td>
<td>Semester</td>
<td>Satisfactory completion of Year 10 English</td>
<td>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.</td>
<td>Written Report. Major Investigation</td>
</tr>
<tr>
<td>1PDTS</td>
<td>Semester</td>
<td>Students must have completed a registration of interest at the beginning of Term 3 of Year 10.</td>
<td>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.</td>
<td>Practical &amp; Reflection Journal Group Activity - Planning &amp; Feedback Collection Folio &amp; Virtual Tour</td>
</tr>
</tbody>
</table>

## PHILOSOPHY

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Length of course:</th>
<th>Contact person:</th>
<th>Recommended Background</th>
<th>Course Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0PHLS</td>
<td>Semester</td>
<td>Ms Maxwell Clark</td>
<td>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.</td>
<td>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.</td>
<td>Argument Analysis Debate or Oral Presentation Argumentative essay Ethical Issues Study</td>
</tr>
</tbody>
</table>
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 50% (preliminary Ideas and research proposal, research development and discussion)
- Research Outcome 20%

External Assessment 30%
- Evaluation (including written summary)
- 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 50% (preliminary Ideas and research proposal, research development and discussion)
- Research Outcome 20%

External Assessment 30%
- Evaluation (including written summary)
- 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 2.5%
- Reflection 20%

External Assessment 30%
- Investigation
- 50 hours of work placement is essential. It could be work experience, paid work, simulated training, voluntary work or structured work placement.
<table>
<thead>
<tr>
<th>Field</th>
<th>Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Design, Fashion and</td>
<td>Advertising and Graphic Design</td>
<td>Glenunga International High School</td>
</tr>
<tr>
<td>Multimedia</td>
<td>Game Design</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Screen Media</td>
<td>Glenunga International High School</td>
</tr>
<tr>
<td></td>
<td>Fashion Design</td>
<td>Marryatville High School</td>
</tr>
<tr>
<td></td>
<td>Fibre and Fashion</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Media Online</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Painting and Drawing</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Photography</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td>Building, Furnishing and</td>
<td>Building Links</td>
<td>Youth Education Centre</td>
</tr>
<tr>
<td>Furniture Design</td>
<td>Doorways to Construction</td>
<td>Healthfield High School</td>
</tr>
<tr>
<td></td>
<td>Doorways to Construction Plus</td>
<td>Healthfield High School</td>
</tr>
<tr>
<td>Business Management, Finance</td>
<td>Business Services</td>
<td>Mary MacKillop College</td>
</tr>
<tr>
<td>and Police and Property</td>
<td>Business</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td>Services</td>
<td>Real Estate</td>
<td>Rostrevor College</td>
</tr>
<tr>
<td>Community Services, Health</td>
<td>Community Services - Child Care</td>
<td>Charles Campbell Secondary School</td>
</tr>
<tr>
<td>and Education</td>
<td>Health Support Services</td>
<td>Charles Campbell Secondary School</td>
</tr>
<tr>
<td></td>
<td>Children’s Services</td>
<td>Open Access College</td>
</tr>
<tr>
<td></td>
<td>Community Services</td>
<td>Open Access College</td>
</tr>
<tr>
<td>Computing and Information</td>
<td>IT Essentials</td>
<td>Glenunga International High School</td>
</tr>
<tr>
<td>Technology</td>
<td>Information Technology A</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Information Technology B</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td>Engineering, Electrotechnology</td>
<td>Engineering - Metal Fabrication</td>
<td>Prince Alfred College</td>
</tr>
<tr>
<td>and Mining</td>
<td>Geophysics</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Geoscience</td>
<td>Marden Senior College</td>
</tr>
<tr>
<td></td>
<td>Advanced Robotics and Computer Controlled</td>
<td>Healthfield High School</td>
</tr>
<tr>
<td></td>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td>Hospitality, Tourism, Events</td>
<td>Certificate I in Kitchen Operations</td>
<td>Heathfield High School</td>
</tr>
<tr>
<td>and Languages</td>
<td>Certificate II in Kitchen Operations</td>
<td>Heathfield High School</td>
</tr>
<tr>
<td></td>
<td>Front of House Operations</td>
<td>Heathfield High School</td>
</tr>
<tr>
<td>Primary and Allied Industries</td>
<td>Animal Care</td>
<td>Rostrevor College</td>
</tr>
<tr>
<td></td>
<td>Aquaculture - Ornamental Fish and Aquarium</td>
<td>Saint Ignatius College</td>
</tr>
<tr>
<td></td>
<td>management</td>
<td></td>
</tr>
<tr>
<td>Recreation and Sport</td>
<td>Pathways to Fitness</td>
<td>Norwood Morialta High School</td>
</tr>
<tr>
<td>Transport Engineering</td>
<td>Automotive</td>
<td>Pembroke School and The Heights School</td>
</tr>
</tbody>
</table>
ART, DESIGN, FASHION AND MULTIMEDIA

ADVERTISING AND GRAPHIC DESIGN
National Qualification: Partial Certificate IV in Advertising/Graphic Design
Program Description:
Semester 1: This unit 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 both core units from Certificate IV in Advertising/Graphic Design and as such underpin many other specialisation units. CUVDES04A covers the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. CUVDES05A covers the skills and knowledge required to interpret and respond to a design brief.
SACE Credits: Stage 1: 20 credits
Length of Course: Full Year
Location: Glenunga International High School

GAME DESIGN
National Qualification: Certificate III in Media
Program Description:
Students will research games and work in teams to generate ideas. Students will investigate genres and draft a game design through storyboarding. The final product will be the creation of a game using tools such as gamemaker and Unreal Developing Kit.
SACE Credits: Stage 2: 30 credits
Length of Course: Full Year
Location: Marden Senior College

SCREEN MEDIA
National Qualification: Certificate II Creative Industries (Screen Media)
Program Description:
Students will learn about recording video and audio in a variety of locations using contemporary digital equipment. Students will record live events such as sports, assemblies, concerts and performances. They will also shoot interviews for documentary formats, live bands for music clips and creative cinematography for narrative films. Students will also learn to edit, use special effects and publish their work using professional software.
SACE Credits: Stage 1: 30 credits
Length of Course: Full Year
Location: Glenunga International High School

FASHION DESIGN
National Qualification: Partial Certificate II in Applied Fashion Design and Technology
Program Description:
Marryatville High School will deliver the course under a VISA with TAFE SA. The course 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. Excursions will support learning.
SACE Credits: Stage 2: 15 credits
Length of Course: Semester 2 only
Location: Marryatville High School

FIBRE AND FASHION
National Qualification: Partial Certificate III in Visual Arts and Contemporary Craft (Textiles)
Program Description:
This course is for those interested in a very creative and hands on 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.
SACE Credits: Stage 2: 35 credits
Length of Course: Full Year
Location: Marden Senior College

MEDIA ONLINE
National Qualification: Certificate III in Media
Program Description:
If you are interested in a career in Website Design, Advertising, Animation or Digital Media then this course could be for you.
Delivery: This is a full year course and Open Access College provides a flexible online learning approach in the delivery of the certicate. Students access all of the required materials online as well as receiving support with weekly telephone conferences. Students may also access extra assistance via phone and email and can undertake studies with flexibility, incorporating the course within their current educational situation from their own home or school site.
SACE Credits: Stage 2: 70 credits
Length of Course: Full Year
Location: Marden Senior College
**PAINTING AND DRAWING**

National Qualification: Partial Certificate III in Visual Arts and Contemporary Craft

Program Description:
The course is for those students who desire to learn or to expand their knowledge and skills in painting and drawing. It is a creative and exciting approach to visualising ideas and concepts. A variety of different contemporary and traditional techniques will be covered in the areas of painting, drawing, printmaking, digital art, collage and mixed media. This course is a good way to develop a portfolio as students will be encouraged to create pieces using a variety of media.

SACE Credits: Stage 2: 40 credits
Length of Course: Full Year
Location: Marden Senior College

**PHOTOGRAPHY**

National Qualification: Partial Certificate III in Visual Arts and Contemporary Craft (Photoimaging)

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 a range of advanced printing processes and creative approaches. During the last 8 weeks of the course students are introduced to the basics of studio lighting, digital metering, file uploading, management and print output in preparation for Certificate III.

SACE Credits: Stage 2: 85 credits (max)
Length of Course: Full Year
Location: Marden Senior College

**BUILDING, FURNISHING AND FURNITURE DESIGN**

**BUILDING LINKS**

National Qualification: Certificate I in General Construction

Program Description:
Certificate I in General Construction is designed for students with an interest in the building and construction industry. This program will work in conjunction with 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, landscaping and demolition. This course combines on the job training, practical work sessions and theory.

SACE Credits: Stage 1: up to 40 credits
Length of Course: Full Year
Location: Youth Education Centre

**DOORWAYS TO CONSTRUCTION**

National Qualification: Certificate I in General Construction

Program Description:
Certificate I in General Construction is designed for students with an interest in the building and construction industry. This program will be delivered in conjunction with the Construction Industry Training Board (CITB) 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 off the job training, practical work sessions and on-site building experiences.

SACE Credits: Stage 1: 30 credits
Length of Course: Full Year
Location: Heathfield High School

**DOORWAYS TO CONSTRUCTION PLUS**

National Qualification: Partial Certificate III in General Construction

Program Description:
This course is for graduates of the D2C-1 course who wish to further their knowledge and skills in specialist areas. Training will be delivered in two x 3 week blocks. Students can choose to specialise in one of the following: Brick and Block Laying, Wall and Floor Tiling, Carpentry, Solid Plastering, Wall and Ceiling Lining (Plasterboard). In addition students are also required to complete 20 days of Structured Workplace Learning (SWL) in the building industry. Successful completion of D2C Plus may account for up to 2 years off an apprenticeship (subject to negotiation with the Registered Training Organisation (RTO) and future employer). This course is accredited at SACE Stage 2 level.

SACE Credits: Stage 2: up to 60 credits
Length of Course: Training will be delivered in two x 3 week blocks
Location: Heathfield High School
BUSINESS MANAGEMENT, FINANCE, POLICE AND PROPERTY SERVICES

BUSINESS SERVICES
National Qualification: Certificate II in Business Services
Program Description:
The Virtual Enterprise, APAC, is a simulated business that is set up and run by trainees with the support of two facilitators and a real business, 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. The products and services traded reflect those marketed by our real business partner and the Virtual Enterprise resembles the Adelaide Festival Centre in its form, organisation and function.
SACE Credits: Stage 1: 50 credits (30 in Semester 1 and 20 in Semester 2)
Length of Course: 1 semester or Full Year
Location: Mary MacKillop College

BUSINESS
National Qualification: Certificate II in Business
Program Description:
This course 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.
SACE Credits: Stage 1: 45 credits
Length of Course: Full Year
Location: Marden Senior College

REAL ESTATE
National Qualification: Modules from Certificate IV in Property Services (Real Estate)
Program Description:
The VET Real Estate course offered after school hours at Rostrevor College is an entry level program which has been designed in consultation with REISA (Real Estate Institute of South Australia) and well known real estate mentor Mr Brett Roenfeldt who is an independent auctioneer, accredited trainer and four times Golden Gavel winner. Students who actively participate in the program will learn the fundamentals of the real estate industry such as establishing and effective client base, instructing vendors in the terms and conditions of sale, preparing properties for auction; including advertising, property description, marketing styles and sales techniques.
The program will adopt a practical approach to the industry with students being encouraged to nominate for the Society of Auctioneers & Appraisers Schools Auction Idol competition.
SACE Credits: Stage 1: 10 credits, Stage 2: 10 credits
Length of Course: Semester 1
Location: Rostrevor College
COMMUNITY SERVICES, HEALTH AND EDUCATION

COMMUNITY SERVICES – CHILD CARE
National Qualification: Certificate III in Community Services Work (Children’s Services)
Program Description:
Completion of the Certificate II in Community Services Work provides students with both the theory and the practical experience that underpin workplace skills in the child care industry and various community services organisations. This course will give you a taste of the child care industry and develop a range of skills that will assist you in both the workplace and to relate to children in everyday life. You will work on a range of activities which focus on communication with children, behaviour guidance, occupational health and safety, preparing nutritious foods, basic administration and an introduction to the importance of play for children. The full qualification can be gained over 18 months, however, you can exit after 12 months with a Statement of Attainment (partial completion of Certificate III).
SACE Credits: Stage 2: 95 credits (max)
Length of Course: Full Year/18 months
Location: Charles Campbell Secondary School

HEALTH SUPPORT SERVICES
National Qualification: Certificate III in Health Support Services
Program Description:
Are you a caring and nurturing person who likes to interact with others? The Doctors and Nurses in the Health Industry rely on skilled staff to help them with patient care and well-being. This course will introduce students to all aspects of patient care and support. Certificate III in Health Support Services training provides knowledge and skills for workers who undertake a range of tasks to support the provision of patient care. Topics include infection control, basic first aid, food handling and transporting patients. Learning will take place in the classroom, at the North Eastern Community Hospital and Warrina Court aged care facility. This course is a good introduction to anyone considering a career in the Health or Care industry.

The full qualification can be gained over 18 months, however, you can exit after 12 months with a Statement of Attainment (partial completion of Certificate III). The decision whether to complete the full qualification can be made at the end of the first year.
SACE Credits: Stage 1: 50 credits, Stage 2: 55 credits
Length of Course: Full Year/18 months
Location: Charles Campbell Secondary School

CHILDREN’S SERVICES
National Qualification: Certificate III in Community Services Work (Children’s Services)
Program Description:
If you are interested in work as a carer of children then this course may be for you. The Certificate III Children’s Services provides students with both the theory and the practical experience that underpin workplace skills in the Child Care Industry.
Delivery: This is a full year course where Open Access College provides flexible online learning in the delivery of the certificate. Students access all of the required materials online as well as support by weekly telephone conferences. Students may also access extra assistance via phone and email, incorporating the course within their current educational situation from their own home or school site.
SACE Credits: Stage 2: 70 credits
Length of Course: Full Year
Location: Open Access College

COMMUNITY SERVICES
National Qualification: Certificate II in Community Services Work
Program Description:
If you are interested in preparation for work as a carer of children in the child care industry then this course may be for you.
Delivery: This is a full year course and Open Access College provides a flexible online learning approach in the delivery of the certificate. Students access all of the required materials online as well as receiving support with weekly telephone conferences. Students may also access extra assistance via phone and email and can undertake studies with flexibility, incorporating the course within their current educational situation from their own home or school site.
SACE Credits: Stage 1: 50 credits
Length of Course: Full Year
Location: Open Access College
Computing and Information Technology

**IT Essentials**
National Qualification: Partial Certificate III Information Technology
Program Description:
CISCO presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance, and safety issues. Through a mix of lectures, hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an overview of networking is included. Students will have access to a comprehensive range of online resources from the CISCO and are required to successfully complete a series of online theory and practical tests. Upon successful completion of the course, students will receive an official Networking Academy Certificate of Completion.

SACE Credits: Stage 1: 10 credits
Length of Course: Full Year
Location: Glenunga International High School

**Information Technology A**
National Qualification: Certificate II in Information Technology
Program Description:
This semester course focuses on learning about computer hardware and internal components and the care, maintenance and replacement. Students will investigate designing computer systems for different business and client needs, troubleshooting and resolving problems and communicating to different personnel within a business context. Opportunity will be provided for students to demonstrate their word processing and spreadsheet skills so the two units relating to word processing and spreadsheets may be awarded through the Recognition of Prior Learning (RPL) process. To cover the depth required by this course there will be weekly homework tasks.

SACE Credits: Stage 1: 20 credits (max)
Length of Course: Semester 1
Location: Marden Senior College

**Information Technology B**
National Qualification: Certificate II in Information Technology
Program Description:
This semester course builds upon the Semester 1 Information Technology course and should allow a student to complete the ICA20103 certificate. This course can be studied separately from the Semester 1 Information Technology which can be completed the following year.
The course focuses on learning about computer software types, licensing and issues relating to data and data management. Students will install, configure and troubleshoot software and communicating to different personnel within a business context. To cover the depth required by this course there will be weekly homework tasks.

SACE Credits: Stage 1: 30 credits (max)
Length of Course: Semester 2
Location: Marden Senior College
ENGINEERING, ELECTROTECHNOLOGY AND MINING

ENGINEERING – METAL FABRICATION
National Qualification: Certificate I in Engineering
Program Description:
Working in conjunction with TAFESA, students participating in this program will develop a range of skills in relation to working in a manufacturing engineering or related environment, OHS&W, using tools, performing measurements and computations and interpreting drawings.
SACE Credits: Stage 1: 40 credits
Length of Course: Full Year
Location: Prince Alfred College

GEOPHYSICS
National Qualification: Partial Certificate III in Mining Exploration
Program Description:
If you have an interest in geology and the natural environment this course could be for you. 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 either for the Certificate III or the Diploma of Geoscience course at O’Halloran Hill. These courses are widely recognised by the mining and energy industries and have an excellent record of leading to employment as field assistants and para-professional support staff in these industries and in environmental science.
SACE Credits: Stage 2: 10 credits
Length of Course: Semester – available semester 1 and 2
Location: Marden Senior College

GEOSCIENCE
National Qualification: Partial Certificate III in Mining Exploration
Program Description:
If you have an interest in geology and the natural environment this course could be for you. 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 either for the Certificate III or the Diploma of Geoscience course at O’Halloran Hill. These courses are widely recognised by the mining and energy industries and have an excellent record of leading to employment as field assistants and para-professional support staff in these industries and in environmental science.
SACE Credits: Stage 2: 20 credits
Length of Course: Semester – available semester 1 and 2
Location: Marden Senior College

ADVANCED ROBOTICS AND COMPUTER CONTROLLED TECHNOLOGIES
National Qualification: Certificate II in Manufacturing Technology
Program Description:
This course will provide a pathway into a range of Industries including high end Engineering, Design and Manufacturing. Students will use state of the art Robotic equipment, CNC driven lathes and mills and sophisticated computer software to manufacture a range of products from different materials. Producing products for clients will emphasise competitive manufacturing and business principles. Certificate II in Manufacturing Technology will be undertaken 1 day per week for 32 days. In addition 20 days of Structured Workplace Learning (SWL) in a range of Advanced Technology Industries is required.
SACE Credits: Stage 1: 50 credits at and/or 2 (yet to be advised by the SACE Board)
Length of Course: Full Year
Location: Heathfield High School
HOSPITALITY, TOURISM, EVENTS AND LANGUAGES

CERTIFICATE I KITCHEN OPERATIONS
National Qualification: Certificate I in Hospitality (Kitchen Operations)
Program Description:
This course runs in the commercial kitchen area of the Pilarilla Hospitality Skill Centre at Heathfield High School and is delivered by a trainer who also works in the Hospitality industry. Knowledge and skills are developed through a program that focuses on learning through practical application of course material, guest speakers and function catering predominantly in the Pilarilla Training Restaurant. Students will be required to assist in catering for up to two functions out of school hours, with one function being a cocktail party for their parents.

SACE Credits: Stage 1: 20 credits
Length of Course: Semester – available semester 1 and 2
Location: Heathfield High School

CERTIFICATE II KITCHEN OPERATIONS
National Qualification: Certificate II in Hospitality (Kitchen Operations)
Program Description:
This course, run in the commercial kitchen area of the Pilarilla Hospitality Skills Centre at Heathfield High School. Students will develop commercial cookery skills and knowledge, as well as an understanding of industry practice, through a range of experiences including the preparation of food for the Pilarilla Training Restaurant and function catering. Some out of school hours work will be required.

SACE Credits: Stage 1: 30 credits
Length of Course: Semester – available semester 1 and 2
Location: Heathfield High School

FRONT OF HOUSE OPERATIONS
National Qualification: Certificate II in Hospitality Operations
Program Description:
This course is run in the training restaurant area of the Pilarilla Hospitality Skill Centre at Heathfield High School and is delivered by a trainer who is also working in the industry. Knowledge and skills are developed through a program that focuses on learning through practical application of course material, a training day at Regency TAFE, guest speakers and function catering predominantly in the training restaurant. Students will be required to assist in front of house duties for up to two functions out of school hours, with one function being a cocktail party for their parents.

SACE Credits: Stage 1: 40 credits
Length of Course: Semester – available semester 1 and 2
Location: Heathfield High School
East Adelaide School’s Cluster VET Programs

**PRIMARY AND ALLIED INDUSTRIES**

**ANIMAL CARE**
National Qualification: Certificate I in Animal Studies
Program Description:
The VET Animal Studies Course offered at Rostrevor College is an entry level program which has been developed in consultation with Gilles Plains TAFE and well known Environment Scientist and teacher Scott Whitters. Scott is an expert wildlife handler with over 25 years experience in animal husbandry. He is also an accredited trainer and assessor.

Students who actively participate in the program will learn the basic principles of the animal care industry such as: routine care and maintenance, cage and enclosure design, animal health and nutrition, environmental stimulation, correct handling techniques and OHSW principles.

The program will adopt a practical approach to the industry with students undertaking workplace activities at local wildlife parks and animal care centres.

SACE Credits: Stage 1: 20 credits
Length of Course: 1 Semester
Location: Rostrevor College

**AQUACULTURE – ORNAMENTAL FISH AND AQUARIUM MANAGEMENT**
National Qualification: Competencies from Certificate II in the Seafood Industry (Aquaculture)
Program Description:
This course is an introduction to skills needed for the Seafood Industry with a particular focus on Aquarium management and the care and breeding of ornamental fish for the pet shop market and the use of fish farms to grow vegetables. It would suit students with an interest in being involved in research into marine and fresh water ecology. This course has been developed with both TAFE and University pathways in mind.

The course will involve real workplace environment learning in the Aquaculture industry and maintenance of an individual aquarium along with classroom based activities.

SACE Credits: 20 credits, potential for 30 credits
Length of Course: Semester 1, 2 or full year
Location: Saint Ignatius College

**RECREATION AND SPORT**

**PATHWAYS TO FITNESS**
National Qualification: Certificate II Community 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 through relevant experiences.

SACE Credits: Stage 1: 15 credits
Length of Course: Semester Semester(s) 1 or 2
Location: Norwood Morialta High School

**TRANSPORT ENGINEERING**

**AUTOMOTIVE**
National Qualification: Certificate I in Automotive (Automotive Technologies Program) Partial Certificate II
Program Description:
Certificate I in Automotive (Auto Technologies Program) is a nationally recognised entry level program leading into the Automotive Industry. This course leads to partial completion of Certificate II. All competencies are generic to a number of Auto trades. The program adopts a hands-on approach, maximising student engagement and learning. Completion of the course provides students with immediate knowledge and skills enhancing job prospects, industry exposure, and employer networking through structured work placement, exposure to working on cars, diesel and petrol engines.

SACE Credits: Stage 1: 20 credits
Length of Course: 3 terms - 29 week
Location: Pembroke School and The Heights School
East Adelaide School’s Cluster VET Programs

TAFESA VET IN SCHOOLS COURSES:

Building, drafting and interior design
- Introduction to Residential Drafting
- Introduction to Colour Studies
- Introduction to Colour Studies One

Animal Studies
- Certificate II in Animal Studies
- Introduction to Working with Dogs

Applied Food Studies
- Introduction to the Retail Meat Industry

Aquaculture
- Seafood Industry (Aquaculture)

Building, Construction & Furnishing
- Work Safely in the Construction Industry - National “White Card”
- Introduction to Wet Trades and Painting
- Introduction to Maintain Timber, Laminate and Engineered Flooring
- Introduction to Construction Trades - Glass and Glazing
- Certificate I in Furnishing (Furniture Making)
- Introduction to Plumbing

Dental Studies
- Introduction to Certificate III in Dental Assisting

Digital Media
- Introduction to 3D Modelling

Electrotechnology
- Certificate II in Electronics - Certificate II in Computer Assembly and Repair

Fashion
- Introduction to Applied Fashion Design & Technology
- Retail Fashion
- Introduction to Fashion Industry Product Knowledge
- Introduction to Fashion Industry Merchandising
- Introduction to Fashion Industry Operations

Financial Services
- Certificate II in Financial Services

Floristry
- Certificate II in Floristry

Graphic Design
- Introduction to Advertising and Graphic Design

Hair & Beauty
- Introduction to Hairdressing and Beauty Therapy
- Introduction to Hairdressing
- Introduction to the Makeup
- Certificate II Hairdressing
- Certificate II Make up

Hospitality
- Introduction to Bar Service
- Introduction to Café Operations
- Introduction to Espresso Coffee Making
- Introduction to the World of Bartending – Introduction to Café Culture Introduction to Food Service and Coffee Making
- Food Service and Coffee Making

Justice & Policing Studies
- Introduction to Certificate III in Police Studies
- Introduction to Certificate IV in Justice Studies or Legal Services

Local Government
- Introduction to Certificate III in Local Government

Music
- Certificate III in Music
- Certificate III in Technical Production

Photo Imaging
- Introduction to Digital SLR and Photographic Colour Theory

Retail
- Introduction to Visual Merchandising
- Certificate II in Retail

Rural Operations
- Certificate I in Rural Operations

Surveying and Mapping
- Certificate II in Spatial Information Services

Tourism
- Introduction to Tourism and Events
- Introduction to Enticing Events
- Introduction to Australian Destinations

For information about any of the TAFESA VET courses please see Mrs Hudson.