### Year 9 Subject Descriptors

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<td>Dance</td>
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<tr>
<td>Design</td>
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<td>Drama</td>
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<td>Music</td>
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<tr>
<td>Design and Technology</td>
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<tr>
<td>Digital Technology</td>
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<td>Music</td>
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<td>Visual Arts: Design</td>
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<td>Information Processing and Publishing A, B</td>
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<tr>
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<tr>
<td>Catering Concepts</td>
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<td>Visual Arts: Design</td>
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### Subject Choice Records

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<td>Tertiary Pathways - Stage 2</td>
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<td>VET Pathways - Stage 2</td>
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<td>SACE Course Planner for 2013</td>
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Introduction

This book gives a brief description of every subject offered to students in Years 9 - 12. After reading the relevant sections carefully, students (with caregivers) should complete, the relevant subject choice record sheet at the back of this booklet. The final subject selection sheet can then be filled out during course counselling.

Students may change their course selection at the semester break or within TWO WEEKS of commencing a subject, considering the school constraints, and only after consultation with parents/caregivers and course counsellors.

Any choice subjects offered in this handbook will only be taught if there are sufficient student numbers to form viable classes and if teacher resources are available.

Year 8 Curriculum

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Semester</th>
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<td>Maths</td>
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<td>Science</td>
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<td>Arts</td>
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<tr>
<td>Technology</td>
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</tr>
<tr>
<td>Health &amp; Physical Education</td>
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<tr>
<td>Japanese</td>
<td>1</td>
</tr>
<tr>
<td>History / Geography</td>
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Year 9 Curriculum

<table>
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<tr>
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<tr>
<td>Maths</td>
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<td>Science</td>
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<tr>
<td>Physical Education</td>
<td>1</td>
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<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

Students who select Japanese and Music will only be able to do one semester from Health & Physical Education and none from Design & Technology.

Year 10 Curriculum

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>English or EALD</td>
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<tr>
<td>History</td>
<td>1</td>
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<td>Maths</td>
<td>2</td>
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<tr>
<td>Science</td>
<td>1</td>
</tr>
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<td>Personal Learning Plan</td>
<td>1</td>
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<tr>
<td>Arts</td>
<td>1</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Students who select Japanese, Music and a full year of Science or Japanese, Music and a full year of Maths will have to choose between a compulsory semester of Health & Physical Education or Design & Technology. Students who select Japanese and a full year of both Maths and Science will have to choose 2 of the 3 compulsory semesters of Health & Physical Education, Design & Technology or The Arts.

SACE Curriculum (Stages 1 & 2)

The SACE is an essential qualification. Please read the information about it carefully. After you have read this booklet, you may find it advisable to seek further information from subject teachers, subject coordinators or school counsellors, and the resource centre.

These considering tertiary study should also refer to the SATAC “Tertiary Entrance” booklet, given to all students in Year 10, to make sure they understand requirements for entry to particular courses.

English as a Language or Dialect

Eligibility

Students are eligible to study English as a Second Language if they satisfy any of the following criteria:

1. Immigrants (both recently arrived and long term residents) whose first language is a language other than English, whose knowledge of English is restricted and whose learning needs are better met by studying ESL. Students in this category may have:
   - spent time in a refugee camp
   - had periods of interrupted schooling
   - had no previous schooling
   - well developed oral and literacy skills in their first language
   - had some experience with written English but lack oral skills

2. Students who were born in Australia (including children of immigrants) and who come from homes where English is not used, or is not the only language used, or where English is used as common language between parents who do not have the same first language.

3. Aboriginal students whose first language is not English. Students who are resident in overseas countries and whose first language is a language other than English.

Eligibility

Students who have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online at www.australiancurriculum.edu.au/
The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills, knowledge and capabilities 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 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

What are some of the features of the SACE?

As part of the SACE, students will:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- 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.
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning.
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

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.

Some elements of the SACE are compulsory. Those are:

- A Personal Learning Plan (PLP) at Stage 1 (usually undertaken in Year 10), worth 10 credits.
- At least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1.
- At least 10 credits towards numeracy from a range of mathematics studies at Stage 1.
- A Research Project (RP) of choice at Stage 2 with 10 credits.
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, 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.

Personal Learning Plan

What is it?

The Personal Learning Plan is a new compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- Identify and research career paths and options, including further education, training and work.
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills.
- Gain skills for future employment.
- Identify their goals and plans for improvement.
- Review and adjust their plans to achieve their goals.

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

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other Registered Training Organisations.

In the SACE, students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

What is community learning?

Students are able to earn SACE credits for learning undertaken in the community.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community.

Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

Students with disabilities

The SACE will continue to cater for students with special needs. The existing special provisions will continue. In addition, the new SACE offers a range of modified subjects as options for students with significant disabilities.

Further information

For further information please call Ms Higgs (SACE coordinator) or Ms Roberts (Student Counsellor) at the school on 8258 5466 or visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.
## SACE Stage 1 Subjects proposed for Para Hills High School

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
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<th>Free Choice Subjects</th>
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<th>Free Choice Subjects</th>
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<td>HEALTH AND PHYSICAL EDUCATION</td>
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<td>• Child Studies</td>
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</tr>
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<td>• Essential English : EALD</td>
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<td>• Drama</td>
<td>10 or 20</td>
<td>• Physical Education</td>
<td>10 or 20</td>
</tr>
<tr>
<td>• Essential English : Literacy</td>
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<td>• Music</td>
<td>10 or 20</td>
<td>• Football Studies</td>
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</tr>
<tr>
<td>• Essential English : Pathways</td>
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<td>• Visual Arts - Arts</td>
<td>10 or 20</td>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
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<td>• Modern History</td>
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<td>• Mathematics 1</td>
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<td>BUSINESS ENTERPRISE AND TECHNOLOGY</td>
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<td>• Legal Studies</td>
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<td>• Information Processing and Publishing</td>
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<td>• Information Technology</td>
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<td>• Catering Concepts</td>
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## SACE Stage 2 Subjects proposed for Para Hills High School

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<tbody>
<tr>
<td><strong>RESEARCH PROJECT</strong></td>
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<td>ARTS</td>
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<td>HEALTH AND PHYSICAL EDUCATION</td>
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<td><strong>Plus</strong></td>
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<td>• Dance</td>
<td>20</td>
<td>• Child Studies</td>
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<tr>
<td>3 x 20 credit subjects for SACE completion</td>
<td></td>
<td>• Drama</td>
<td>20</td>
<td>• Physical Education</td>
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<td>Or</td>
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<td>• Music</td>
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<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
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<tr>
<td>4 x 20 credit subjects for an ATAR</td>
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<td>• Visual Arts - Art</td>
<td>20</td>
<td>• Legal Studies</td>
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<td>Or</td>
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<td>• Visual Arts - Design</td>
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<td><strong>LANGUAGES</strong></td>
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<td>3 x 20 credit subjects and a Recognised VET Certificate 3 at Stage 2 for an ATAR</td>
<td></td>
<td>BUSINESS ENTERPRISE AND TECHNOLOGY</td>
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<td>• Japanese (continuers)</td>
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<td>• Information Processing and Publishing</td>
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<td><strong>MATHEMATICS</strong></td>
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<td>• Workplace Practices</td>
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<td>• Specialist Mathematics</td>
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<td>CROSS DISCIPLINARY</td>
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<td>• Mathematical Methods</td>
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<td>• Community Studies</td>
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<td>• General Mathematics</td>
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<td><strong>SCIENCES</strong></td>
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<td>• English Studies</td>
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<td>• Biology</td>
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<td>• Essential English</td>
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<td>• Chemistry</td>
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<td>• English as a Language or Dialect</td>
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<td>• Nutrition</td>
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<td>• Psychology</td>
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Career and further study information

As students progress through their secondary education, the relationship between the subjects they choose at each year level and the requirements of employers or further study institutions, becomes more important. Students in Year 8 - 10 have a limited choice in what subjects they can study. The courses at these year levels are designed to give students a broad and comprehensive educational experience.

In Stages 1 and 2, students are offered a greater degree of subject choice. During these years it becomes more important for students to plan their subject choices with future career paths or further study in mind.

Students must ensure that:

- their choice of subjects will satisfy the particular requirements of the employers or tertiary study institutions that they are planning for
- their subject combinations will satisfy a range of DIFFERENT career options
- they are pursuing subjects in which they can achieve success.
- they meet the SACE requirements.

Obtaining correct information and counselling is important and a number of different sources are available to students and parents.

Course Information sessions are arranged for all students in Years 8 to Year 11.

Our subject counselling day will be held in the Resource Centre on Tuesday Week 7 of Term 3.

More personalised information can be provided by the student counsellors who have current information about jobs and further study. Students and parents can make appointments to discuss matters about which they need more information.

Centre Link, Career Workplace Development Centre and the Career Information Centre can also be a useful resource.

Finally, students are involved in a careful and thorough counselling process during the time in which they are making their subject choices. Counselling panels will review the student’s past academic record, the subject choices for the year to come, and the possible career paths, to ensure that the student is making realistic plans for the future.

Parents are invited to participate in the course counselling sessions which will be held for Year 8 to Year 11 early in Term 3.

University or TAFE Eligibility

Students who complete the SACE are eligible for University entry, provided they meet certain requirements. Students need to obtain an Australian Tertiary Admission Rank (ATAR) for University entry, and need to achieve 90 credits at Stage 2, including four - 20 unit Stage 2 subjects.

All students interested in participating in any higher education course (University or TAFE) are strongly urged to discuss entry requirements with their Care Group teacher, the Student Counsellor or Year Level Coordinator.

Entry to universities is based on a student’s Australian Tertiary Admission Rank (ATAR) and their achievement of the SACE. Entry to TAFE is based on a student’s TAFE Selection Score. Both these scores are based on SACE Stage 2 results.

The University Aggregate

Entry requirements for courses can change from year to year, in 2015 the three South Australian universities and Charles Darwin in the Northern Territory changed the rules for how SACE Stage 2 students receive a university aggregate and hence an ATAR for entrance to university.

The aggregate is based on 90 credits. Students can use four Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project for their 90 credit university aggregate.

Students can also, if they choose, do five Year 12 twenty credit subjects (Tertiary Admission subjects and Recognised Studies) plus the ten credit compulsory Research Project and the 90 credit university aggregate is calculated to give the best possible score from their subject results.

Students are also eligible for up to five bonus points based on educational and/or socio-economic disadvantage, and a further four bonus points for students undertaking a language other than English, or specified English and Mathematics subjects. These points will automatically be issued by SATAC when issuing an ATAR.

Please refer to the SATAC (South Australian Tertiary Admissions Centre) website www.satac.edu.au for further reading and details.
Learning Area Flow Charts

Performing Arts Pathways:

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>SACE Stage 1</th>
<th>SACE Stage 2</th>
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<td>Drama</td>
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<tr>
<td>Music</td>
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Visual Arts Pathways:

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<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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<th>SACE Stage 2</th>
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<tbody>
<tr>
<td>Art</td>
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<td>Visual Arts: Art</td>
<td>Visual Arts: Art</td>
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</tbody>
</table>
Learning Area Flow Charts

Business Enterprise and Technology Pathways:

Year 8
- Technology
- Food Technology

Year 9
- Information Technology
- Food Technology

Year 10
- Information Technology
- Food Technology

SACE Stage 1
- Information Technology A & B
- Child Studies
- Catering Concepts

SACE Stage 2
- Information Processing and Publishing A & B
- Child Studies

Year 8
- Construction Technology
  - Wood/Metal
  - Wood
  - Electrotechnology

Year 9
- Construction Technology
  - Wood/Metal
- Electrotechnology

Year 10
- Construction Technology
  - Wood
  - Metal

SACE Stage 1
- VET

SACE Stage 2
- VET

SACE Stage 1 or 2
- Workplace Practices
- VET Pathways
- Design Enterprise Business & Technology

SACE Stage 2
- Workplace Practices
- Community Studies Work and the Community
Learning Area Flow Charts

English Pathways:

Year 8
English

Year 9
English

Year 10
English

SACE Stage 1

Semester 1

Essential English Pathways

Essential English Literacy

Essential English EALD

SACE Stage 2

Semester 2

Essential English

Essential English Pathways

Essential English Literacy

Essential English EALD

Year 8
Literacy

English as an Additional Language or Dialect

Year 10

Essential English Literacy

Essential English EALD

English

Year 9

Physical Education

Year 10

Physical Education A, B

SACE Stage 1

Physical Education 1

SACE Stage 2

Physical Education

Physical Education 2

Football Studies

Health and Physical Education Pathways:
Learning Area Flow Charts

**Humanities and Social Sciences Pathways:**

- **Year 8**
  - History / Geography

- **Year 9**
  - History

- **Year 10**
  - History

- **SACE Stage 1**
  - History

- **SACE Stage 2**
  - Legal Studies

**Language Pathways: Japanese**

- **Year 8**
  - Japanese

- **Year 9**
  - Japanese

- **Year 10**
  - Japanese

- **SACE Stage 1**
  - Japanese (continuers)

- **SACE Stage 2**
  - Japanese (continuers)

**Mathematics Pathways:**

- **Year 8/9**
  - Maths

- **Year 10**
  - Maths

- **SACE Stage 1**
  - Mathematical Methods

- **SACE Stage 2**
  - Specialist Mathematics

- **Year 8/9**
  - Maths Studies

- **Year 10**
  - Mathematical Studies

- **SACE Stage 1**
  - Mathematical Methods

- **SACE Stage 2**
  - General Mathematics

- **Year 8/9**
  - Maths Studies Plus

- **Year 10**
  - Maths Studies

- **SACE Stage 1**
  - Mathematics 1 & 2

- **SACE Stage 2**
  - Essential Maths

- **Year 8/9**
  - General Maths 1

- **Year 10**
  - General Maths 1

- **SACE Stage 1**
  - Essential Maths

- **SACE Stage 2**
  - General Maths 2
Science Pathways:

Year 8
Science

Year 9
Science

Year 10
Science

SACE Stage 1
Physics

Chemistry

Biology A

Biography B

Psychology

Nutrition

SACE Stage 2
Physics

Chemistry

Biology

Psychology

Nutrition
Year 9 Curriculum

Arts
The Arts is a choice subject area. Students may select one or two semester units within the Arts.

Art
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Descriptor: A course which enables students to discover and explore a variety of art experiences, processes and materials. Students are involved in initial experiences of a wide range of art subjects that include art appreciation, drawing, painting, printmaking and sculpture.

Dance
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Full year for students who wish to continue to Year 12
Descriptor: Modern dance skills are developed with an emphasis on good posture, learning and perfecting new ways of moving, and building student confidence. Students learn effective methods and processes for composing their own dances and have numerous opportunities to perform in small and large groups. Dance is a very energetic subject so students must be prepared to be very physical.

Special conditions: All Dance students will be required to wear a specified uniform for all practical dance sessions.

Semester One
Preparation, warming up, skill building and styles.

Semester Two
Skill development, choreography, history and stagecraft.

Design
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Descriptor: Students will develop an understanding of the design process and problem solve for specific briefs. The course will help develop students’ imagination, observational and presentation skills through projects which include lettering, illustration, logo design and packaging. Students will have access to new digital technologies (Adobe Flash, Adobe Photoshop and Adobe InDesign) to enhance their design projects and presentations.

Drama
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Descriptor: Students will develop their skills in movement, voice, improvisation and stagecraft. Play-building, based on an historical context, will be a central feature of this course. Students will produce substantial pieces in a largely student-centred environment. As a class, students will be involved in decision making, play-building and rehearsal processes. Theory includes review writing, script writing, research projects and reports on dramatic work. It is recommended students undertake a full year of Drama at Year 9 if they wish to continue to Year 12.

Music
Contact: Arts Coordinator
Length: Full Year or 1 Semester
Descriptor: This course aims to extend students’ confidence and skills in their ability to engage in music by extending their musical understanding, skills and knowledge. Students will study the following elements:

Performance
Students will be required to attend weekly instrumental lessons provided by the school. In addition, students must join and attend rehearsals for one lunch time ensemble. Options in 2016 included The African Drum Ensemble, The Ukulele Ensemble and the Stage Band. Students may study one of the following instruments: bass guitar, drums, electric guitar, keyboard, saxophone, trombone, trumpet, voice.

Musicianship
Students will develop skills in reading and writing standard music notation as well as aural training. Methods will include use of books, ICT and purpose designed software. Students will achieve a level equivalent to AMEB Grade 2 Theory.

Music in Context
Students will investigate a broad variety of musical styles and eras and develop an appreciation of the role of music in society and culture.

Music Technology
Students will use a variety of music composition and recording software to compose, edit, manipulate and perform music.

Additional Information
Students must either own or hire an instrument. Instruments are available for hire from the school at a highly subsidised price. Hire fees for 2015 are unavailable at time of printing.

Design and Technology
Students must select one semester within Design and Technology and may select a total of another one or two semesters.

Construction Technology
Contact Technology Coordinator
Length: 1 Semester or Full Year
Descriptor: Wood: Students will apply skills in designing a project and then apply these skills for their project. They will develop hand skills in producing simple joints using mainly solid timber and they will use a range of hand and power tools during their course work. Students will be provided with opportunities to apply numeracy and literacy skills.

Metal: Students will develop skills in the following areas: sheet metal work, metal lathe machining, gas welding (oxy-acetylene), hand tool and machine skills. Students will produce practice ‘test’ exercises before designing and producing their own project. Students will be involved in designing, manufacturing and appraising their final project.

Electrotechnology: Students continue with the program they began in Year 8 and will design a small electric car to race on a drag strip. Some parts will be machined in the CAD/CAM environment and additional knowledge and skills will be gained in electrotechnology. Successful students may have time to develop a small CAD/CAM jewellery project of their own design.

Special conditions: There may be additional charges depending on the amount of consumables used.

CAD
Contact: Mr Mc Glade
Length: 1 Semester
Descriptor: In this program students will work with the CREO package to design and create 3D models and then print them on the 3D printer. Students should select this subject if they are interested in a future in Engineering, Advanced Design or Inventing. Due to the nature of the work required, sound maths skills are required.

Digital Technology
Contact: Mrs Simon
Length: 1 Semester
Prerequisites: None
Descriptor: Image manipulation requires students to use industry standard software, such as Adobe Photoshop, to create and manipulate images for both print and web-publishing purposes. Website programming requires students to use entry level programming software, such as Notepad, to apply HTML and CSS programming language to develop web pages. Students will be assessed on their practical skills, knowledge and understanding of the topic areas, including application of the systems development life cycle in designing and making a system, which includes problem definition, analysis, design, development and validation, and evaluation. Student will also produce a written report or oral presentation on one of the topic areas.

Food Technology
Contact: Mrs Stewart
Length: Compulsory 1 Semester
Descriptor: Unit topics include: The Australian Dietary Guidelines, Breakfast Decisions, Nutrients and meal planning, Portable Lunches, Design, make and appraise fast family meals and Food and the Media. Start the Day Right Students investigate the importance of breakfast in reference to their physical and intellectual needs and design, plan and create a healthy breakfast using low GI and high protein foods

The Balanced Diet and Healthy Food Choices Students investigate nutrition and healthy eating and design, plan and create a product suitable for a healthy school lunch

The Family and Food/ Changes in eating patterns Students investigate factors that influence our food choices, changes in eating patterns and family meal planning and design, plan and create a healthy meal suitable for the family.

Weekly food practicals will see students apply theory concepts to practical situations, with opportunities for them to design and prepare their own dishes.

Assessment:
• Investigation
• Design decisions and management plans
• Individual and group practical activities

Evaluation and analysis
Science Pathways:
- review writing, script writing, research projects and play-building and rehearsal processes.
- Theory includes improvisation and stagecraft. Play-building, based on the way a group develops the storyline, new and original plays using the students' ideas and experiences.

Drama
- Students will develop their skills in movement, voice, and design.
- Students will have access to new digital technologies and presentation skills through projects which include the study of a range of topics under the following 4 areas:
  - Theatre
  - Film and Television
  - Performance
  - Digital Technologies
- Recommended: Full year for students who wish to continue to Year 12.

Mathematics
- Students must study a full year of Mathematics.
- Contact: Mathematics Coordinator
- Length: Full Year
- Descriptor: The Australian Curriculum for maths is organised around the interaction of three content strands and four proficiency strands.
- Content:
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability
  - Content
- Proficiency:
  - Understanding
  - Fluency
  - Problem Solving
  - Reasoning
- Assessment:
  - A range of Assessment tasks will be used including tests, assignments, group work and investigations..

Japanese
- Japanese is a choice subject. Students may select to study Japanese for 1 semester or for a full year.
- Contact: Humanities Coordinator
- Length: 1 Semester or Full Year
- Recommended: Year 8 Japanese
- Descriptor: Students will continue to study spoken and written Japanese through the use of the textbook. The focus is on the development of aural, reading, writing and speaking skills.
- Assessment:
  - Reading and writing language as well as understanding of language and culture are assessed.

History
- Students must study half a year of History.
- Contact: Humanities Coordinator
- Length: 1 Semester
- Assessment:
  - Assessment is based on class exercises, source analysis, map work, tests and the creation of historical texts such as narratives, letters and diary entries.

Geography
- Geography is a choice subject.
- Contact: Humanities Coordinator
- Length: 1 Semester
- Descriptor: Geography integrates knowledge from natural sciences and humanities to build a holistic understanding of the world.
- Students will explore the concept of space and the environment, interaction and sustainability. Geography uses an enquiry approach to assist students to make meaning of their world.
- Content:
  - Biomes and Food security - this role of the biotic environment and its role in food and fibre production.
  - Geography of interconnections - how people throughout the world are connected.
- Assessment:
  - A range of class exercises, source analysis, map work, field trips and investigations.

English
- Students must study a full year of English.
- Contact: Humanities Coordinator
- Length: Full Year
- Descriptor:
  - In English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating.
  - In this subject students:
    - use language to experiment with their speaking, listening, reading, viewing and writing on different topics and for different purposes.
    - continue to develop their writing, knowledge of language formalities as well as the drafting and editing process.
    - analyse and respond to a wide range of poetry, prose, drama and media texts.
    - undertake independent reading.
    - develop writing portfolios.
    - have the opportunity to attend five perfor mances during the year.
  - Assessment:
  - Assessment in English takes place in a number of different ways through both formative and summative assessment.

Health and Physical Education
- Students must study a full year of Health & Physical Education.

Physical Education
- Contact: Health & PE Coordinator
- Length: Compulsory 1 Semester
- Descriptor:
  - Students will extend their physical skills and fitness levels developed in Year 8 through a variety of different team and individual activities including:
    - Volleyball, Football, Badminton, Basketball, Softrosse, and Athletics.
  - They will begin to take on leadership roles, develop their tactical awareness, and be encouraged to modify games with the view to catering for the needs of all students.
    - Healthy Lifestyle
    - Decision-making and harm-minimisation, in relation to alcohol and drug taking will be a health focus in Year 9.
Year 10 Curriculum

Arts
Students must select one Semester unit within the Arts and may select up to three additional Semesters.

Art
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Year 9 Art preferred
Descriptor:
A course which enables students to develop some degree of specialisation and increasing competence in the use of materials and their expressive possibilities. Students will now be able to make informed choices from a wide range of areas offered, to enable greater depth of artistic involvement. Appreciation of art is an integral part of the course.

Dance
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Full year for students who wish to continue to Year 12
Descriptor:
Dance at Year 10 level builds on the skills taught in Year 9 dance and prepares the student for dance at SACE level. Technical movement skills are developed in Modern Dance for greater strength, coordination, flexibility, elevation and ease of movement. Composition and choreographic processes are developed further as are performance skills. Performance is an integral and compulsory part of the program. Theoretical aspects form 20% of the course and include terminology, technique analysis, anatomy, dance history, production, dance criticism and journal writing.

Special Conditions:
All Dance students will be required to wear a specified uniform for all practical dance sessions
Semester One
Technique, anatomy, injury prevention, performance and choreography.
Semester Two
Technique, cultural dance, history, performance, stagecraft.
The use of computer technology for choreography, performance and research is a focus in both semesters of Year 10 Dance.

Design
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Year 9 Design preferred
Descriptor:
Students will further develop an understanding of the design process and problem solve for specific briefs.
Students will be encouraged to achieve high standards of presentation in design and develop their imagination, observation and creative problem solving skills. Areas covered will include logo, illustration, interior and package design. The focus is on how design is used in our everyday lives. Students will use digital cameras and industry standard software packages (such as Adobe Flash, Adobe Photoshop and Adobe InDesign). The use of these technologies will allow students to enhance their ideas and produce quality designs to a professional standard.

Drama
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Successful completion of Year 9 Drama preferred
Descriptor:
The course focuses on skill development in performance, stagecraft and writing for Drama. Students will be involved in both group performances/projects and whole-class performances/projects.
The course focuses on developing skills in preparation for Senior Drama courses. The course enables students to work on substantial pieces in a student-centred learning environment. They will have the opportunity to explore various roles in theatre, such as directing, designing, acting, stage management, publicity and front-of-house. The course will include major performance work before an audience.
Text work includes: text analysis, review and script writing, research and design projects, and a report on the major class production.
Practical work includes: rehearsal processes, individual and group work and roles in the class production.
It is recommended students undertake a full year of Drama at Year 10 if they wish to continue to Year 12.

Music
Australian Curriculum Music or Certificate II in Music Industry (Performance)
Contact: Arts Coordinator
Length: Semester (Year 10 Australian Curriculum Music)/Full Year (Cert II in Music Industry)
Note: The Certificate II in Music is a VET course. Completion of this course will result in 30 Stage 1 Credits. Year 10 Australian Curriculum Music does not result in any Stage 1 Units. In order to be enrolled in the Certificate II in Music, students must have successfully completed a full year of Music in Year 9, unless negotiated. Students with little/no experience welcome but will be enrolled in Year 10 Australian Curriculum Music.
Descriptor:
The course is design to gain and develop skills and knowledge relevant to working in the music industry. Its major focus is playing and performing in bands/ensembles, as well as digital audio editing and recording, music business, music theory and music careers.
Students will perform in the community and will need to enroll in one of the lunch time ensembles in addition to their class ensemble. Lunch time ensembles available in 2016 included The African Drum Ensemble, The Ukulele Ensemble and The Stage Band.
Students must either own or hire and instrument. Instruments are available for hire from the school at a highly subsidized price. Hire fees for 2016 were unavailable at time of printing.

Design and Technology
Students must select one Semester unit within Technology and may select up to two additional Semesters.

Electrotechnology
Contact: Technology Coordinator
Length: 1 Semester
Descriptor:
Students can enjoy building practical projects to help them understand the theoretical aspects of electronics. They will be able to study core competencies that are a part of the Electrical, Electronic and System Computer Engineering certificates.
Students considering technical careers, especially in Automotive, Industrial or Domestic Electrical, Air Conditioning Systems and Alarms, Telecommunications, Computing, Retail Electrical/Electronics Advanced Manufacturing, Mining and Defence Forces should consider this course, which is run in conjunction with TAFESA.
Up to 70 SACE credits can be earned across Years 11 and 12 in this course.
Content:
Mainly practical based, very varied and includes computer assembly, programming, project electronics, CAD/CAM, and research skill development. Students who enjoy the C2C (Concept to Creation) project work would benefit from this program before undertaking Scientific Studies in Stage 1 and 2.

Construction Technology - Wood
Contact: Technology Coordinator
Length: 1 Semester
Descriptor:
Wood: Students will apply skills in designing a project and then use a variety of construction methods to make a project, such as a small table, mirror frame, stool etc., using solid timber and manufactured boards. The project will be made using framing joints such as dowels or biscuit. Research theory topics associated with safety, jointing methods and techniques, assembly processes and finishing techniques will compliment the practical work.
Creative wood: Students are provided with the opportunity to undertake an additional unit in woodwork that will largely focus on the creative aspects of using the material. Projects may include other construction projects, woodturning, laminating or wood carving.
Special Conditions:
There may be additional charges depending on the amount of consumables used.
Construction Technology - Metal
Contact: Technology Coordinator
Length: 1 Semester
Descriptor:
Metal Fitting and Machining: Students can undertake a unit in metalwork that will largely focus on fitting and machining aspects of metalwork. Tasks involve the use of the precision lathe and other precision machines as well as general bench work.
Metal Fabrication: This course involves students in the shaping and joining of metal tubing and solid steel using the gas and MIG welding process. Students will learn the basic theory of fusion and braze welding, grinding, drills and drilling, taps and dies, bending and the manufacture of steel. Written assignments will compliment the practical work covered.
Special Conditions:
There may be additional charges depending on the amount of consumables used.

Digital Technology
Contact: Mrs Simon
Length: 1 Semester
Prerequisites: None
Descriptor:
This subject focuses on the following topic areas:
- Image Manipulation
- Website Programming
- Computer Ergonomics
Image manipulation requires students to use industry standard software, such as Adobe Photoshop, to create and manipulate images for both print and web publishing purposes. Website programming requires students to use entry level programming software, such as Notepad, to apply HTML, programming language to develop web pages. Students will be assessed on their practical skills, knowledge and understanding of the topic areas, including application of the systems development life cycle in designing and making a system, which includes problem definition, analysis, design, development and validation, and evaluation. Student will also produce a written report or oral presentation on one of the topic areas.

English
Contact: Humanities Coordinator
Length: Full Year
Descriptor:
In English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand may vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating.

In this subject at Year 10 level students are given opportunities to experiment with and use a variety of text types including prose, poetry, drama and media. Students compare and respond to texts to analyse their opportunities to experiment with and use a variety of length: Full Year
Special Conditions:
There may be additional charges depending on the amount of consumables used.

Health & Physical Education
Students must select at least one of the following: Health and Physical Education. If students are considering selecting Physical Education as a unit in their learning pathway it is recommended that they select Physical Education A & B at year 10.

Physical Education A, B
Contact: Health & PE Coordinator
Length: 1 Semester or 2 Semesters
Descriptor:
This Core unit is an extension of the Year 8 & 9 Physical Education courses and will include participation in a range of activities.

Emphasis will be on the development of individual and team skills and tactics, as well as leadership and officiating skills (e.g. coaching, umpiring, organising competitions etc.). Activities may include any of the sports experienced in Years 8 and 9 and/or Ultimate Frisbee, Golf, Archery, Handball, a variety of Football Codes and Indoor Games.

Physical Education A
Topics Include:
- Body Systems & Activity
- Fitness & Training
- Lifestyle Diseases

Physical Education B
Topics Include:
- Exercise Physiology & Energy Systems
- Biomechanics
- Contemporary Issues in Sport

Football Studies
Contact: Health and PE Coordinator
Length: 1 Semester
Years 10 & 11 (in year 11 this unit is run as an Integrated Learning subject)

This course is designed for club players and aims to improve football (soccer) performance levels while developing an understanding of elements important to the game.

The theoretical components prepare students for future courses and careers in football and sport and recreation.

The modules include:
- Football Performance
- Coaching
- Injury management
- Football Conditioning

- The number of places is limited and a short interview with the Program Manager is required.

This course is open to both boys and girls.

Recreational PE
Contact: HPE Coordinator
Length: 1 Semester
Descriptor:
This course is an extension of year 8/9 Physical Education and will include participation in a range of recreational-type activities that can be engaged with in students’ local communities.

Emphasis will be on the development of healthy lifestyle for themselves in the community. Theory concepts will support practical activities to provide students with an overview of health and what leading a healthy lifestyle means.

Activities may include some conducted across year 8 and 9 as well as other activities/sports/games that can promote healthy lifestyle. Examples not been covered in year 8 and 9 include Lawn Bowls, Rock Climbing, visiting a gym and Orienteering.

Theoretical Topics Include:
- Fitness Factors & Training (Building blocks of activity and health)
- Skill Acquisition (Learning & Coaching of Techniques and Skills)
- Nutrition (Foods that support a healthy lifestyle)

Languages
Japanese is a choice subject. Students may choose to study Japanese for a full year.

Japanese
Contact: Humanities Coordinator
Length: Full Year
Compulsory: Year 9 Japanese
Descriptor:
This subject continues to develop student skills in listening, reading, writing and speaking in Japanese. Students will participate in a range of activities designed to improve their ability to communicate appropriately according to Japanese culture. The course will also focus on the culture and land geography of Japan.

Mathematics
Students must select at least one Semester unit within Mathematics and may select an additional Semester.

Mathematical Studies
Contact: Mathematics Coordinator
Length: Full Year
Recommended: High level of achievement in Year 9 Mathematics (B or better)
Descriptor:
The Australian curriculum for Maths will be trialled in 2014. This course aims to prepare students for Maths Studies 1,2,3 and 4.

It is organised around the interaction of three content strands and four proficiencies.

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

Proficiency:
- Understanding
- Fluency
- Problem Solving
- Reasoning

Assessment:
A range assessment task will be used including tests, assignments, group work and investigations.

Special Conditions:
All students require a scientific calculator.
Mathematics
Contact: Mathematics Coordinator
Length: Full Year
Descriptor: The Australian curriculum for Maths will be trialled in 2014. This course aims to prepare students for Stage 1 Maths Applications, Maths Pathways or Numeracy for Work and Community. It is organised around the interaction of three content strands and four proficiencies.
Content:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
Proficiency - Understanding
- Fluency
- Problem Solving
- Reasoning
Assessment: A range of assessment tasks will be used including tests, assignments, group tasks and investigations.
Special Conditions: All students require a scientific calculator.

Mathematics Studies Plus
Contact: Mathematics Coordinator
Length: 1 Semester
Recommended: year 10 Maths studies semester 1 and 2 students
Descriptor: This is an optional course for students doing year 10 Maths Studies and intending to do Stage 1 Maths Studies.
This course is in addition to the Year 10 Maths Studies full year course. It is intended to develop greater depth and promote the interconnectedness of mathematical concepts.
Content - extension to the Core Maths studies in the following areas:
- Polynomials
- Graphing of Special Functions
- Trigonometry 2
- Geometric Proofs
- Statistics 2
Assessment: A range of assessment tasks will be used including problem-based tasks and investigation, tests and inquire-based learning tasks.

Science
Students must select two Semester units of Science and may select an additional Semester of Concept to Creation.
Contact: Science Coordinator
Length: Full Year
Recommended: Satisfactory completion of Year 9 Science
Descriptor: Students build on the skills, knowledge and processes developed in the Year 9 Science course through the study of a range of topics under the following 4 areas:
- Earth and Space
- Energy Systems
- Life Systems
- Matter
Students answer questions and solve problems about their living and non-living environment. This is done through working in small groups to design and/or carry out experiments and using the electronic media to collect and research information.
Scientific principles are used to explain everyday observations and students look at the ways that science impacts on our lifestyle.
Assessment: Approximately 50% of the assessment is based on tests, whilst the rest is assessed via practical work, posters, orals etc.
Special Conditions: The student's performance in Year 10 Science will be used to determine which branch of science they should study in Stage 1. All students intending to continue their study in Stage 1 are advised to study Science for a full year. In the second semester all students will study units in Biology, Physics and Chemistry to better prepare them for Stage 1 studies in these areas.

Concept-2-Creation (c2c)
Contact: Science Coordinator
Length: 1 Semester
Descriptor: c2c is a program where you learn to be an inventor. You will become aware of the numerous highly paid jobs available in the advanced Manufacturing Industries, and visit some of these during the course.
Students work in groups to develop a new product, solve problems that occur in the design/build process, and develop a marketing strategy for their product. You will have a budget and will have to keep to your budget, as would any manufacturer.
Students will choose between two kinds of c2c projects; an electronics/robotics development project or they can (working in groups of 2+) develop their own concept into a product. The electronic/robotics project team will be provided with a real-world problem to fix, and this will be on a theme to develop a device that helps people in remote or developing communities.

History
Students must study one semester of History.
Contact: Humanities Coordinator
Length: 1 Semester
Descriptor: The focus of Year 10 History is The Modern World and Australia’ from 1918 to the present. World War 2 is a compulsory depth study. Other depth studies which might be offered include: The Cold War, Struggles of Rights and Freedoms, Popular Culture in Australia from 1945 to the present, The Environmental Movement, and Migration.
Assessment: Assessment is based class exercises, source analysis, map work, tests and the creation of historical texts such as newspaper articles and letters.

Personal Learning Plan
The Personal Learning Plan (PLP) is a compulsory 10-credit Stage 1 subject. All Year 10 students are required to do it. Students must achieve a C grade or better to complete the subject successfully.
Contact: PLP Manager
Length: 1 Semester
Descriptor: The PLP helps students to plan their personal and learning goals for the future and make informed decisions about their personal development, education, and training. Developing goals for the future will engage students in activities such as:
- selecting subjects, courses and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals
 Students are required to complete one week of Work Experience.
Assessment: Students provide evidence of:
- knowing and understanding the Seven Capabilities:
- identifying, exploring, and developing personal and learning goals
- developing strategies to achieve their goals
- interacting with others to identify and refine personal and learning goals
- selecting and developing at least one capability relevant to achieving their goals.
Assessment Type 1: Folio
Students produce evidence for assessment of the PLP folio. This evidence will take a variety of forms, such as:
- a plan
- a brochure
- a résumé and job application letter
- a Work Experience diary
- an electronic or hard copy portfolio
- an interview or discussion notes or records.
Assessment Type 2: Reflection
Students produce at least one piece of evidence for assessment of the reflection. This evidence may take a variety of forms, such as:
- an oral presentation or round-table discussion
- a multimedia presentation
- a feedback proforma
SACE Stage 1 Curriculum

Arts

Dance
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Full year for students who wish to continue to Year 12
Descriptor: Practical - This course is physically demanding. The practical component makes up 75% of the assessment criteria. Students explore various contemporary dance styles through technique, composition and performance.
Theory - Areas covered include terminology, dance history, performance and production, dance analysis and dance in the contemporary Australian Arts Industry.
Assessment: Is divided into four equally weighted sections.
- Section 1 Technique 25%
- Section 2 Composition 25%
- Section 3 Performance 25%
- Section 4 Appreciation 25%
Special Conditions: Students will be required to attend at least one live dance performance at their own expense, during the year. All Dance students will be required to wear a specified uniform for all practical dance sessions.

Drama
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Successful completion of Year 10 Drama
Descriptor: Students will continue to develop performance and writing skills in this course. High level independent learning, team-work skills and commitment are essential. In part, the course prepares students for SACE Stage 2 Drama. Students present a folio that includes a group production report, practitioner study and reviews on dramatic work. Students will be part of an individual presentation and group production.
Assessment: Performance, Group and Individual performances
Folio: Report, Review, Practitioner Study
Special Conditions: Costs may be involved for viewing live performances and attending special workshops.
It is recommended students wishing to study Drama in Year 12 undertake a full year of Drama in Year 11.

Australian Curriculum Music or Certificate II in Music Industry (Performance)
Contact: Arts Coordinator
Length: Semester (Year 10 Australian Curriculum Music) / Full Year (Cert II in Music Industry)
Note: The Certificate II in Music is a VET course. Completion of this course will result in 30 Stage 1 Credits. Year 10 Australian Curriculum Music does not result in any Stage 1 Units.
In order to be enrolled in the Certificate II in Music, students must have successfully completed a full year of Music in Year 9, unless negotiated. Students with little/no experience welcome but will be enrolled in Year 10 Australian Curriculum Music.

Australian Curriculum Music or Certificate II in Music Industry (Performance) Contd.
Descriptor: The course is designed to gain and develop skills and knowledge relevant to working in the music industry. Its major focus is playing and performing in bands/ensembles, as well as, digital audio editing and recording, music business, music theory and music careers.
Students will perform in the community and will need to enroll in one of the lunch time ensembles in addition to their class ensemble. Lunch time ensembles available in 2016 included The African Drum Ensemble, The Ukulele Ensemble and The Stage Band.
Students must either own or hire and instrument. Instruments are available for hire from the school at a highly subsidized price. Hire fees for 2016 were unavailable at the time of printing.

Visual Arts: Art
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Year 10 Art preferred
Descriptor: A course which enables students to apply skills, insights or knowledge to particular problems or issues that engage interest. Students are encouraged to have confidence in pursuing both their own goals and set tasks, and making value judgements regarding their own work. Art appreciation, criticism and evaluation is an integral part of the course.
Assessment:
- Practical Work
- Folio
- Visual Study

Visual Arts: Design
Contact: Arts Coordinator
Length: 1 Semester or Full Year
Recommended: Year 10 Design preferred
Descriptor: A course which enables students to apply skills and knowledge to solve design problems and briefs. Students follow the designing process for practical work and present professionally finished design products. Practical work will include a skills folio of design technologies and examples of Graphic Design (Posters, CD Covers, Logos, etc), Product Designs (Fashion, Jewellery, etc). Students will have access to digital media technologies to enhance their design work using industry standard software such as Adobe Flash, InDesign, Illustrator and Photoshop.
Assessment:
- Practical Work
- Folio
- Visual Study

Business, Enterprise and Technology
Information Processing and Publishing A or B
Length: 1 or 2 Semesters
Descriptor: The subject aims to develop students’ skill, knowledge and understanding of information processing and publishing. It offers the opportunity to use the design process to create both paper based and electronic publications and critically evaluate the development process.
Students will use a variety of hardware and software to develop and apply practical skills in information processing and publishing. Topics covered include Desktop Publishing and Electronic Publishing. Students will also investigate and present an analysis of a social or ethical issue associated with information processing and publishing.
Semester One:
Students will complete the Desktop Publishing topic using Adobe Indesign. Students will complete an Issue analysis of the effects of technology in social media.
Semester Two:
Students will complete the Electronic Publishing topic using Adobe InDesign and Adobe Dreamweaver. Students will complete an Issue analysis based on one of Copyright, Privacy and Technology Security.
Assessment:
- Consists of Practical Skills 50%
- Design Tasks 30%
- Issues Analysis 20%

Information Technology A, B
Contact: Mrs Simon
Length: 1 Semester (A or B) or 2 Semesters (A and B)
Prerequisites: None
Information Technology A Descriptor:
This subject focuses on the following topic areas:
- Computer Systems
- Website Programming
Website programming requires students to use entry level and industry standard programming software, such as Notepad and Adobe Dreamweaver, to apply HTML and CSS programming language to develop user friendly websites. Students will be assessed on their practical skills, knowledge and understanding of the topic areas, including application of the systems development life cycle in designing and making a system, which includes problem definition, analysis, design, development and validation, and evaluation. Students will also produce a written report or oral presentation on one of the topic areas. The SACE performance standards will be used to assess students against grade levels using the following assessment types: Folio (20%), Skills and Applications Tasks (50%) and Project (30%).

Information Technology B Descriptor:
This subject focuses on the following topic areas:
- Relational Databases
- Website Programming
Website programming requires students to use entry level and industry standard programming software, such as Notepad and Adobe Dreamweaver, to apply HTML and CSS programming language to develop user friendly websites. Students will be assessed on their practical skills, knowledge and understanding of the topic areas, including application of the systems development life cycle in designing and making a system, which includes problem definition, analysis, design, development and validation, and evaluation. Students will also produce a written report or oral presentation on one of the topic areas. The SACE performance standards will be used to assess students against grade levels using the following assessment types: Folio (20%), Skills and Applications Tasks (50%) and Project (30%).
SACE Stage 1 Curriculum

Workplace Practices

Length: 1 Semester

Descriptor:
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Content:
Stage 1 Workplace Practices comprises three focus areas of study:

• Industry and Work Knowledge
• Vocational Learning
• Vocational Education and Training (VET)

Industry and Work Knowledge and Vocational learning and/or Vocational Education and Training (VET)

Also two topics from:
Topic 1: Future Trends in the World of Work
Topic 2: The Value of Unpaid Work to Society
Topic 3: Workers’ Rights and Responsibilities
Topic 4: Career Planning
Topic 5: Negotiated Topics.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Performance
- Reflection

Catering Concepts

Contact: Mrs Hill
Length: 1 Semester
Prerequisites: C grade or better in Year 10 Food

Descriptor:
Using the SACE subject framework “Integrated Learning” students work independently and as part of a group to investigate current trends in catering and the Hospitality industry. Students will work collaboratively to develop a catering concept and then trial, cost, market, produce and evaluate their venture. Flexible delivery will enable both year 11 or 12 students to access this subject.

Assessment:
A combination of written and practical. Students are expected to critically evaluate and reflect on their work throughout the course.
- Group task: 50%
- Practical: 20%
- Folio: 30%

Cross Disciplinary Studies

Peer Support

Contact: Student Counsellor
Length: 1 Semester

Descriptor:
This course begins with the successful completion of a compulsory two-day Peer Support Training Program which must be done at the end of Year 10. The students will be meeting regularly with small groups of younger students so that they can understand group development, peer pressure and leadership; develop confidence, interpersonal skills, group skills, responsibility; engage in problem solving, decision making; promote trust and respect for the rights of others; work collaboratively; develop clear and realistic goals and apply them in practice and evaluate them.

All Peer Support Leaders will be actively involved in the organisation and participation of the Year 8 camp in Term 1. Students attending the camp will need to pay $125.

Assessment:
The assessment tasks may include practical demonstrations, written assignments, maintaining a journal, group activities and community evaluation.

Research Practices

Stage 1 Research Practices is a 10 credit subject. This subject provides students with opportunities to:
- examine the role of research in society
- explore a range of research approaches
- develop their investigative and inquiry skills
- consider sources from a range of perspectives
- interpret and analyse information and data

Assessment:
Students undertake at least two tasks for the folio. One task will focus on Exploring Research Approaches, and another will focus on Exploring Research Skills.
- Sources Analysis

Students undertake at least two sources analysis assessments. They analyse sources from different perspectives - for example, reliability, accuracy, bias, and fit for purpose.

Design, Enterprise, Business and Technology (DEBT)

Contact: Mrs Hill
Length: 1 Semester
Prerequisites: C grade or better in Year 10 Food

Descriptor:
Using the SACE subject framework “Integrated Learning” students will work independently and as part of a group to investigate current trends in catering and the Hospitality industry. Students will work collaboratively to develop a catering concept and then trial, cost, market, produce and evaluate their venture. Flexible delivery will enable both year 11 or 12 students to access this subject.

Assessment:
A combination of written and practical. Students are expected to critically evaluate and reflect on their work throughout the course.
- Group task: 50%
- Practical: 20%
- Folio: 30%

English

English

Length: Full Year

Students analyse the interrelationship between author, text, and audience with an emphasis on language and stylistic features in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

An understanding of purpose, context, and audience is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Intertextual Study

Essential English - EALD

Length: Full Year

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

This course is designed for students for whom English is an additional language or dialect.

Assessment:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts

Essential English Pathways

Contact: Humanities Coordinator
Length: Full Year

Recommended: Successful completion of Year 10 English

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

This course allows students to achieve the literacy requirement in the SACE.

Assessment:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts

Essential English - Literacy

Length: Full Year

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

This course is intended for those students who have identified literacy skills as an area for development.

Assessment:
Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
SACE Stage 1 Curriculum

**Health & Physical Education**

**Physical Education A**
Contact: Health & PE Coordinator  
Length: 1 Semester  
**Description:**  
The course aims to develop a comprehensive framework of skills and values related to the world of physical activity. It also acts as an important background subject for students wanting to study Stage 2 Phys. Ed. as a full year subject.  
The content is 60% Practical and 40% Theory.  
**Content:**  
- **Practicals**  
  - Basketball  
  - Touch Football  
  - Indoor Soccer  
- **Theory 1** (15 hours)  
  - Skill Acquisition  
  - Training Principles & Methods  
- **Theory 2** (10 hours) - Issues Analysis  

**Special Conditions:**  
This unit can be studied as a single unit or combined with Physical Education B for a full year of study.

**Physical Education B**
Contact: Health & PE Coordinator  
Length: 1 Semester  
**Description:**  
The course aims to develop a comprehensive framework of skills, knowledge and values related to the world of physical activity.  
The content is 60% Practical and 40% Theory.  
**Content:**  
- **Practicals**  
  - Badminton  
  - European Handball  
  - Volleyball  
- **Theory 1** (10 hours)  
  - Exercise Physiology  
  - Biomechanics  
- **Theory 2** (10 hours) - Issues Analysis  

**Special Conditions:**  
This unit can be studied as a single unit or combined with Physical Education A for a full year of study.

**Child Studies**
Contact: Technology Coordinator  
Length: 1 Semester  
**Description:**  
This course focuses on the many aspects of child development and is a foundation for stage 2 Early Childhood Studies. The emphasis will be on:  
- Parenting  
- Food and nutrition  
- Stages of growth and development  
- Importance of play  
- Child care services  

Participants will be involved in the practical application of these areas of investigation - food preparation, planning safe educational activities and visiting community organisations.

**Football Studies**
Contact: Health and PE Coordinator  
Length: 1 Semester  
Years 10 & 11 (In year 11 this unit is run as an Integrated Learning subject.)  
**Description:**  
This course is designed for club players and aims to improve football (soccer) performance levels while developing an understanding of elements important to the game.  
The theoretical components prepare students for future courses and careers in football and sport and recreation.  
The modules include:  
- Football Performance  
- Coaching  
- Injury management  
- Football Conditioning  

The number of places is limited and a short interview with the Program Manager is required.  
This course is open to both boys and girls.

**Humanities & Social Sciences**

**Modern History**
Contact: Humanities Coordinator  
Length: 1 Semester  
Recommended: Successful completion of Year 10 history  
**Description:**  
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.  
**Topics Include 2 of:**  
- Imperialism  
- Decolonisation  
- Indigenous peoples social movements  
- Revolution  

**Assessment:**  
Students demonstrate evidence of their learning through the following assessment types:  
- Folio (20%)  
- Media Analysis (20%)  
- Issues Study (20%)  
- Oral Presentation (20%)  
- Examination (20%)

**Legal Studies**
Contact: Humanities Coordinator  
Length: 1 Semester  
Recommended: Successful completion of Year 10 history  
**Description:**  
Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

**Languages**

**Japanese**
Contact: Humanities Coordinator  
Length: Full Year  
Compulsory: Year 10 Japanese  
**Description:**  
Stage 1 course focuses on developing language skills and verbal and written communication.  
Assessment tasks cover text analysis, written, investigative and oral tasks.  
**Special Conditions:**  
Students must undertake this subject as a full-year course.
SACE Stage 1 Curriculum

**Mathematics**

**Mathematics 1, 2, 3, and 4**

**Contact:** Maths Coordinator

**Length:** 4 semesters

**Recommended:** Successful completion of Year 10 Maths Studies at a B grade or better.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions and solving problems, including making and testing conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways.

Topics covered will be selected from the following list:

- Topic 1: Functions and graphs
- Topic 2: Trigonometry
- Topic 3: Counting and Probability
- Topic 4: Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus.
- Topic 7: Arithmetic and Geometric Sequences and Series

**Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

- Skills and application tasks
- Mathematical investigations

**General Mathematics**

**Contact:** Maths Coordinator

**Length:** 1 or 2 semesters

**Recommended:** Completion of Year 10 Maths

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

**Topics are selected from:**

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing

**Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

- Skills and assessment tasks
- Folio Tasks

**Science**

**Biology A**

**Contact:** Science Coordinator

**Length:** 1 Semester

**Recommended:** A satisfactory achievement in Year 10 Science Semesters 1 and 2

**Descriptor:**

Students will be introduced to living systems at a cellular and whole organism level. They will investigate cell structure and the function of plant and animal cells using research assignments and practicals. Students will also investigate the functioning of body systems using the digestive or circulatory systems as examples.

The Human Impact on our environment will be investigated. The course also studies the diversity of living things and the way organisms are grouped (or classified). Students are encouraged to critically evaluate data and develop sound recording and communication skills.

**Special Conditions:**

Field trip to the Adelaide Zoo and Botanic Gardens. A small cost will be incurred.

**Biology B**

**Contact:** Science Coordinator

**Length:** 1 Semester

**Recommended:** A satisfactory achievement in Year 10 Science Semester 1 and 2

**Descriptor:**

Students will study in further detail Cellular Structure and Function. This will lead students to investigate how characteristics are inherited (Genetics) leading to issues facing today’s society such as the role of genetic engineering. Students will develop skills in logical thinking and will critically evaluate data from investigations they have planned. Enterprise and

**Special Conditions:**

A field trip to CSIRO will result in a small cost.

**Chemistry**

**Contact:** Science Coordinator

**Length:** 1st Semester or Full Year

**Recommended:** A satisfactory achievement in Year 10 Science Semester 1 and 2

**Descriptor:**

Chemistry in the senior school seeks to extend student understanding of the behaviour of substances which make up our universe. Topics include: Matter, Organic Chemistry, Chemical Reactions, Acids and Bases, Redox, Quantities in Chemistry, Water. Learning takes place through lecture sessions, assignment work, laboratory exercises and class discussion. An awareness of chemistry in everyday living is promoted.

**Special Conditions:**

Chemistry is an important basis for some branches of science at tertiary level. It is strongly recommended that if students wish to do Stage 2 Chemistry they undertake both semesters at Stage 1. This course leads to a study of Chemistry in Stage 2, which is part of a joint approach by Para Hills High School, other DECS schools and the University of S.A.
SACE Stage 1 Curriculum

**Nutrition**
**Contact:** Science Coordinator  
**Length:** 1 Semester  
**Recommended:** Successful completion of Year 10 Science  
**Descriptor:** Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.  
**Content:** Students undertake the study of two or three topics. Examples of topics for study include:  
- Macro and Micro Nutrients  
- Fresh versus Processed Foods  
- Australian Dietary Guidelines and Nutrition in the Lifecycle  
- Psychology of Food Marketing  
- Indigenous Australians: Food Changes from the Traditional to the Contemporary  
- Contaminated Food.  
- Safe Food Handling  
- Organic Food versus Genetically Modified Food  
- Sustainable Food Futures  
- Water.  
**Assessment:** Students demonstrate evidence of their learning through the following assessment types:  
- Investigations Folio  
- Skills and Applications Tasks

**Physics**
**Contact:** Science Coordinator  
**Length:** 1st Semester or Full Year  
**Recommended:** A satisfactory achievement in Year 10 Maths and Year 10 Science Semesters 1 and 2  
**Descriptor:** This subject concentrates on understanding the behaviour of the physical world. Topics may include: Motion; Nuclear Physics, Wave Motion; Light and Colour, Force, Sound, Electrostatics, Power and Energy; Newton’s Laws; Projectile Motion; Momentum; and Current Electricity. Students develop skills of logical thinking, numerical problem solving and effective scientific communication. They record, tabulate, assess and interpret data and evidence from appropriately designed experiments.  
**Special Conditions:** Physics is an important basis for the continuing study of some branches of Science at tertiary level. It is most strongly recommended that if students wish to do Stage 2 Physics successfully, they undertake both semesters at Stage 1. This course leads to a study of Physics in Stage 2, which is part of a joint approach by Para Hills High School, other DECS schools and the University of S.A.  

**Stage 1 Psychology.**
**Contact:** Science Coordinator  
**Length:** 1st Semester  
**Description:** Psychology is a multidisciplinary subject that deals with aspects of the brain and behaviour. It covers topics such as Neurobiology, Cognition, Intelligence, Social Behaviour, Emotion and Psychological Development. There is a strong emphasis on designing scientific investigations. Psychology is a Science subject that is both academically rigorous and interesting, as it aims to understand why people behave the way they do. Psychology will be offered at Stage 1 as a one-Semester subject
SACE Stage 2 Curriculum

**Arts**

**Dance**

**Contact:** Arts Coordinator  
**Length:** Full Year (20 Credits)  
**Recommended:** Stage 1 (C grade or better)  
**Descriptor:**  
Students undertake study in three areas of dance:  
A  Skill Development - provides students with a basic understanding and practical application of the principals of movement and the elements of composition. Includes a written folio.  
B  Group Production - involvement in a major dance production.  
C  Dance Perspectives - is a theoretical component divided into two sections: Historical Perspectives and Contemporary Issues.  

**Special conditions:**  
All Dance students will be required to wear a specified uniform for all practical dance sessions and will be required to attend SACE Dance Days and other live performances.

**Assessment:**  
- Practical Skills  
- Group Production  
- Dance Perspectives  

**Visual Arts:**

**Contact:** Arts Coordinator  
**Length:** Full Year (20 Credits)  
**Recommended:** Stage 1 (C grade or better)  
**Descriptor:**  
A subject that requires the student to work as an artist in developing ideas and concepts. Students will research art, artists, art media, and the role of the consumer/critic in society. All students will, after discussion with their teacher, undertake major practical works, including a folio and visual study.

**Assessment:**  
- Practical Work (x2)  
- Folio (60 A3 pages)  
- Visual Study (20 A3 pages)

**Music or Certificate III in Music Industry (Performance)**

**Contact:** Arts Coordinator  
**Length:** Semester (Stage 1 SACE Music)/Full Year (Cert III in Music Industry (Performance))  
**Note:** The Certificate III in Music is a VET course. Completion of this course will result in 30 Stage 2 Credits. Stage 2 Music results in 20 Stage 2 units per semester.  
In order to be enrolled in Stage 2 Music or the Certificate III in Music Industry, students must have completed a full year of Year 11 Music or the Certificate III in Music Industry.  

**Descriptor:**  
Certificate III in Music Industry (Performance)  
This course is a practical, skills-based approach to learning music performance and sound production which can prepare students for work and life as a musician/producer/song writer in the contemporary music industry.  
The course is designed to gain and develop skills and knowledge relevant to working in the music industry with a focus on ensemble performance, creative song writing and recording/manipulating digital audio. Students will explore the different styles of contemporary music, examine songwriting methods and sound engineering basics. Students will compose using instruments, synthesizers and loops.  
Stage 2 Music  
This course aims to extend students’ confidence and skills in their ability to engage in music by extending their musical understanding, skills and knowledge. Students will select 2-3 of the following units:  
- Ensemble Performance  
- Solo Performance  
- Individual Study  
- Music Technology  
- Musical Styles

**Additional Information:**  
Students will perform in the community and will need to enrol in one of the lunch time ensembles in addition to their class ensemble. Lunch time ensembles available in 2016 included The African Drum Ensemble, The Ukulele Ensemble and The Stage Band.  
Students must either own or hire and instrument. Instruments are available for hire from the school at a highly subsidized price. Hire fees for 2016 were unavailable at time of printing.

**Business Enterprise & Technology**

**Information Processing and Publishing**

**Contact:** Arts Coordinator  
**Length:** Full Year (20 Credits)  
**Descriptor:**  
Information Processing and Publishing focuses on the development and application of practical skills to provide creative solutions to text-based communication tasks. Students create both print and electronic text-based publications, and evaluate the development process.  
They use technology to design and implement information processing solutions, and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.  
Consists of the following two focus areas:  
- Desktop Publishing  
- Electronic Publishing

**Assessment:**  
- School Based  
- Issues Analysis  
- External  
- Product and Documentation

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Para Hills High School
SACE Stage 2 Curriculum

Workplace Practices
This subject may include the undertaking of vocational education and training (VET). Workplace Practices 20 Credits
Descriptor:
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace context.
The focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training

Assessment
School Based (70%)
- Folio
- Performance
- Reflection
External (30%)
- Investigation

The subject requires a compulsory 25-30 hours of Vocationa Learning each semester. This may involve Work Experience, Part-Time Employment or VET placement.

English

English
Contact: Humanities Coordinator
Length: Full Year (20 Credits)
Recommended: At least a B Grade in Stage 1 English or Essential English and a teacher recommendation
Descriptor:
In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.
Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
- Three responses to texts, two written and one oral.
- Four created texts.
- One of the four texts is a written statement.
- One comparative piece on one of five categories of communication.
- One response to an example of communication, and production of a written text and a writer's statement.

Assessment:
School Assessment (70%)
- Assessment Type 1: Response to texts (30%)
- Assessment Type 2: Creating texts (40%)
- Assessment Type 3: Comparative analysis (30%)
External Assessment (30%)

Essential English SACE Stage 2
Contact: Humanities Coordinator
Length: Full Year (20 Credits)
Descriptor:
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:
- three responses for responding to text - students read and respond to four different texts, undertaking one of the responses in oral or multimodal form and two of the responses in written form.

Essential English SACE Stage 2
Contact: Humanities Coordinator
Length: Full Year (20 Credits)
Descriptor:
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Students provide evidence of their learning through seven assessments, including the external assessment component. Students undertake:
- three responses for responding to text - students read and respond to four different texts, undertaking one of the responses in oral or multimodal form and two of the responses in written form.

three assessments for creating texts – students produce four texts, undertaking one of the texts in oral or multimodal form and two of the texts in written form.

one language study - students undertake one language study that is a maximum of 1500 words, reflecting on the use of specialised vocabulary in texts or a context; the effect of context on appropriate language choice; the role of language in establishing individual or group identity; or how language choice is determined by the expectations of the audience.

Assessment:
School Assessment (70%)
- Assessment Type 1: Responding to texts (30%)
- Assessment Type 2: Creating texts (40%)
- Assessment Type 3: Language Study.

External Assessment (30%)

English as an Additional Language or Dialect
Contact: Ms Mercurio
Length: Full Year (20 Credits)
Descriptor:
Stage 2 English as a Language or Dialect continues the development of students' knowledge and critical understanding of what is accurate and appropriate when using English in a variety of informal and formal contexts. They respond to, and produce, a range of written and spoken texts on topical issues. They investigate issues by engaging with a range of sources in the community: people, reference materials, and the mass media. Throughout the program the structure and language patterns appropriate to various texts and contexts are taught and modelled, especially those in formal contexts.

Assessment:
Component 1: Communication (20%)
Component 2: Investigation (20%)
Component 3: Text Production (30%)
Component 4: Interaction (30%).

Health and Physical Education

Child Studies
Contact: Technology Coordinator
Length: Full Year (20 Credits)
Recommended: Year 10 Stage 1 Child Studies desirable
Descriptor:
This course examines:
- Child Development from birth to six years
- Importance of Play
- Children and Books
- Children's Nutrition
- Children with Special Needs
- Protective practices for safety in the community

Assessment:
- Independent and Directed Investigations 60%
- Collaborative Task, 10%
- Special Study 30%

Physical Education
Contact: Health & PE Coordinator
Length: Full Year (20 Credits)
Recommended: Satisfactory achievement in Stage 1 Physical Education
Descriptor:
This subject offers the opportunity for students to develop a greater understanding of human movement and skill learning, through a course with a 50% practical element. Theoretical concepts are often learnt through practical laboratories but students must be prepared for a heavy workload. Students who choose this subject must have displayed an enthusiastic approach towards Physical Education throughout their schooling.

Theory modules include:
- Exercise Physiology
- Skill Learning and Biomechanics
- Training Methods and Programs
- Sport Psychology
- Issues Analysis

Practice modules include:
- Aquatics at West Lakes
- Handball
- Badminton

Costs:
18 hour Aquatics course at West Lakes - approx. $85 (which covers instruction costs, use of equipment and transport for 3 days), Physical Education Essentials Workbook $45.

Assessment:
- Practical 50%
- Folio 20%
- Exam 30%

Languages

Japanese
Contact: Humanities Coordinator
Length: Full Year
Descriptor:
Stage 2 course focuses on developing language skills and verbal and written communication. Assessment tasks cover text analysis, written, investigative and aural and oral tasks.

Special Conditions:
Students must undertake this subject as a full year course. This course is delivered off campus at the Adelaide School of Languages.
SACE Stage 2 Curriculum

Mathematics

Specialist Mathematics
Contact: Mathematics Coordinator
Length: Full Year (20 Credits)
Recommended: Stage 1 Mathematics 1, 2, 3 and 4 High B grade or better
Special Conditions: Students undertaking this course have to study Mathematical Methods.
Descriptor: This course draws on and deepens students’ mathematical knowledge, skills and understandings, and provides opportunities for students to develop their skills in using rigorous mathematical arguments, proofs, and using mathematical models.
Topics:
- Mathematical Induction
- Complex Numbers
- Fractions and Sketching Graphs
- Vectors in 3D
- Integration Techniques and Applications
- Rates of Change and Differential Equations
Assessment:
- School Assessment 70%
- 6 skills and applications tasks (50%)
- 1 Mathematical investigation (20%)
- External Assessment – 3 Hour examination (30%)
Special Conditions:
- All students require a SACE approved Graphics Calculator. A revision guide is recommended (cost approx. $28.50).
- Students will study Specialist Mathematics as part of a group from local High Schools at the Mawson Lakes campus of the University of SA. Tuition classes will be offered back at school.

Mathematical Methods
Contact: Mathematics Coordinator
Length: Full Year (20 Credits)
Recommended: Stage 1 Mathematics 1, 2, 3 and 4 High B grade or better
Descriptor: This course develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modeling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.
Assessment:
- School Assessment 70%
- 6 skills and applications tasks (50%)
- 1 Mathematical investigation (20%)
- External Assessment – 3 Hour examination (30%)
Special Conditions:
- All students require a SACE approved Graphics Calculator. A revision guide is recommended (cost approx. $28.50).

General Mathematics
Contact: Mathematics Coordinator
Length: Full Year (20 Credits)
Recommended: General Maths Stage 1 for 2 semesters - a B grade in or better
Descriptor: This course enables students to learn a range of mathematical skills that apply to practical problem solving. The topics covered are Modeling with Linear Relationships, Modeling with Matrices, Statistical Models, Financial Models and Discrete Models.

Science

Biology
Contact: Science Coordinator
Length: Full Year (20 Credits)
Recommended: A satisfactory achievement in Stage 1 Biology A and/or B. Successful completion of Stage 1 Chemistry is an advantage.
Descriptor: A subject that develops students’ knowledge of Macromolecules, Cells, Organisms and Ecosystems.
Assessment:
- School Assessment 70%
- 1 Mathematical investigation (20%)
- External Assessment – 3 Hour examination (30%)
Special Conditions:
- It is strongly recommended that students purchase a Revision Guide (approximately $22).

Assessment:
- Practical 50%
- Issues Analysis 10%
- Course Work 10%
- Final Examination 30%

Nutrition
Contact: Science Coordinator
Length: Full Year (20 Credits)
Recommended: Satisfactory achievement in a Stage 1 Science is recommended but not essential
Descriptor: This course involves the study of the scientific principles of human nutrition, including the composition of food, skills in diet assessment and ways to overcome the barriers to good nutrition.
Assessment:
- 30% Examination
- 20% Practical
- 15% Issues Analysis
- 35% Course Work

Physics
Contact: Science Coordinator
Length: Full Year (20 Credits)
Recommended: Satisfactory Achievement in Stage 1 Physics
Descriptor: A subject that teaches students to look at the physical world through the study of Mechanics, Electric and Magnetic Fields, Waves and Photons, and the Atom and its Nucleus. Students develop skills of numerical problem-solving and effective scientific communication. Students record and interpret data and evidence from appropriately designed experiments.
Special Conditions:
- Students are also required to deliver oral presentations and write reports based on information searches.

Psychology
Contact: Science Coordinator
Length: Full Year (20 Credits)
Recommended: Satisfactory achievement in Stage 1 Psychology
Descriptor: Psychology is a multi-disciplinary subject that deals with aspects of the brain and behaviour. It covers topics such as Neurology, Cognition, Intelligence, Social Behaviour, and Emotional and Psychological Development. There is a strong emphasis on designing scientific investigations.

Contact: Science Coordinator
Length: Full Year (20 Credits)
Recommended: Satisfactory achievement in Stage 1 Psychology
Descriptor: Psychology is a science subject that is both academically rigorous and interesting, as it aims to understand why people behave the way they do.
The Research Project

The Stage 2 Research Project is a 10-Credit subject. It is compulsory requirement of the SACE. Students must attain a C Grade or better in the Research Project to gain their SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

Students research a topic based on an area of interest. The research topic may be linked to an existing SACE subject or course, or to a workplace or community context.

Students learn how to use research processes and apply knowledge and skills specific to their research topic. They keep a record of their research and evaluate what they have learnt, including their ideas and insights.

Assessment:
- Folio
  Preliminary Ideas and Research Proposal
  Research Development
  Discussion
- Research Outcome
- External Assessment
  Evaluation (including a written Summary)
Cross Disciplinary Subjects

Integrated Learning

Stage 1 & Stage 2

These subjects enable students to explore different ways of learning and to think about how they learn best. Students can bring aspects of different learning areas together in a coherent study. They will be encouraged to develop their collaborative skills as well as their ability to work independently. Students negotiate their learning with their teacher and others in order to achieve both personal and shared goals and to find creative ways of solving problems. Students must work collaboratively, either as a member of a class group or as an individual working in a group outside the school.

Stage 1 Integrated Learning provides a background to study in Stage 2 Integrated Learning and Stage 2 Community Studies.

Assessment:

Stage 1 Integrated Learning consists of the following components. The weighting of each assessment component should be between 10% and 50%.

- Assessment Component 1: Situated Learning Task
- Assessment Component 2: Collaborative Task
- Assessment Component 3: Portfolio and Discussion

Stage 2 Integrated Learning consists of the following components, weighted as shown:

- Assessment Component 1: Situated Learning Task (40%)
- Assessment Component 2: Collaborative Activity and Decision-making (15%)
- Assessment Component 3: Portfolio and Discussion (15%)
- Assessment Component 4: Negotiated Task (30%).
Vocational and Educational Training (VET)

**What is Vocational Education & Training (VET)?**
Vocational Education and Training is a way for you to experience the world of work in a range of occupations whilst still at school. You will undertake a combination of;

- **On-the-job learning**
  Which will happen at one or more work places.
- **Off-the-job learning**
  Which might happen at school or with another training provider.

**Why choose VET Pathways?**
Though a VET Course, you will be trained in skills, which will improve your chances of being employed. Many of the skills will be useful for a wide range in your chosen pathway of careers beyond the VET pathway in which you might enrol. You will leave school with qualifications recognised by both the education system and industry, giving you more choices in life. You will gain credit towards traineeships and apprenticeships, giving you a head start. You will gain hands-on experience in your chosen pathway, allowing you to make better career choices.

**What qualifications will I receive?**
You will receive SACE credits. The VET qualification will be a Certificate or a Statement of Attainment (listing modules completed). These qualifications are recognised by industry and Registered Training Organisations throughout Australia.

**Where do VET pathways lead?**
VET pathways can help to give you a focus for your future work. It’s a way of sampling the world of work. For each VET pathway that you study, you will receive accreditation towards an award that industry recognises. VET pathways can lead to TAFE pathways, University pathways and/or direct employment.

**When should I enrol?**
At the usual time pathway counselling occurs or throughout the year.

**Will doing a VET Pathway affect other subjects?**
Work place learning programs require you to receive training at work sites rather than in classrooms. This might be done as a block release (one or two weeks each term) or one day a week. Often this will not fit in with school timetables in other subjects and so you will need to negotiate with your teachers to make sure you do not miss out on any learning. You will need to be prepared to catch-up work missed. Participating in VET is not an excuse for missing work in other subjects.

**How much will it cost me?**
Most VET courses cost about $2,000 and these are fully subsidised by the school; however, we seek $160 per student for a full year course to help cover administration costs.

**How will it affect my chances of going to University?**
All VET pathways are designed to prepare you for the world of work. Any student can do a Stage 1 VET Pathway without restrictions, and in Stage 2 any Recognised Certificate 3 qualification can be used as the fourth option when applying for an Australian Tertiary Admissions Rank (ATAR)

Many Universities are now accepting Certificate 3 or higher as meeting the entry requirements of many courses.

**Structured Workplace Learning?**
Through Structured Work place Learning, Students are given the opportunity to:

- Develop realistic career path alternatives.
- Gain knowledge of employer’s expectations.
- Gain knowledge, skills and attitudes that are relevant to and valued in the work place before leaving school.
- Receive nationally recognised industry credentials.
- Complete Years 11 and 12 with credit towards further vocational education and training programs, apprenticeships and traineeships.
- Gain confidence and better communications skills through learning in an adult environment.
- Apply knowledge learned in the classroom to the work place situation.
- Make contacts that can lead to future job prospects.
- Gain skills in the work place, which will help with other areas of study.
- Show evidence of their work place learning and achievements in the form of logbooks.

**What benefits will students gain from undertaking a VET program?**

- A reliable and effective transition from school to work, enabling the student to contribute more effectively to the work place.
- The accommodation of different learning styles at school and at work.
- Developing learning skills and attitudes relevant to the world of work, thus increasing employability i.e.: valuable “job ready” skills.
- The ability to test out and broaden career or job options.
- Gaining first hand experience in an industry area of interest.
- Gaining confidence, self-esteem and improving communication skills in an adult environment.
- Receive a nationally recognised retail qualification and their South Australian Certificate of Education (SACE).
- Paid employment and a structured career pathway if they wish to continue their employment with the company.
- Another option through which to obtain an ATAR.

**Para Hills High School offers a range of VET Pathways either within the school or across the district**
These include:

- Automotive
- Building and Construction
- Business Administration
- Computer Aided Design
- Community Services (Aged Care, Child Care and Health Support)
- Computer Aided Design
- Electrotechnology
- Electronics
- Engineering Skills Pathway
- Event Management
- Fashion Design
- Fitness
- Furniture Construction
- Hairdressing & Beauty
- Hospitality & Restaurant Operations
- Information Technology
- Animal Care
- Multimedia & Game Design
- Music Industry
- Outdoor Recreation
- Transport & Distribution
Enhance your options through The School of Languages

School of Languages courses are available to students unable to study the language of their choice in their school or college.

SACE Beginners Level language courses in particular are a powerful alternative pathway for students who wish to pick up an additional language at senior secondary level, or who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

Language Courses:
Years 8 - 10
Students choosing to study a language at this level at the School of Languages generally do so as an additional subject.

Language Courses:
SACE Stages 1 & 2
Students can drop a subject in the school when taking a SACE language course at the School of Languages.

Languages offered:
• Arabic
• Chinese
• Croatian
• French
• German
• Indonesian
• Italian
• Japanese
• Khmer
• Korean
• Persian
• Polish
• Portuguese
• Serbian
• Spanish
• Vietnamese
Australian Languages
• Kaurna
• Pitjantjatjara
All courses are after hours, one lesson per week and a range of locations is available.

Levels
Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered to Year 8, 9 and 10 levels.

How to Enrol
Speak to the LOTE Coordinator at Para Hills High School who will refer to the comprehensive School of Languages provisional timetable, for more detailed information regarding locations, levels and times of classes. You can also visit us at www.schooloflanguages.sa.edu.au.
OR
Contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer.
Phone: 8301 4801

Materials and Services Charges apply to all courses at the School of Languages. A schedule is available on request.
**Subject Selection Sheets**

**Year 9 Subject Selection for 2017**

Student name: ___________________________  Caregroup: ___________________________
Potential future pathway option 1: ___________________________  Potential future pathway option 2: ___________________________

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**You must select a total of 12 Semester Units**

The following subjects are **Compulsory**:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters:</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH/EALD</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS/STUDIES</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
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<td></td>
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<tr>
<td>HISTORY</td>
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<td></td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
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<td></td>
</tr>
<tr>
<td>FOOD TECHNOLOGY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DESIGN AND TECHNOLOGY</td>
<td>1</td>
<td>Choose from: (circle one)</td>
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<tr>
<td></td>
<td></td>
<td>- CAD</td>
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<tr>
<td></td>
<td></td>
<td>- ELECTRO-TECHNOLOGY</td>
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<td></td>
<td></td>
<td>- DIGITAL TECHNOLOGY</td>
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<tr>
<td></td>
<td></td>
<td>- CONSTRUCTION TECHNOLOGY (WOOD/METAL)</td>
</tr>
<tr>
<td>TOTAL</td>
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</table>

**Free Choice: Select 2 Semesters**

<table>
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<tr>
<th>Subject</th>
<th>Semesters:</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>CAD</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>DANCE</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>DESIGN</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>ELECTRO-TECHNOLOGY</td>
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<td></td>
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<tr>
<td>GEOGRAPHY</td>
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<tr>
<td>INFORMATION TECHNOLOGY</td>
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<td></td>
</tr>
<tr>
<td>JAPANESE</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>WOOD/METAL TECH</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**HINT:**
When selecting your Free Choices take into consideration the Design & Technology subject you have already selected and don’t pick it again.

**HINT:**
A FULL year of MUSIC must be selected if you are considering doing the subject in Years 11 or 12.

---

**Reserve choices:** In the event that your choices cannot be accommodated please indicate 3 reserve choices:

1. _______________________________________
2. _______________________________________
3. _______________________________________
Subject Selection Sheets

Year 10 Subject Selection for 2017

Student name: | Caregroup:
---|---
Potential future pathway option 1: | Potential future pathway option 2:

You must select a total of 12 Semester Units

The following subjects are Compulsory:

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<tr>
<th>Subject</th>
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<th>Your Choice</th>
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<td>SCIENCE</td>
<td>2</td>
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<tr>
<td>PERSONAL LEARNING PLAN</td>
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<tr>
<td>HISTORY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>HEALTH AND PHYSICAL EDUCATION</td>
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<td>Circle 1 of the following choices: - SPECIALIST SPORT - RECREATIONAL SPORT</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td>Circle 1 of the following choices: - ART - DANCE - DESIGN - DRAMA - MUSIC</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Free Choice: Select 2 Semesters

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<td>CONCEPT 2 CREATION</td>
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<tr>
<td>DANCE</td>
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<tr>
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<tr>
<td>FOOD TECHNOLOGY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FOOTBALL STUDIES</td>
<td>1</td>
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</tr>
<tr>
<td>DIGITAL TECHNOLOGY</td>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Semesters:</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPANESE</td>
<td>2</td>
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</tr>
<tr>
<td>MATHS STUDIES PLUS</td>
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<tr>
<td>METAL TECHNOLOGY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>1 OR 2</td>
<td></td>
</tr>
<tr>
<td>RECREATIONAL SPORTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SPECIALISTS SPORTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>WOOD TECHNOLOGY</td>
<td>1</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Reserve choices: In the event that your choices cannot be accommodated please indicate 3 reserve choices:

1. 
2. 
3. 

Notes
- You must select 2 semesters of Japanese. You cannot do just 1 semester of a language.
- You can only select a maximum of 2 semesters of Art or Dance or Design or Drama or Music, however you can choose a combination of these subjects.
- You can only select a maximum of 1 semester of Recreational Sports or Specialist Sports, however you can choose both.
- If you choose Japanese and also wish to do Maths Studies Plus then you will not choose a compulsory Arts subject.
Stage 1 Compulsory Subjects

Stage 1 English Subjects (each is worth 20 credits)
* Essential English
* Essential English as an Additional Language
* Essential English Pathways
* Literacy for work & Community Life

Stage 1 Numeracy Subjects (each is worth 10 credits)
• Mathematics
• General Mathematics
• Essential Mathematics

Stage 1 Choice Subjects (each is worth 10 credits)

Arts
Dance
Drama
Music or Cert III in Music Industry
Visual Arts - Art
Visual Arts - Design

Business, Enterprise & Technology
Information Processing and Publishing
Information Technology
Workplace Practices
Catering Concepts
Design, Enterprise, Business & Technology (DEBT)

Cross-Disciplinary
Integrated Learning (Peer Support)
Peer Support
Design Enterprise Business Technology (DEBT)

Health & Physical Education
Child Studies
Physical Education
Football Studies

Humanities & Social Sciences
Modern History
Legal Studies

Languages
Japanese (continuers)

Stage 2 Choice subjects - 60 credits for SACE or 80 credits for an ATAR (these need to be Tertiary Admissions Subjects - TAS).
Each subject is worth 20 credits. All subjects except Community Studies are TAS.

Arts
Dance
Drama
Music
Visual Arts - Art
Visual Arts - Design

Business, Enterprise & Technology
Information Processing and Publishing
Workplace Practices

English
English
Essential English
Essential English : EAL

Health & Physical Education
Child Studies
Physical Education

Humanities & Social Sciences
Legal Studies

Languages
Japanese (continuers)

Mathematics
Specialist Mathematics
Mathematical Methods
General Mathematics

Sciences
Biology
Chemistry
Nutrition
Physics
Psychology
## SACE Stage 1 Subject Selection for 2017

You must select a total of 120 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits:</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSENTIAL ENGLISH/HEALD. LITERACY OR PATHWAYS OR ENGLISH</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS (ESSENTIAL, GENERAL, STUDIES)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>PERSONAL LEARNING PLAN (COMPLETED IN YEAR 10)</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
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</table>

You must select a total of 120 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits:</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>CATERING CONCEPTS</td>
<td>10</td>
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<tr>
<td>CHEMISTRY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CHILD STUDIES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>DANCE</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>DESIGN ENTERPRISE BUSINESS TECHNOLOGY (DEBT)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>ESSENTIAL MATHS</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>FOOTBALL STUDIES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>GENERAL MATHS</td>
<td>10 or 20</td>
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<tr>
<td>HISTORY</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>INFORMATION PROCESSING AND PUBLISHING</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>JAPANESE</td>
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<td></td>
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<tr>
<td>LEGAL STUDIES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL STUDIES</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>MUSIC OR CERT III IN MUSIC INDUSTRY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NUTRITION</td>
<td>10</td>
<td></td>
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<tr>
<td>PEER SUPPORT</td>
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</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>10 or 20</td>
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</tr>
<tr>
<td>PHYSICS *</td>
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</tr>
<tr>
<td>PSYCHOLOGY</td>
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</tr>
<tr>
<td>RESEARCH PRACTICES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>RESEARCH PROJECT *</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>VISUAL ART: ART</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>VISUAL ART: DESIGN</td>
<td>10 or 20</td>
<td></td>
</tr>
<tr>
<td>WORKPLACE PRACTICES</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>90</strong></td>
<td></td>
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</tbody>
</table>

Reserve choices: In the event that your choices cannot be accommodated please indicate 3 reserve choices:

1. ____________________________  2. ____________________________  3. ___________________________

VET Courses: Have you applied to do a VET course in 2017? *

If Yes, Name of qualification: ____________________________________________

Number of potential SACE credits: ____________________________

**Notes**

* If choosing Physics you must choose Pure Maths1-4

* Year 12 Research Project (By approval)- some very outstanding students may be permitted to complete their Research Project in Stage 1. This offer will be made to students on an individual basis.

* If applying for a VET course you must select 120 credits of school based subjects. Once an application has been approved and confirmation that the course is running, then students will be re-counsellled to accommodate the VET course.

**NOTE:**
In most cases the level of Essential English and Mathematics will be decided by Learning Area Coordinators in consultation with you.
SACE Stage 2 Subject Selection for 2017

You must select a total of 120 credits

The following subjects are **Compulsory:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH PROJECT</td>
<td>10</td>
</tr>
</tbody>
</table>

**Select 80 Credits of Stage 2 subjects** (to get an ATAR)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOLOGY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CHEMISTRY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>CHILD STUDIES</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>DANCE</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>GENERAL MATHEMATICS</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>INFORMATION PROCESSING AND PUBLISHING</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>JAPANESE</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>LEGAL STUDIES</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICAL METHODS</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>NUTRITION</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>20</td>
<td></td>
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<tr>
<td>PHYSICS</td>
<td>20</td>
<td></td>
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<tr>
<td>PSYCHOLOGY</td>
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<td></td>
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<tr>
<td>SPECIAL MATHEMATICS</td>
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<tr>
<td>WORKPLACE PRACTICES</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>VISUAL ARTS: ART</td>
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</tr>
<tr>
<td>VISUAL ARTS: DESIGN</td>
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<tr>
<td>RESEARCH PRACTICES</td>
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<tr>
<td>PHYSICS</td>
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<tr>
<td>MATHS</td>
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<tr>
<td>RESEARCH PROJECT (By Approval)</td>
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<tr>
<td>VET CERT 3 COURSE</td>
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<td>FOOTBALL STUDIES</td>
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<tr>
<td>MATHS (10 credits)</td>
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<tr>
<td>RESEARCH PROJECT (By Approval)</td>
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<tr>
<td>SACE Stage 1</td>
<td></td>
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</tbody>
</table>

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1. ________________________________ 2. ________________________________ 3. ________________________________

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