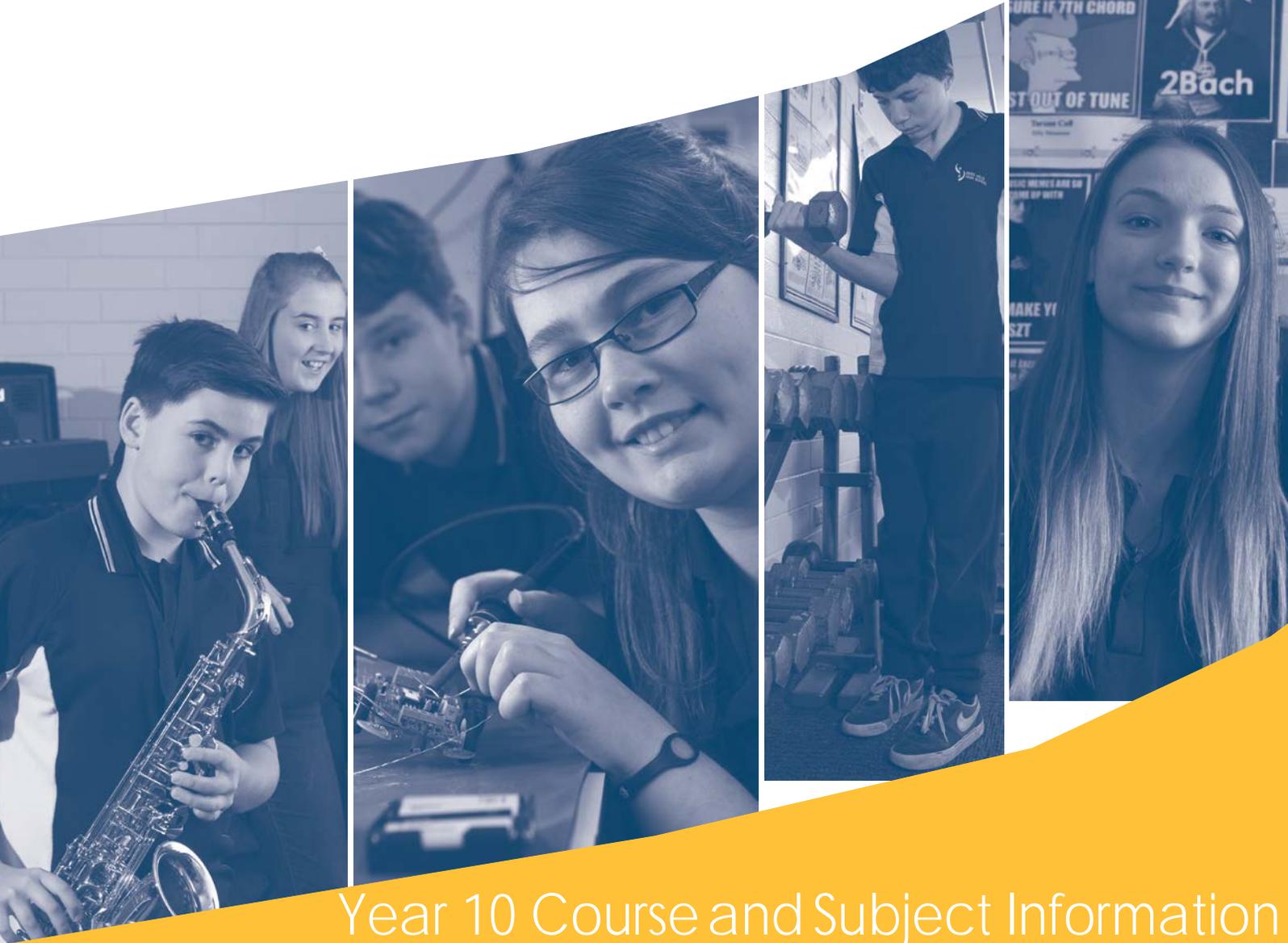




**PARA HILLS
HIGH SCHOOL**

Your vision Your future



Year 10 Course and Subject Information

2019

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Year 10

Introduction

This book gives an outline of the educational pathways offered to students at Para Hills High School and a description of subjects offered to students undertaking Year 10 in 2019.

After reading the relevant sections carefully, students (with caregivers,) should complete, the subject choice record sheet at the back of this booklet. The final subject selection sheet can then be filled out during course counselling.

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 10 Curriculum

Compulsory Subjects	Semester
English or EALD	2
History	2
Maths	2
Science	1
Personal Learning Plan	1
Arts	1
Design & Technology	1
Physical Education	1
Choice of 2 Semester units from the following:	
Arts	1 or 2
Technology	1 or 2
Health & Physical Education	1 or 2
Japanese	2
Science	1
Maths Studies Plus	1
Total	12

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.

Students who select Japanese, Music and a full year of both Maths and Science will not be able to do the compulsory Health & Physical Education and Technology semesters.

Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Each learning area or subject includes:

- A statement of rationale and a set of aims
- An overview of how the learning area is organised
- Year level descriptions
- Content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- Achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Criteria of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These 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/.

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.

Those 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 whose first language is a language other than English.

SACE

South Australian Certificate of Education

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). In Year 10 you will start the SACE when you participate in the PLP (Personal Learning Plan)

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.

In 2019
Year 10 students study the Personal Learning Plan
Year 11 students study SACE Stage 1 subjects
Year 12 students study SACE Stage 2 subjects

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.

These 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. This means the 200 SACE credits required to complete the 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.

Flexibility in the SACE

Flexibility in the SACE supports students to cater for their unique needs and pathways whilst maintaining the rigour and standards required by the SACE.

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

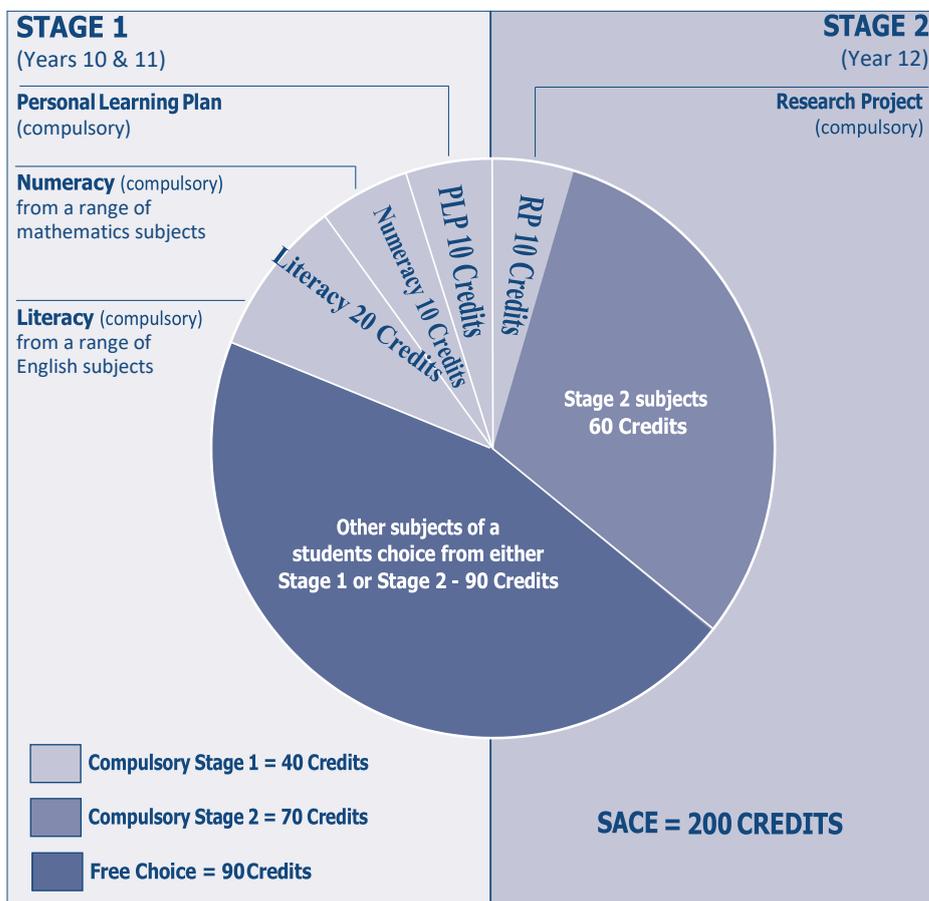
Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning. Where students are struggling within a subject, it may be possible to convert the course into an Integrated Studies or Community Studies course to recognise the work already completed and modify the work required to allow completion. Whilst this may allow students to complete the SACE, it may prohibit them from achieving an ATAR and there are limits on the number and type of subjects that can be converted.

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 Mrs Higgs (SACE Coordinator) Mrs Stewart (Senior School AP) at the school on 8258 5466 or visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.



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 and the VLCon Tuesday 4th September (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 requested to participate in course counselling sessions which will be held for Year 8 to Year 11 early in Term 3. Booking details will be shared via the school Newsletter.

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 or equivalent recognised studies.

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 Careers 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 or STAT test result. Entry to many TAFE courses is based on 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 equity points, 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.

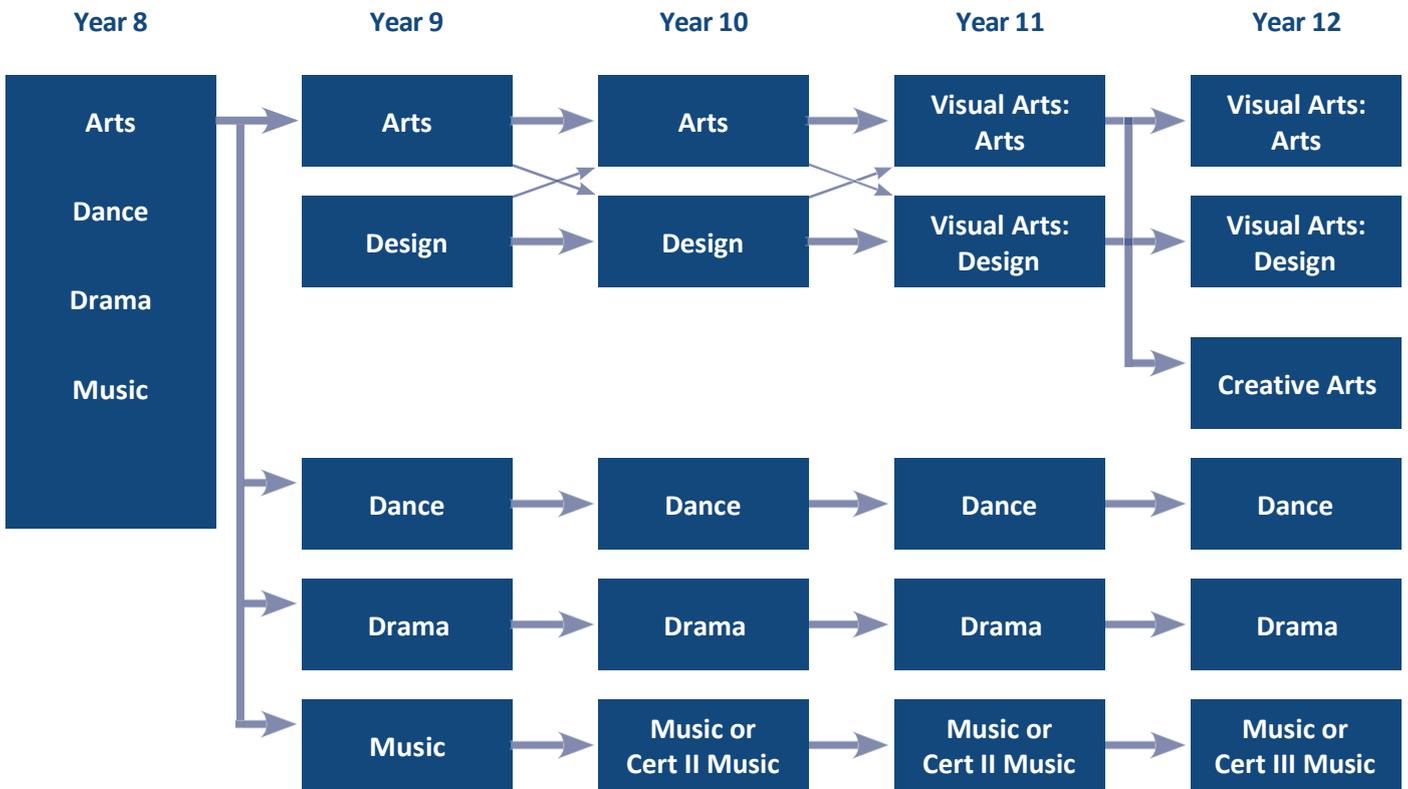
Please refer to the SATAC (South Australian Tertiary Admissions Centre) website www.satac.edu.au for further reading and details.



Learning Area Flow Charts

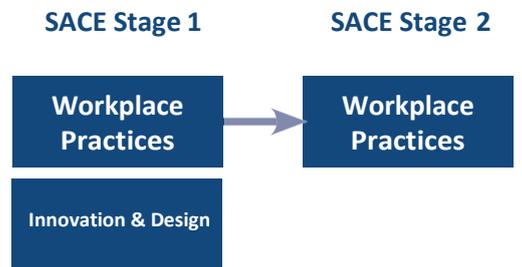
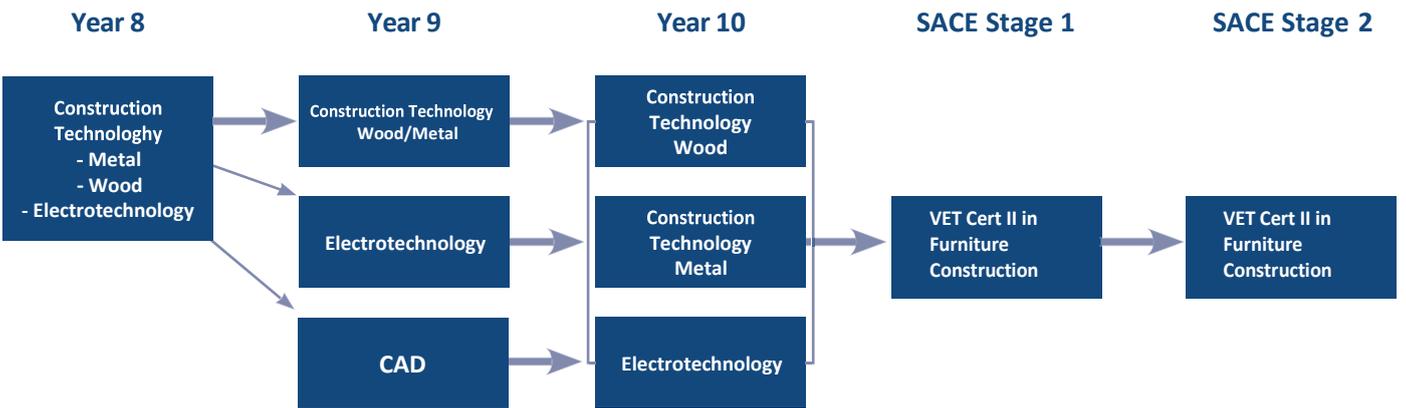
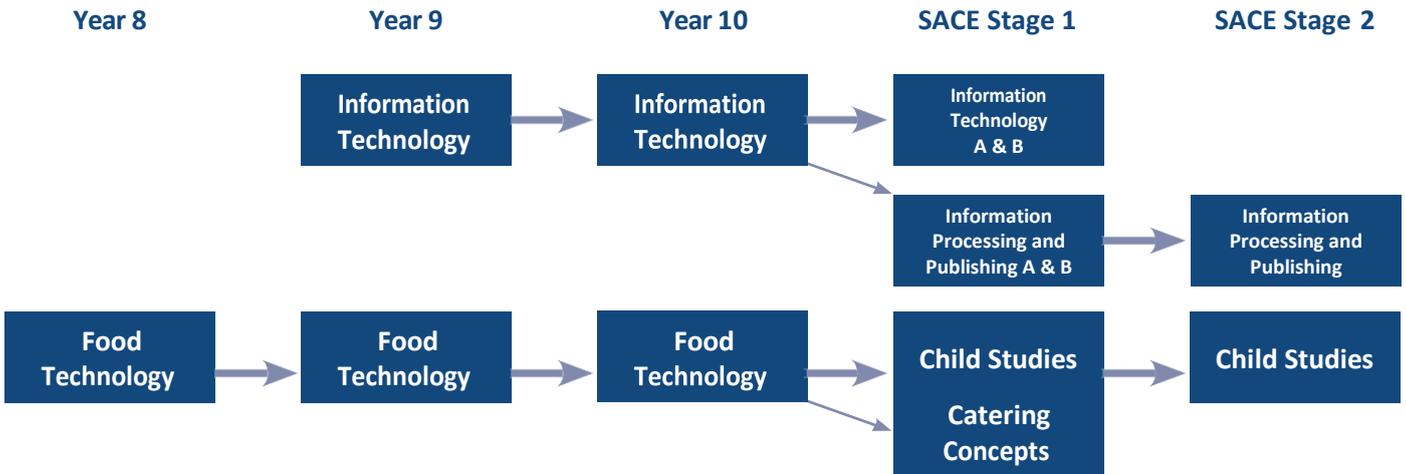
Learning Area Flow Charts show how the Year 8 - 12 subjects are linked.
They do not indicate pre-requisites for selecting subjects.

Arts Pathways:



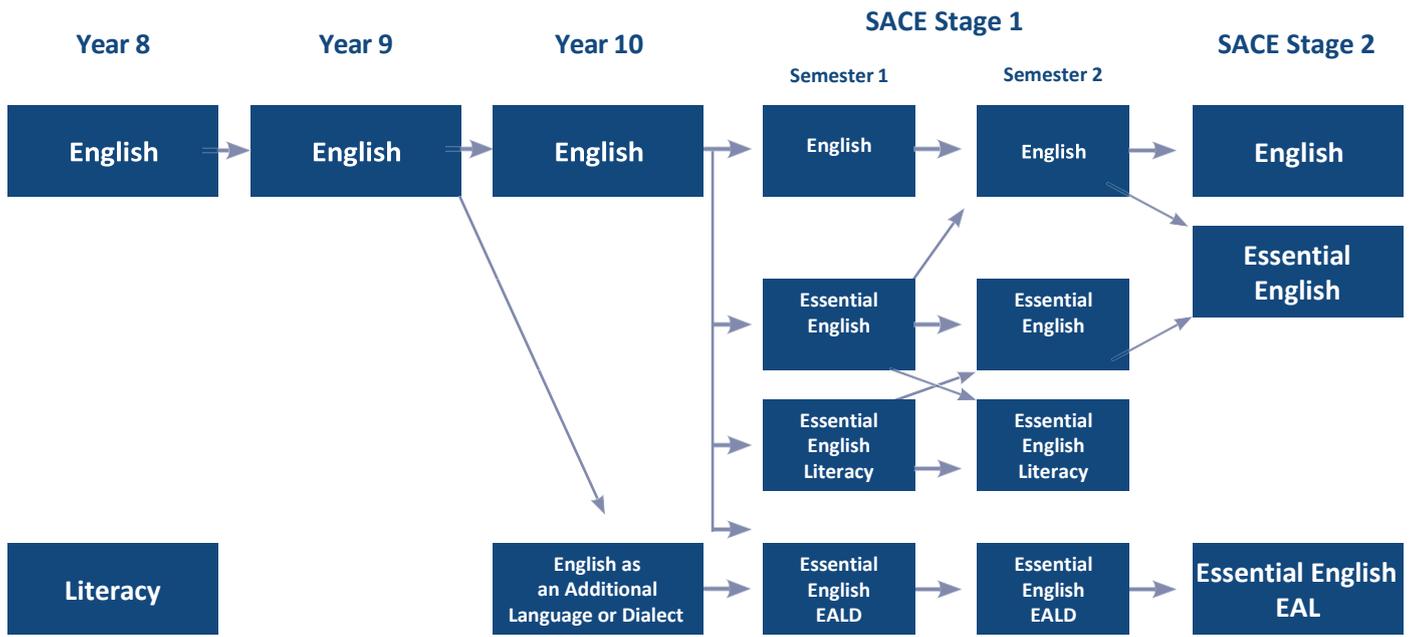
Learning Area Flow Charts

Business Enterprise and Technology Pathways:

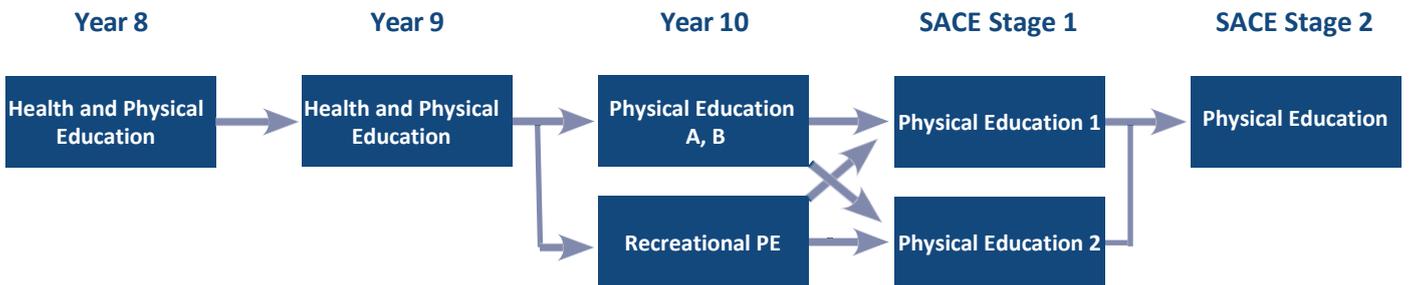


Learning Area Flow Charts

English Pathways:

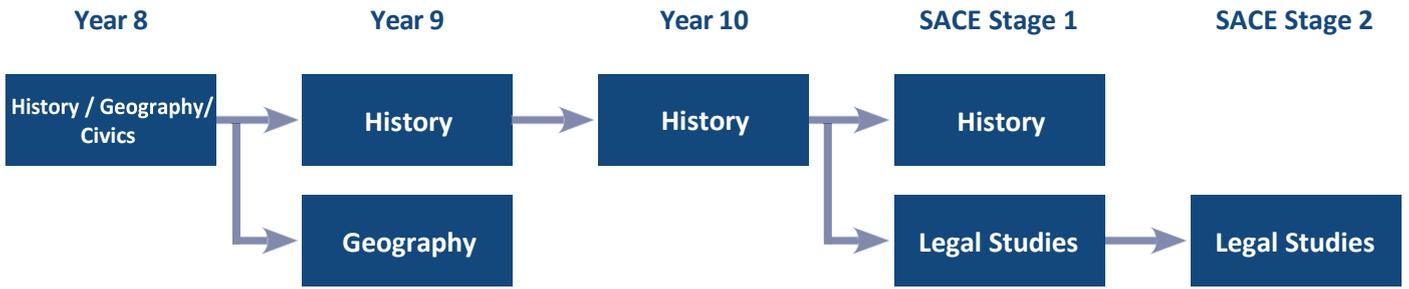


Health and Physical Education Pathways:



Learning Area Flow Charts

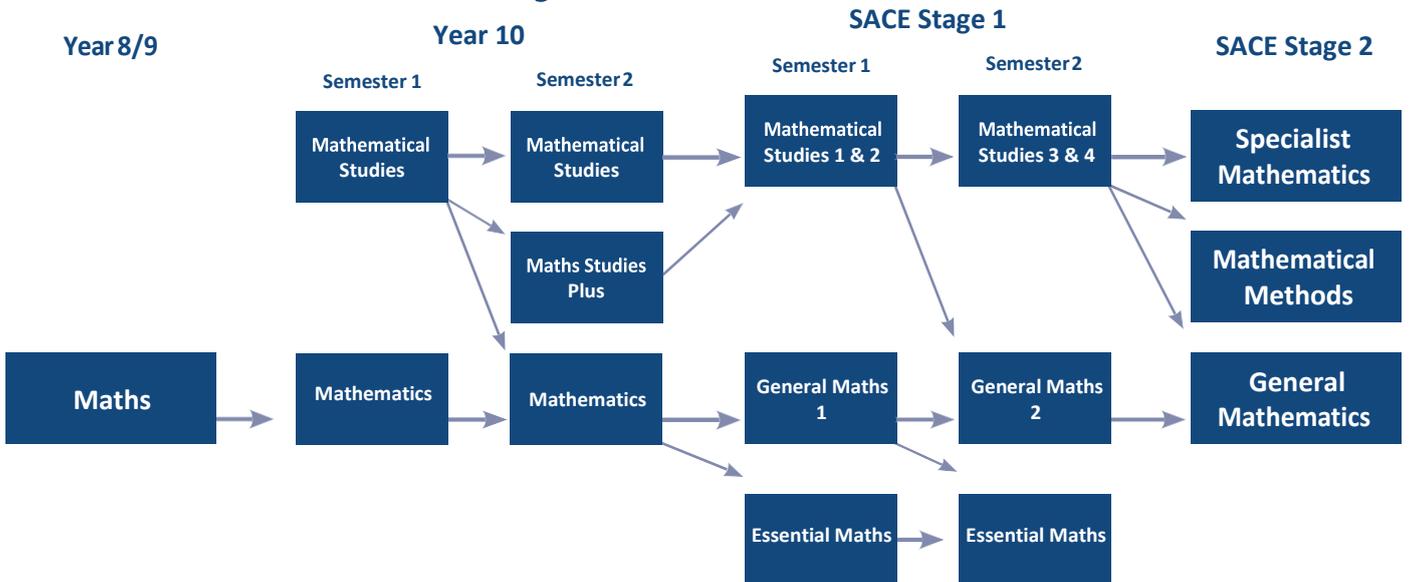
Humanities and Social Sciences Pathways:



Language Pathways: Japanese

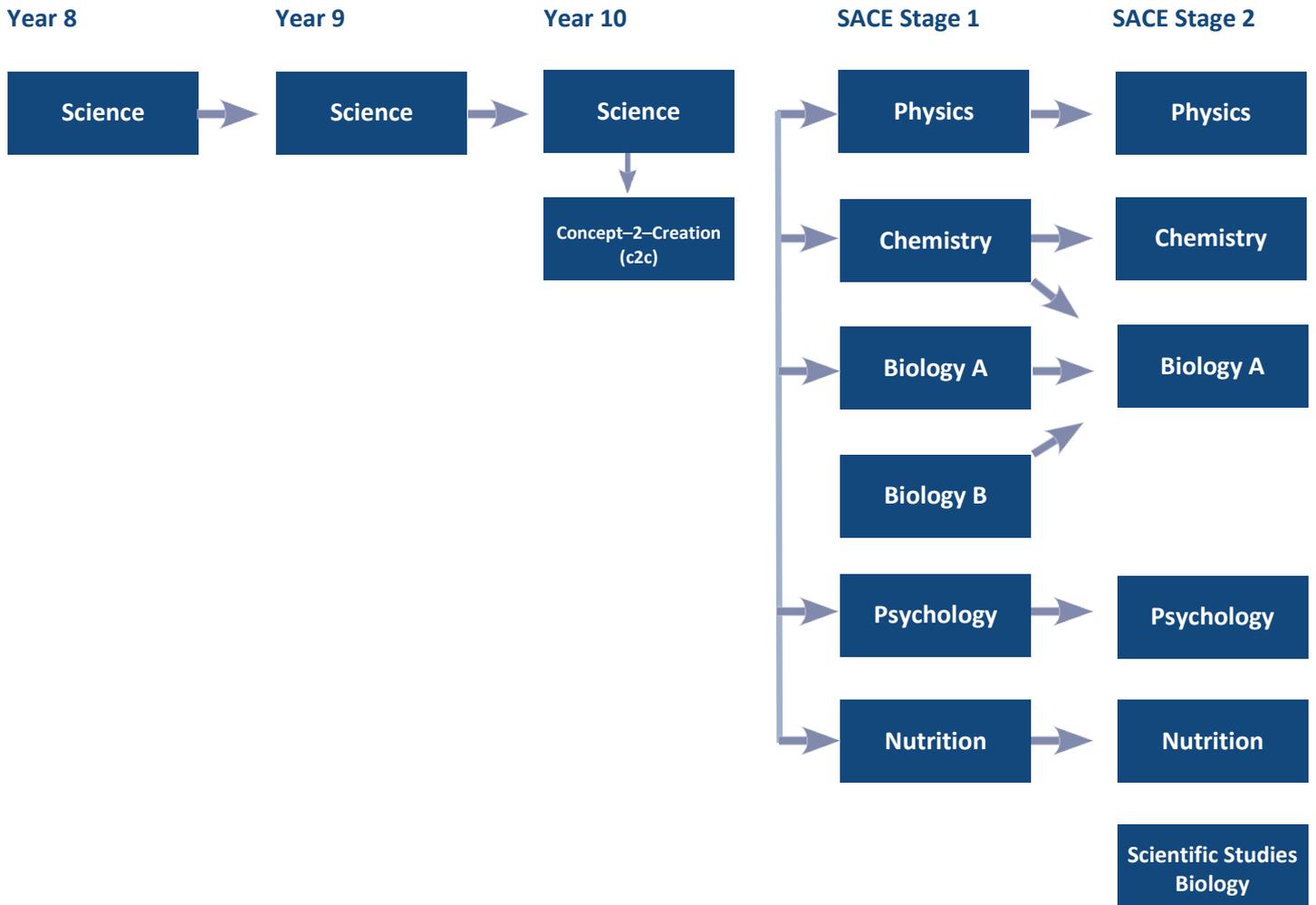


Mathematics Pathways:



Learning Area Flow Charts

Science Pathways:



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: Year 9 Dance preferred

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.

It is recommended that students undertake a full year of Dance if they wish to continue to Year 12

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. The focus is on how design is used in our everyday lives. Students will use digital technologies including 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: Year 9 Drama Preferred

Descriptor:

Students will develop knowledge and understanding of various styles of performance from diverse cultural backgrounds. The course will develop student's practical performance skills and analytical skills as students are required to review, analyse and critique performances as well as write original scripts. Students will also have the opportunity to engage in offstage roles including directing, Costume, set and lighting design. Students will also prepare for Stage 1 Drama through practical and theory assessments.

It is recommended that students take a full year of Drama if they wish to continue in 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 careers.

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 an instrument. Instruments are available for hire from the school at a highly subsidised price. Hire fees for 2018 were unavailable at time of printing.

Design and Technology

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 complement the practical work covered.

Special Conditions:

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

Construction Technology-Wood

Contact: Technology Coordinator

Length: 1 Semester

Descriptor:

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 complement 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, wood turning, laminating or wood carving.

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.

Electro-Technology / CAD

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.

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.

Food Technology

Contact: Mrs Stewart

Length: 1 Semester

Prerequisites: None

Descriptor:

Unit topics include; Food safety at work, Food for improved health, hidden sugars, Food preservation and Designer Deserts.

Nutrition and Health:

Students investigate the relationship between food choices and health with a focus on diet related diseases and design, plan and create a healthy meal suitable for the prevention of a specific lifestyle disease.

Fresh versus Processed Food: Is Fresh best?

Students investigate processed and convenience foods and make comparisons with fresh, local, seasonal foods and design, plan and create a meal using mostly fresh ingredients.

Can we still enjoy food without the added sugar?

Students investigate the ways sugar is hidden in foods and its impact on health and select a commercial feed product and investigate, plan and develop a low sugar alternative.

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.

Year 10 Curriculum

English

English

Contact: English 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 structures and ideas more closely.

Experience in writing longer pieces, as well as drafting and editing of all written work is an essential component of Year 10.

Students participate in a range of speaking and listening activities.

Assessment:

Assessment in English takes place in a number of different ways and through both formative and summative assessment.

English as an Additional Language or Dialect (EALD)

Contact: EAL Coordinator

Length: Full Year

Descriptor:

Students develop their communication skills to:

- Develop their use of English for social interaction
- Participate effectively in the school curriculum
- Critically evaluate and influence the so they live

History

Students must study one semester of History.

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.'

Health & Physical Education

Students must select at least one of the following semester compulsory units within Health and Physical Education

If students are considering selecting Physical Education as a part of 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: Compulsory 1 Semester or full year if selected.

Descriptor:

Physical Education A and B are designed to equip students to support themselves and the community to lead a healthy lifestyle. The course is designed to benefit students both wishing to make this subject a part of their SACE learning pathway, and students with a general interest in healthy lifestyle.

Learning will be presented in which students focus on analysis and decision making skills through performing physical movement and also analysing the physical movement of others to develop strategies to improve their physical fitness and performance during game play.

Learning Opportunities will be provided using the following contexts:

Physical Education A

Game Based Activity - Students will enhance their understanding of tactical play across different movement contexts.

Fitness Factors - Students analyse factors of fitness within movement performance and how they ensure successful performance.

Training Principles & Methods -

Students develop understanding of methods of training that will promote improvement in physical activity.

Shine SA Health - Students complete a sexual health and relationships program supported by Shine SA.

Physical Education B

Game Based Activity - Students enhance their understanding of tactical play and the ability to transfer relevant skills across contexts.

The Energy Systems - Students analyse performance and determine how energy systems are used to fuel performance.

Biomechanics - Students analyse movement performance and determine strategies to improve movement efficiency to achieve successful performance.

Assessment:

In both PE A&B students are assessed on their practical movement as well as written (or suitable alternative) tasks.

Recreational PE

Contact: Health & PE Coordinator

Length: Compulsory 1 Semester

Descriptor:

Recreational PE is designed to equip students to support themselves and the community to lead a healthy lifestyle. The course is designed to benefit students both wishing to make this subject a part of their SACE learning pathway, and students with a general interest in healthy lifestyle.

Learning presented will encourage students to reflect on their lifestyle and determine strategies that can be used to support themselves and community members to lead a healthy lifestyle. Learning Opportunities will be provided using the following contexts:

Practical Based Activity - Students will undertake a variety of activities in which they will apply theory concepts covered to improve their ability for active participation and improving their overall health.

Fitness Concepts - Students analyse concepts that will help them to improve their physical health and wellbeing.

Training Methods - Students gain an understanding of strategies that will help them to improve their fitness levels.

Shine SA Health - Students complete a sexual health and relationships program supported by Shine SA.

Assessment:

In Recreational PE students are assessed on their practical movement as well as written (or a suitable alternative) tasks.

Languages

Japanese is a choice subject. Students may select to study Japanese for 1 semester or for a full year.

Japanese

Contact: Humanities Coordinator

Length: 1 Semester or Full Year

Recommended: Year 8 Japanese

Descriptor:

Students will continue to study spoken and written Japanese through an activity based approach focussing on their ability to communicate. The culture, economy and geography of Japan will also be included in the course of study. Some language topics are: detailed self-description including likes and dislikes, making arrangements, asking and giving directions, shopping and eating in Japan, weather, describing daily routines.

Assessment:

Reading, writing and oral skills as well as understanding of language and culture are assessed.

Year 10 Curriculum

Mathematics

Mathematical Studies

Contact: Mathematics Coordinator

Length: Full Year

Recommended: High level of achievement in Year 9 Mathematics (B or better)

Descriptor:

This course aims to prepare students for Mathematical 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 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.

Mathematics

Contact: Mathematics Coordinator

Length: Full Year

Descriptor:

This course aims to prepare students for Stage 1 General Maths or Maths Essentials.

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.

Science

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.

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:

This year 19 inventor's course can be done in addition to full year or Science. The focus is for students to invent something and actually build and working prototype. Past examples include a wireless phone chargers, converting an old mobile phone into a remote surveillance camera, makeup click-pen, radio hard-hat, computerised competitive dance shoes, high heels with a secret 3d-printed money box. in-ear MP3 player, computerised automatic AFL goalposts, to name a few

The program is team based and students will earn 10 credits Stage 1 SACE integrated Learning. If you like building electronics or mechanical things, consider this course.

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 resume 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.

Vocational and Educational Training (VET)

What is Vocational Education & Training (VET)?

Vocational Education and Training is a way for students to gain qualifications while at school. Whilst VET is predominantly undertaken by students in Years 11 and 12, Year 10 students may be able to undertake a VET course if they have a strong career focus and good attendance.

Students may 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?

Through a VET Course, you will be trained in skills, which may improve your chances of being employed. Many of the skills will be useful for a wide range of your chosen pathway of careers beyond the VET pathway in which you might enroll. You will leave school with nationally recognised qualifications recognised by both the education system and industry, giving you more choices in life. You will gain hands-on experience in your chosen pathway, allowing you to make better career choices.

What qualifications will I receive?

The VET qualification will be a Certificate or a Statement of Attainment listing competencies completed). These qualifications are recognised by industry and Registered Training Organisations throughout Australia. For every 70 hours of nominal training you will receive 10 SACE credits of either Stage 1 or 2.

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, apprenticeships, Traineeships, University pathways and/or direct employment.

When should I enrol?

Complete your application form and submit them at Course Counselling.

Will doing a VET Pathway affect other subjects?

VET courses require you to receive training at work sites rather than in classrooms. You will need to be prepared to catch up work missed. Participating in VET is not an excuse for missing work in other subjects. VET students will be allocated a private study to catch up on work missed.

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 further study or the world of work. Any student can do a Stage 1 VET course without restrictions, and in Stage 2 any completed 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 some 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.
- 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 firsthand 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)
- ANOTHER option through which to obtain an ATAR.

Para Hills High School offers a range of VET Pathways either within the school or across NASSSA schools

These include:

- Animal Care
- Automotive
- Building and Construction
- Business Administration
- Community Services (Aged Care, Child Care and Health Support)
- Computer Aided Design
- Electronics
- Electro-Technology
- Engineering Skills Pathway
- Event Management
- Fitness
- Furniture Construction
- Hairdressing & Beauty
- Hospitality & Restaurant Operations
- Information Technology
- Micro business
- Multimedia & Game Design
- Music Industry
- Outdoor Recreation
- Transport & Distribution



School of Languages

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.

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.

Languages offered:

- Arabic
- Chinese
- Croatian
- French
- German
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Persian
- Polish
- Portuguese
- Serbian
- Spanish
- Vietnamese Australian Languages
- Kurna
- 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 Senior School Assistant Principal 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.



Year 10 Subject Selection for 2019

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**:

Subject	Semesters:	Your Choice
ENGLISH/EALD	2	
MATHEMATICS/STUDIES	2	
SCIENCE	2	
PERSONAL LEARNING PLAN	1	
HISTORY	1	
HEALTH AND PHYSICAL EDUCATION	1	Circle 1 of the following choices: - PHYSICAL EDUCATION A OR B/ RECREATIONAL PE
TECHNOLOGY		Circle 1 of the following choices: - WOOD/METAL/ELECTRO/FOODTECH/DIGITALTECH
THE ARTS	1	Circle 1 of the following choices: - ART / DESIGN / DANCE / DRAMA / MUSIC
TOTAL	10	

Free Choice: Select 2 Semesters

Subject	Semesters:	Your Choice
ART	1 OR 2	
CONCEPT 2 CREATION	1	
DANCE	1 OR 2	
DRAMA	1 OR 2	
DESIGN	1 OR 2	
ELECTRO-TECHNOLOGY	1	
FOOD TECHNOLOGY	1	
FOOTBALL STUDIES	1	
DIGITAL TECHNOLOGY	1	

Subject	Semesters:	Your Choice
JAPANESE	2	
MATHS STUDIES PLUS	1	
METAL TECHNOLOGY	1	
MUSIC	1 OR 2	
SPECIALISTS SPORTS	1	
• PHYSICAL EDUCATION A/B		
• RECREATIONAL PE		
WOOD TECHNOLOGY	1	
TOTAL	10	

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.

Notes