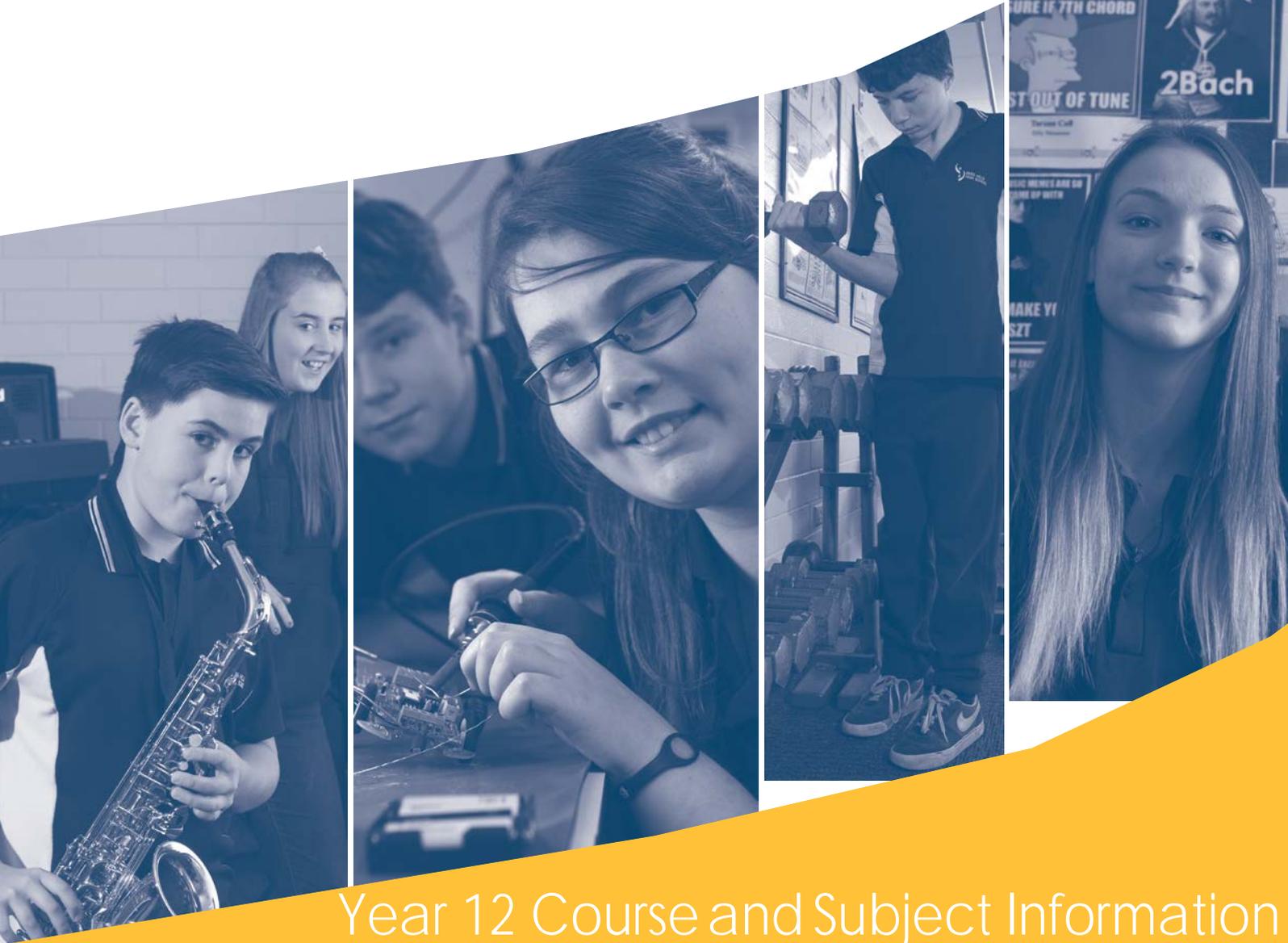




**PARA HILLS
HIGH SCHOOL**

Your vision Your future



Year 12 Course and Subject Information

2019

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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 12 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.

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).

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.

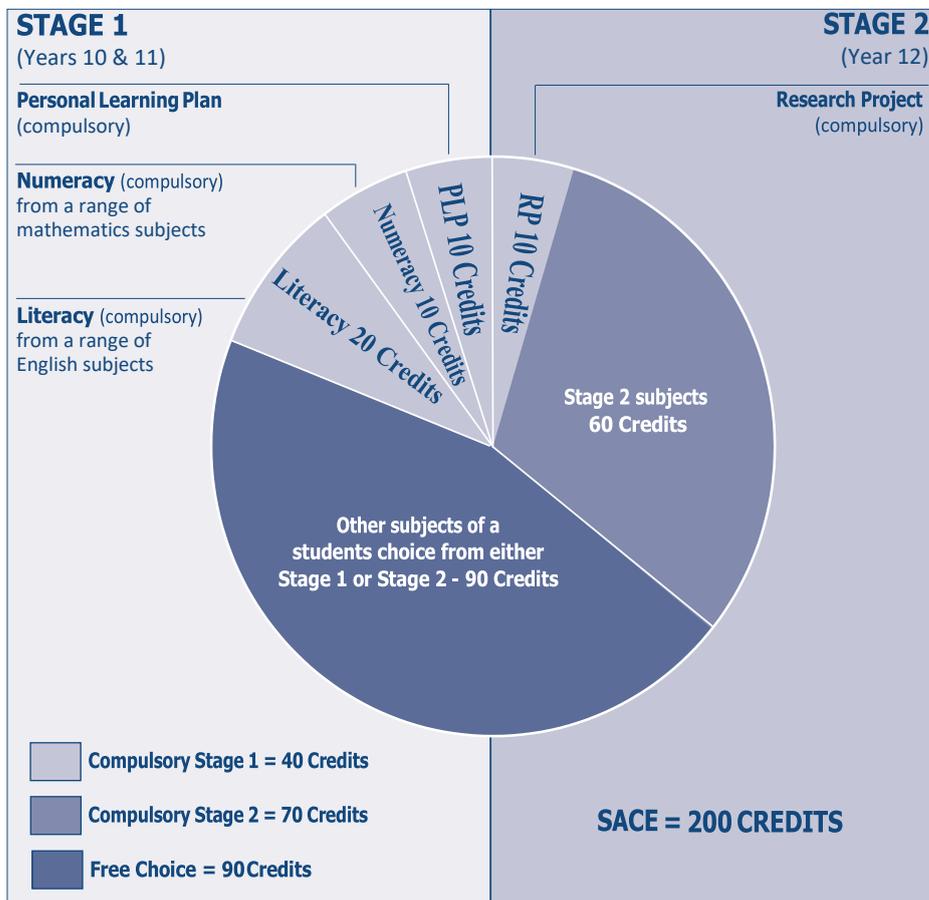
Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so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



SACE

South Australian Certificate of Education

SACE Stage 1 Subjects proposed for Para Hills High School

Compulsory Subjects	Free Choice Subjects	Free Choice Subjects
<p>ENGLISH - 2 semesters from:</p> <ul style="list-style-type: none"> English Essential English : EAL Essential English : Literacy Essential English <p>MATHEMATICS- 1 semester from:</p> <ul style="list-style-type: none"> Mathematics 1 General Mathematics Essential Mathematics 	<p>ARTS</p> <ul style="list-style-type: none"> Dance Drama Music Visual Arts - Arts Visual Arts – Design <p>BUSINESS ENTERPRISE AND TECHNOLOGY</p> <ul style="list-style-type: none"> Information Processing and Publishing Information Technology Workplace Practices <p>CROSS DISCIPLINARY</p> <ul style="list-style-type: none"> Catering Concepts Innovation and Design Peer Support - (Integrated Learning) Research Practices <p>LANGUAGES</p> <ul style="list-style-type: none"> Japanese (continuers) 	<p>HEALTH AND PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> Child Studies Physical Education Football Studies <p>HUMANITIES AND SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Modern History Legal Studies <p>MATHEMATICS</p> <ul style="list-style-type: none"> Mathematics 2, 3 & 4 General Mathematics Essential Mathematics <p>SCIENCES</p> <ul style="list-style-type: none"> Biology Chemistry Nutrition Physics Psychology

SACE Stage 2 Subjects proposed for Para Hills High School

Compulsory Subjects	Free Choice Subjects	Free Choice Subjects
<p>RESEARCH PROJECT</p> <p>Plus</p> <p>3 x 20 credit subjects for SACE completion</p> <p>Or</p> <p>4 x 20 credit subjects for an ATAR</p> <p>Or</p> <p>3x20 credit subjects and a Recognised VET Certificate 3 at Stage 2 for an ATAR</p>	<p>ARTS</p> <ul style="list-style-type: none"> Dance Drama Music Visual Arts - Arts Visual Arts – Design <p>BUSINESS ENTERPRISE AND TECHNOLOGY</p> <ul style="list-style-type: none"> Information Processing & Publishing Workplace Practices <p>ENGLISH</p> <ul style="list-style-type: none"> English Essential English Essential English : EAL 	<p>HEALTH AND PHYSICAL EDUCATION</p> <ul style="list-style-type: none"> Child Studies Physical Education <p>HUMANITIES AND SOCIAL SCIENCES</p> <ul style="list-style-type: none"> Legal Studies <p>LANGUAGES</p> <ul style="list-style-type: none"> Japanese (continuers) <p>MATHEMATICS</p> <ul style="list-style-type: none"> Specialist Mathematics Mathematical Methods General Mathematics <p>SCIENCES</p> <ul style="list-style-type: none"> Biology Chemistry Nutrition Physics Psychology

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.

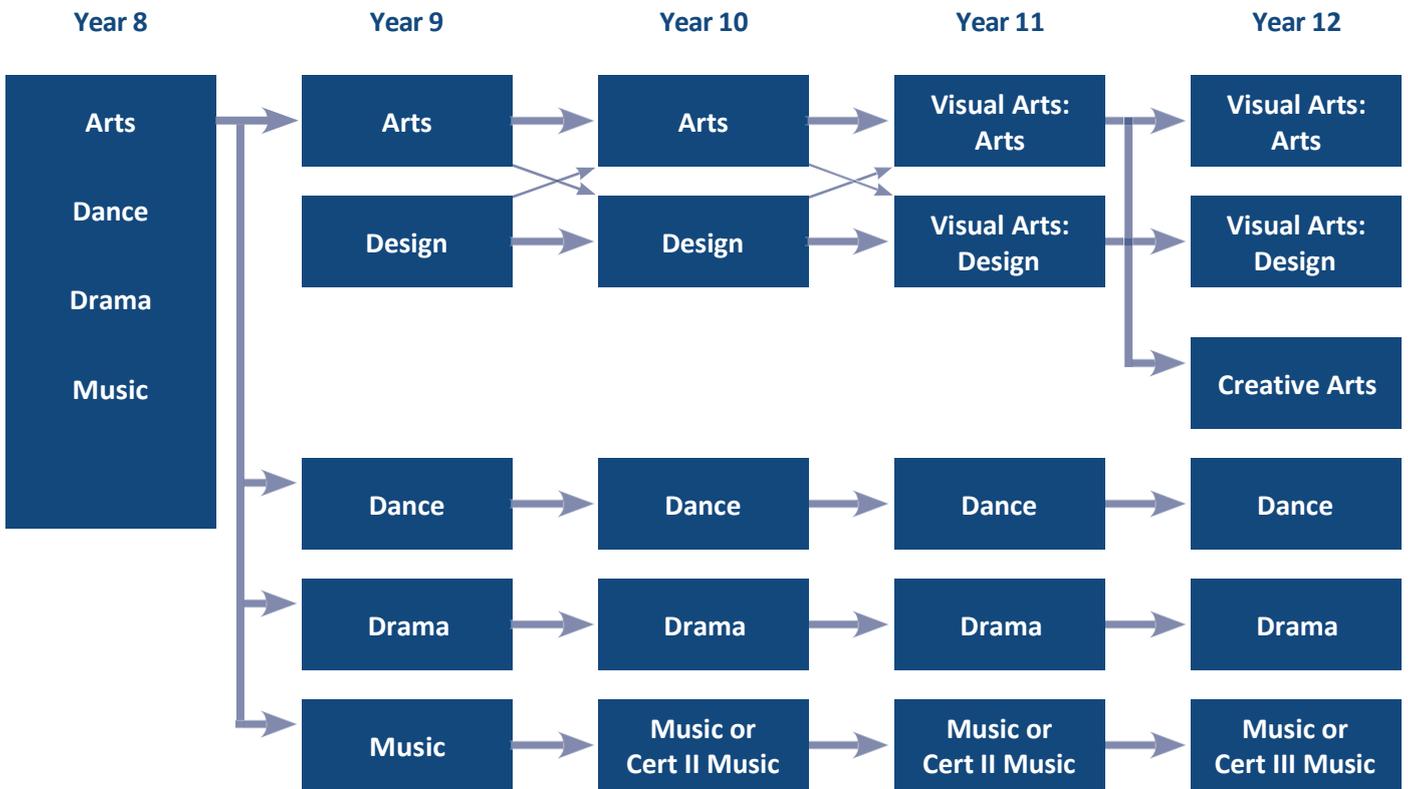
Please refer to the SATAC (South Australian Tertiary Admissions Centre) website www.satac.edu.au for further reading and details.



Learning Area Flow Charts

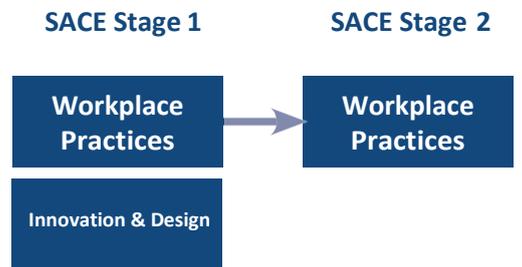
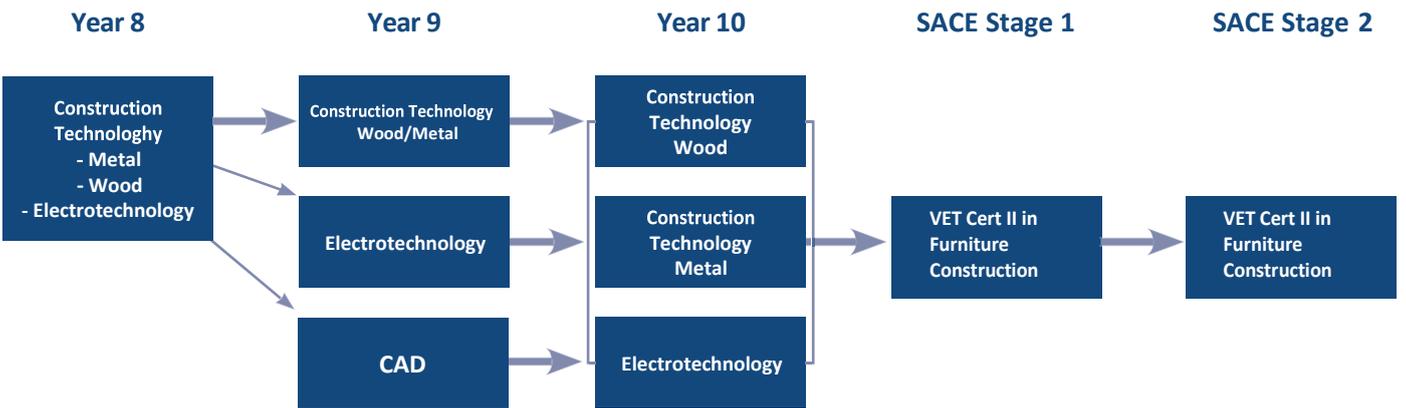
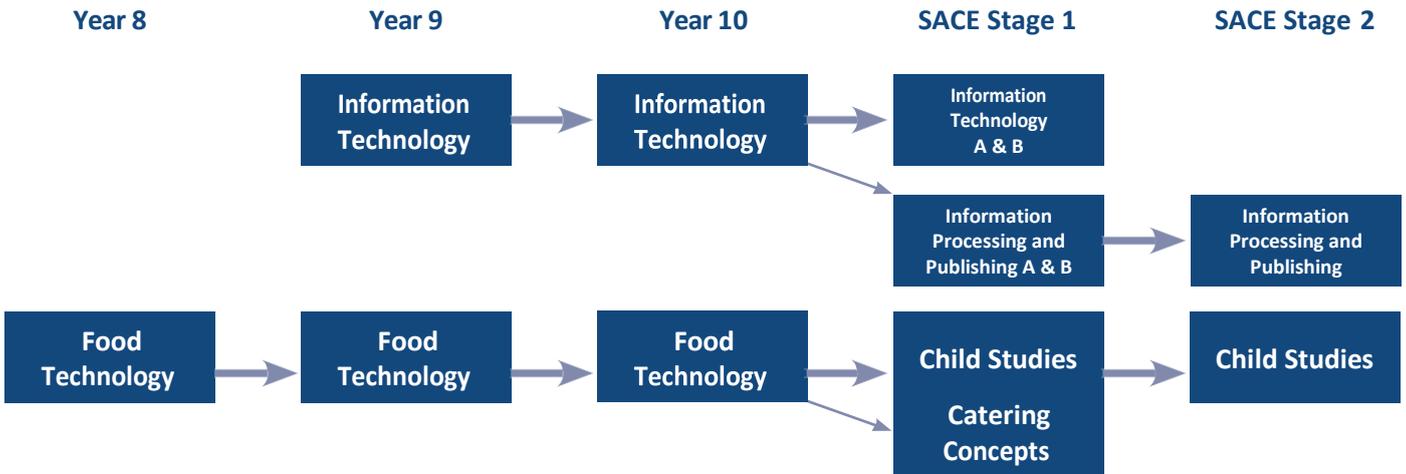
Learning Area Flow Charts show how the Year 8 - 12 subjects are linked.
They do not indicate pre-requisites for selecting subjects.

Arts Pathways:



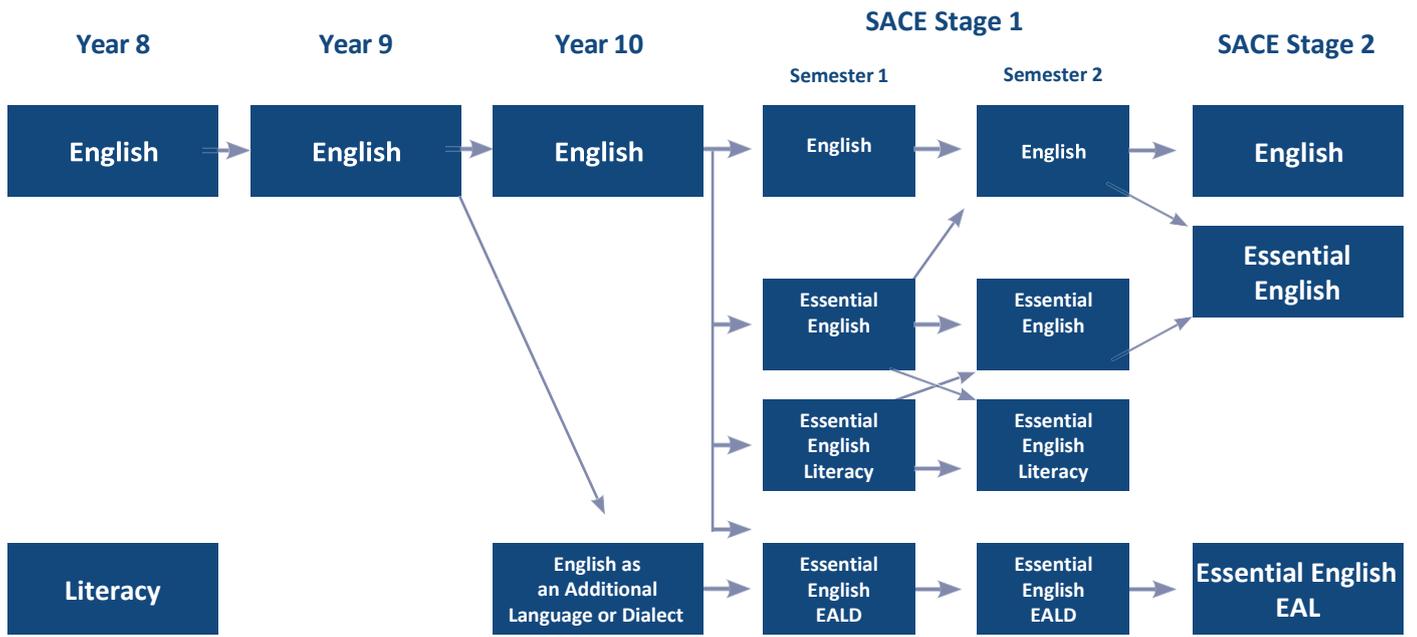
Learning Area Flow Charts

Business Enterprise and Technology Pathways:

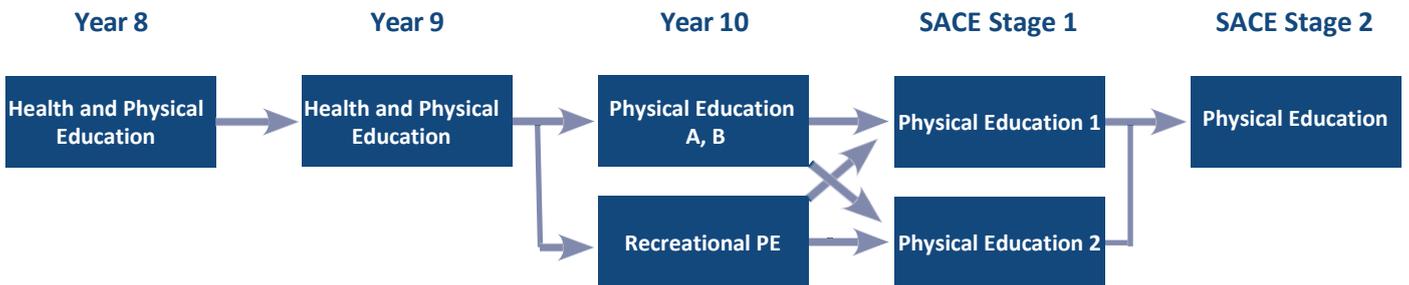


Learning Area Flow Charts

English Pathways:

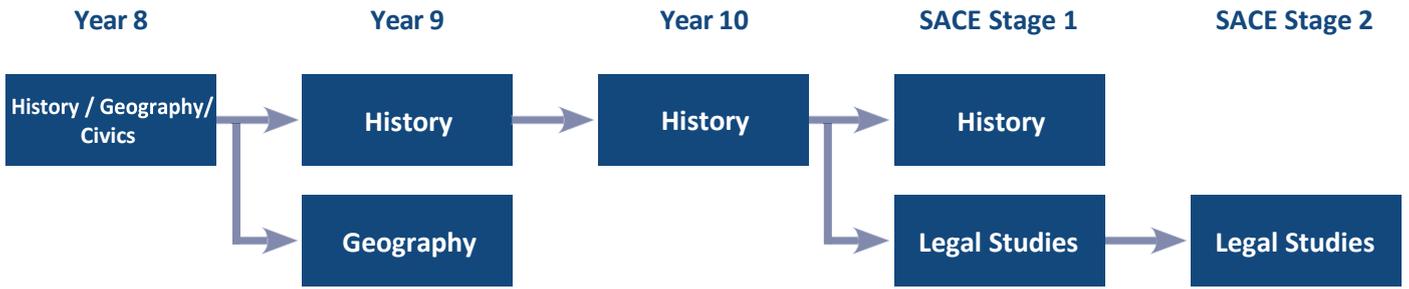


Health and Physical Education Pathways:



Learning Area Flow Charts

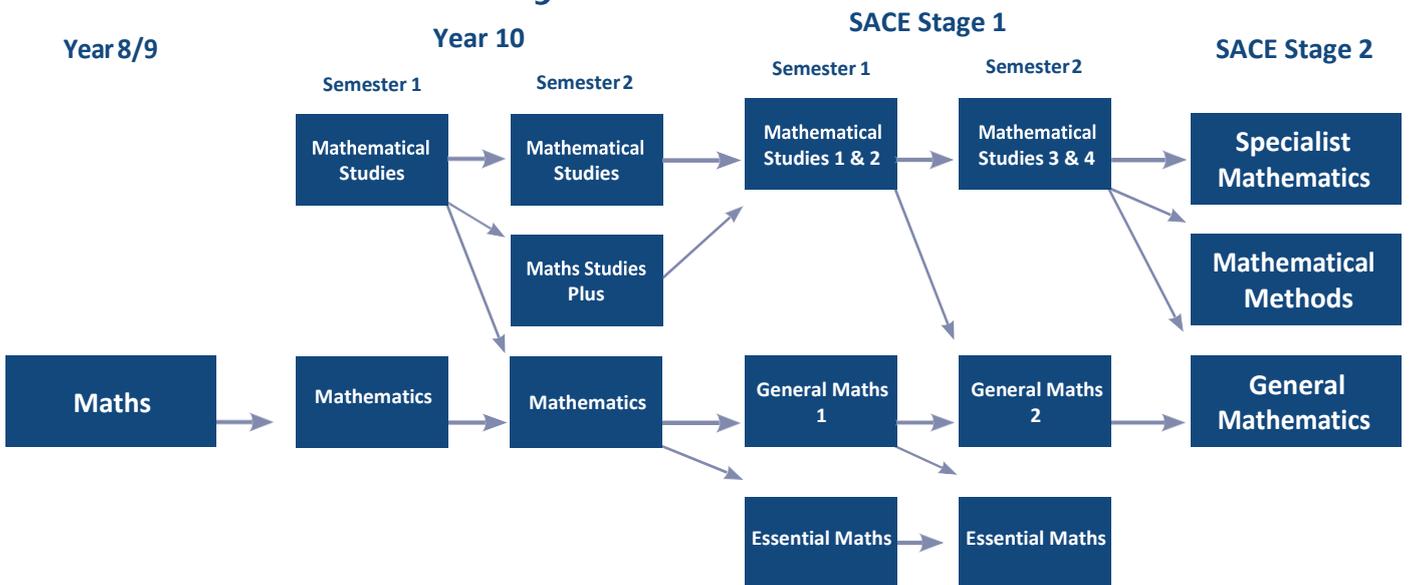
Humanities and Social Sciences Pathways:



Language Pathways: Japanese

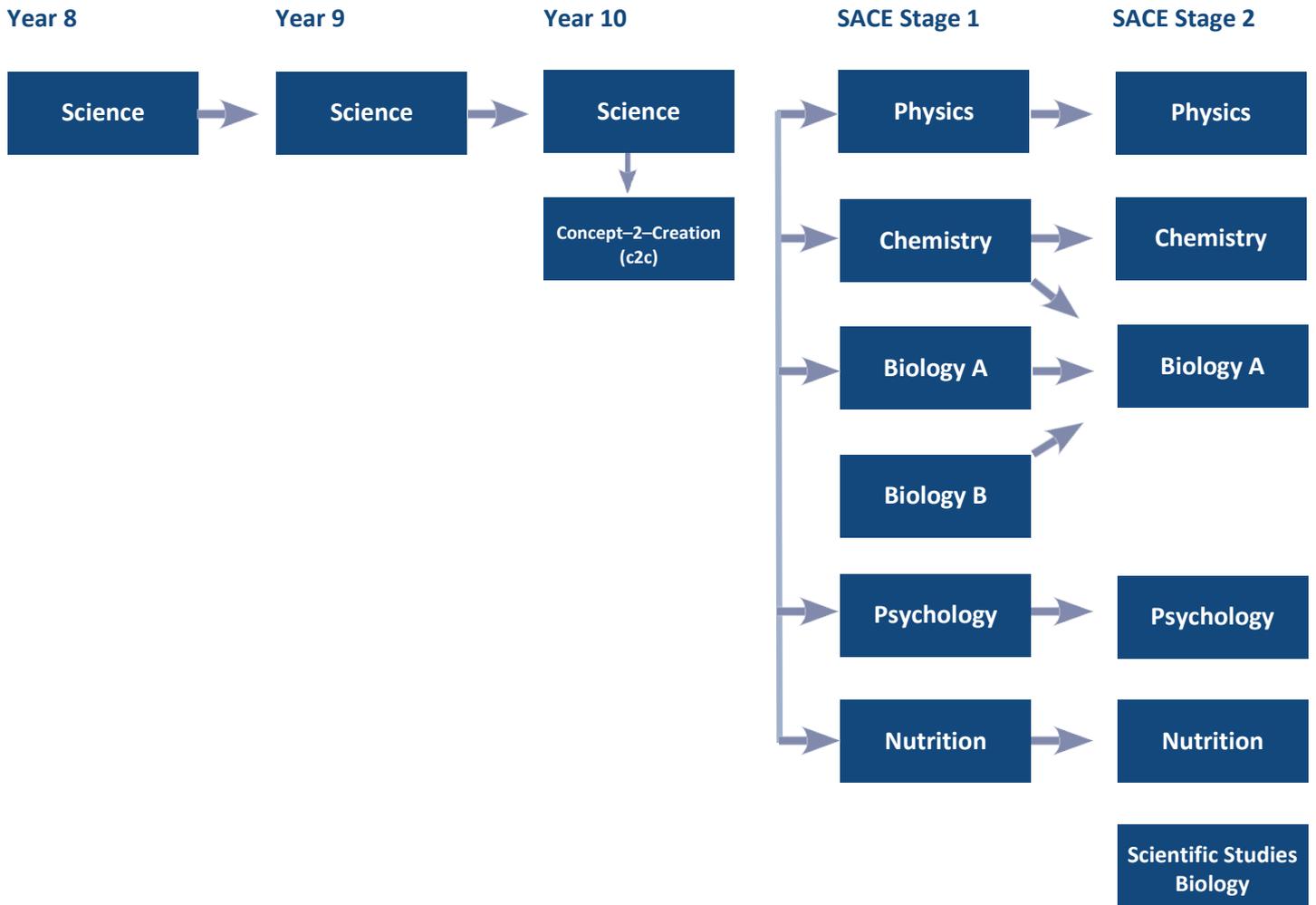


Mathematics Pathways:



Learning Area Flow Charts

Science Pathways:



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:

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.

Group Production - involvement in a major dance production.

Dance Perspectives - is a theoretical component divided into two sections: Historical Perspectives and Contemporary Issues.

Students develop and demonstrate a range of physical skills and ideas in dance and performance. They improvise and compose dances, improve strength, flexibility, endurance, and co-ordination, and are required to work co-operatively with others.

Assessment:

- Practical Skills 50%
- Group Production 30%
- Dance Perspectives 20%

Drama

Contact: Arts Coordinator

Length: Full Year (20 Credits)

Recommended: Stage 1 (C grade or better)

Descriptor:

Stage two Drama focuses on SACE assessments that involve acting, analysing plays, taking on the role of a dramatic practitioner, self-evaluation and reviewing two live theatre performances. At this stage student's develop and refine their skills and knowledge through practical and theory assessments. The subject gives a choice to students to focus on both onstage and offstage roles. It must be taken for the duration of year 12 and year 11 Drama is pre requisite subject.

Assessments:

- Group presentation
- Interpretive study
- Review writing
- Production report
- Senior Drama Production

Creative Arts

Contact: Arts Coordinator

Length: Full Year 20 Credits

Recommended: Stage 1 Arts (C Grade or better)

Descriptor

A subject that allows students to explore a specific area of Art/ Design or the Performing Arts that interests them. Emphasis is placed on developing skills in the chosen area and on critical and creative thinking to develop creative Art works. Areas of interest may include: jewellery, photography, stage management, theatrical performance, choreography, music composition, dance technology, film making.

Assessments:

- Practical Skills (30%)
- Product (50%)
- Investigation (20%)

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 a20 Stage 2 units per semester.

Prerequisite: 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 II 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 song writing methods and sound engineering basics. Students will compose using instruments, synthesisers 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

Special Conditions:

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 an instrument. Instruments are available for hire from the school at a highly subsidized price. Hire fees for 2016 were unavailable at time of printing.

Visual Arts: Art

Contact: Arts Coordinator

Length: Full Year (20 Credits)

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.

Drawing, painting, sculpture, printmaking, photography and computer manipulated work are some of the possible areas students may choose to work on, for each of the practical components.

Visual Arts: Design

Contact: Arts Coordinator

Length: Full Year (20 Credits)

Recommended: Stage 1 (C grade or better)

Descriptor:

This course enables students to develop skills and knowledge and apply these to solve design problems and briefs. Students follow the design process for practical work and present professionally finished design products.

Practical work includes a folio showcasing a variety of hand rendered and digital processes to produce Graphic Designs (branding and promotional materials) and Product Designs. Students will have access to industry standard digital media technologies to enhance their design work, such as the Adobe Suite (Adobe Photoshop, Adobe Illustrator and Adobe InDesign), as well as laser cutting/engraving technology.

Assessment:

- Practical Work (x2) 30%
- Folio (60 A3 pages) 40%
- Visual Study (20 A3 pages) 30%

Business Enterprise & Technology

Information Processing & Publishing

Contact: Senior School Assistant Principal

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

Students will complete 5 practical tasks using Adobe InDesign and Adobe Dreamweaver.

Students will complete 3 issues analysis based on social / ethical issues associated with informational processing and publishing.

The external assessment is the documentation of the planning and development of a multi-page magazine.

Assessment

School Based 70%

- Issues analysis (40%)
- External (30%)

Product and Documentation 30%

SACE Stage 2 Curriculum

Workplace Practices

Contact: Senior School Assistant Principal

Length: Full Year (20 Credits)

Note: The subject requires a compulsory 50-60 hours of Vocational Learning. This may involve Work Experience, Part-Time Employment or be undertaken as a VET course

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.

Assessment:

School Based - (70%)

- Folio - 3 tasks 25%
- Performance - 50 to 60 hours work 25%
- Reflection – 2 Tasks 20%

External - (30%)

- Investigation - practical or issues analysis 30%

English

English

Contact: English 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 analysis.

Assessment:

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

Essential English - (Literacy and EALD)

Contact: English 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 different texts, undertaking at least one of the responses in an oral multi-modal form and at least one of the responses in written form.

Three assessments for creating texts - students produce three texts undertaking at least one of the texts in an oral multi-modal form and at least one of the responses in written form.

One language study - students undertake one language study that is a maximum of 1500 words or 9 minutes in oral form reflecting on the use of specialised vocabulary in texts or in 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	
Responding to texts	30%
Creating Texts External Assessment	40%
Language Study	30%

Health and Physical Education

Child Studies

Contact: Technology Coordinator

Length: Full Year (20 Credits)

Recommended: 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:

School Assessment	(70%)
• Independent and Directed Investigations	
• Collaborative Task	
• Special Study	
External Assessment	(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. 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 Principles
- Sport Psychology

Practical modules include:

- Aquatics at West Lakes (kayaking)
- Touch Football
- Badminton

Note: Practicals are subject to change based upon the needs, skills and expertise of the student cohort for that year. The strengths and stage 1 grades of the group will be taken into account when decisions are made regarding practicals that will be completed.

Costs: 18 hour Aquatics course at West Lakes - approx. \$65 (which covers instruction costs, use of equipment and transport for 3 days). Physical Education Essentials Workbook \$45.

Assessment:

• Practical	50%
• Folio	20%
• Exam	30%

Humanities and Social Sciences

Legal Studies

Contact: Humanities Coordinator

Length: Full Year (20 Credits)

Recommended: Stage 1 Legal Studies but not essential, essay writing skills are essential

Descriptor:

A study of the 4 topics of this subject explores the Australian Legal System from local to global. Students investigate and analyse the principles, structures and processes of the Australian Legal System.

Topics

- Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Assessment:

- Folio (essays, orals, tests etc.)
- Inquiry
- External Exam

SACE Stage 2 Curriculum

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.

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 student's 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 may be required to 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 modelling 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 or better

Descriptor:

This course enables students to learn a range of mathematical skills that apply to practical problem solving. The topics covered are Modelling with Linear Relationships; Modelling with Matrices; Statistical Models; Financial Models and Discrete Models.

Assessment:

- Tests (40%)
- Mathematical Investigations (30%)
- Examination (30%)

Special Conditions:

Graphics calculators or computers will be used in assessment work. A revision guide is recommended (cost approx. \$28.50)

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. Students are encouraged to apply scientific methods to the solution of problems, to collect and evaluate data, to undertake experimental exercises and examine relevant social issues. They often work and communicate with others on group tasks.

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%

Biology-Intergrated Learning

Contact: Science Coordinator

Length: Full Year (20 Credits)

Descriptor:

This course shares the same biology content and assessment tasks as Stage 2 Biology, with two important differences: there is no end of year exam, and there is a group project. The course has been aimed primarily at EALD students who are preparing for a career in nursing. This course would also benefit students who wish to study Biology in Year 12, but who are not planning to study science at university.

Chemistry

Contact: Science Coordinator

Length: Full Year (20 Credits)

Recommended: Satisfactory achievement in Stage 1 Chemistry

Descriptor:

Chemistry is a science that involves the study of natural and processed materials. Stage 2 Chemistry involves the study of matter that makes up all materials, properties of matter, its production and uses. Also involved is the study of the social and environmental impact of materials and chemical processes.

Students will study Chemistry as a part of a group from local high schools. Tuition will be by teachers from these schools. The group is located at the Mawson Lakes campus of University S.A., where students will have access to the university laboratories and hence to a wider range of equipment than is available in their schools. They also will have access to university staff who are working on the most recent developments in their subject areas. This approach has the strong support of both the schools and the university and aims to introduce students to university life as well as easing and encouraging their transition into tertiary study.

Special Conditions:

The purchase of a Revision Guide (\$20) is strongly recommended.

Students will need to arrange transport to and from Mawson Lakes.

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.

The students will investigate on one individual, national and global level, the human supply system, from production to consumption. The relationship between diet, lifestyle and health, and the social and environmental factors that influence nutritional status and food habits are also covered.

Assessment:

- Examination 30%
- Practical 20%
- Issues Analysis 15%
- Course Work 35%

SACE Stage 2 Curriculum

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.

Students are also required to deliver oral presentations and write reports based on information searches.

Special Conditions:

It is strongly recommended that students purchase a Revision Guide (approximately \$20)

Students will study Physics as a part of a group from local high schools. Tuition will be by teachers from these schools. The group is located at the Mawson Lakes campus of University S.A., Where students will have access to the university laboratories and hence to a wider range of equipment than is available in their schools. They also will have access to university staff who are working on the most recent developments in their subject areas. This approach has the strong support of both the schools and the university and aims to introduce students to university life as well as easing and encouraging their transition into tertiary study.

Students will need to arrange transport to and from Mawson Lakes.

Students are strongly supported at school through a tutorial system.

Psychology

Contact: Science Coordinator

Length: Full Year (20 Credits)

Descriptor:

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.

Scientific Studies (Biology)

Contact: Science Coordinator

Length: Full Year (20 Credits)

Recommended: No prior requirements

Descriptor:

This course focuses on human biology, investigating DNA and proteins, cells and physiology. The aim is to develop knowledge of living things at a molecular, cellular and whole organism scale, and to develop skills in the design and implementation of scientific experiments. The content is similar to Stage 2 Biology, but with a greater focus on practical work. This subject is approved for gaining entry to Science at university. Whilst this course is rigorous and involves some tests, there will not be an end of year exam. There is no pre-requisite for this course other than an interest in learning about human biology and developing skills in designing and carrying out experiments.

Theory

- DNA, proteins and cells
- Body systems and disease

Assessment Type 1: Investigations Folio (40%)

- Part A: Cardiology Issue Investigation: 5 minute PowerPoint talk.
- Part B: Cardiology and PWC170 practical
- Diffusion experiment
- Capsicum catalase experiment
- Issue Investigation: Health Promotion and reducing preventable disease in the community.

Assessment Type 2: Skills and Applications Tasks (30%)

- body systems test Individual
- Interpreting data test (tables to be graphed and interpreted: Individual)
- Part A: Generate a standard curve to determine the molarity of potatoes. Double lesson. Group task
- Part B: Analysing the osmosis data and presenting a short report. Double lesson. Individual

External Assessment (30%)

Assessment Type 3: Practical Investigation (30%).

This is an Individual task.

- Part A: Design.
- Part B: The experiment(s)
- Maximum 2,000 word written report.

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)

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.

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 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
- 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.



SACE Stage 2 Subject Selection for 2019

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

You must select a total of 90 credits

The following subjects are **Compulsory**:

Subject	Credits:
RESEARCH PROJECT	10

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

Subject	Credits:	Your Choice
BIOLOGY	20	
CHEMISTRY	20	
CHILD STUDIES	20	
DANCE	20	
CREATIVE ARTS	20	
DRAMA	20	
ENGLISH	20	
ESSENTIAL ENGLISH	20	
ESSENTIAL ENGLISH - EALD	20	
GENERAL MATHEMATICS	20	
INFORMATION PROCESSING AND PUBLISHING	20	
JAPANESE	20	
LEGAL STUDIES	20	
MATHEMATICAL METHODS	20	
MUSIC	20	
NUTRITION	20	
PHYSICAL EDUCATION	20	
PHYSICS *	20	
PSYCHOLOGY	20	
SCIENTIFIC STUDIES - BIOLOGY		
SPECIALIST MATHEMATICS	20	
VISUAL ARTS: ART	20	
VISUAL ARTS: DESIGN	20	
WORKPLACE PRACTICES	20	
TOTAL	90	

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 2019? *

If Yes, Name of qualification: _____

Number of potential SACE credits: _____

Notes

* If choosing **Physics** you must choose Specialist Mathematics

* If applying for a VET course you must select 90 credits of school based subjects. Once an application has been approved and confirmation that the course is running, then students will be re-counselled to accommodate the VET course. A Full Certificate III qualification can be counted towards the ATAR.

