



Senior Curriculum Handbook 2019



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High School

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CHOOSING YOUR COURSE OF STUDY

HOW TO SELECT YOUR COURSE OF STUDY

In selecting a course of study, students should consider the following steps:

1. CONSIDER

- Ambitions – your future, career plans, your education.
- Your capabilities and interests.
- Your achievements at school so far.
- Information available to you about your choices (from teachers, parents, school counsellors etc.)

2. READ AND UNDERSTAND

- Organisations of the school curriculum – choices, pattern, course descriptors.
- How subject courses connect to future options.
- SACE requirements for senior school.
- Prerequisites or recommended subjects for further studies.

3. DO

- Complete your course selection form.
- Attend your course counselling interview with a parent/caregiver.
- Finalise your choices.

SOURCES OF INFORMATION

You can get information to help with your course choices from the following:

- School reports
- Subject teachers
- Home Group teachers
- Flexible Pathways Co-ordinator – Ms Penny Hanks
- Contact teachers listed in handbook
- Job Guide (<http://jobguide.dest.gov.au>)
- Friends and relatives
- Tertiary institutions (e.g. TAFESA and Universities)
- South Australian Tertiary Admissions Centre – SATAC (www.satac.edu.au)
- My Future website (www.myfuture.edu.au)

INTRODUCTION TO SACE STAGE 1 AND 2

The following is designed to provide students and parents with information about our SACE Stage 1 and 2 Curriculum. It will help students to make the best possible choices for next year. Further assistance will be provided by the Student Counsellor, Home Group Teachers and the Parent/Student Information Evening.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, interests, capabilities and plans for the future should all be taken into account. Senior students should be starting to seriously consider where their studies are leading. They should plan study pathways to post-secondary education or training.

Selection of subjects is not as simple as it may appear. Poorly selected subjects may adversely affect the course structure and possible post-secondary pathways a student moves into.

It is not intended that all the subjects described in this booklet will run in 2016. Those subjects achieving sufficient interest by students will be made part of the final offering. A review of choices may be necessary in Term 4 depending on student achievement.

SACE INFORMATION

WHAT IS THE SACE?

SACE stands for the South Australian Certificate of Education and is the goal at the end of Year 12. This qualification is what students need to get into university, TAFESA and other training opportunities. It will be awarded to students who, in the senior school, achieve the required number of credit points with the right mix of subjects and courses.

WHAT ARE CREDIT POINTS AND HOW MANY ARE NEEDED?

A full semester (6 months) study in one subject will be worth 10 credit points. You must complete 200 credits or the equivalent of 20 half year subjects over two or more years of study.

WHAT ARE THE SPECIFIED ACHIEVEMENT LEVELS?

Assessment at Stage 1 is school based, with the compulsory subjects (English, Mathematics and Personal Learning Plan) being 'moderated' to ensure levels of achievement assigned are comparable state-wide.

Assessment at Stage 2 is also school based but does have a compulsory, externally assessed component worth 30% of the year's grade. This may be a folio, an exam or an investigative study, depending on the individual subject.

Teachers design a set of assessment tasks that enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning. During the teaching and learning program the teacher gives students feedback on, and makes decisions about, the quality of their learning with reference to the performance standards. The performance standards describe five levels of achievement that are reported with the grades A to E at the student's completion of study of a subject. In Stage 2 this is further refined by the addition of '+' and '-' levels within each of the grade bands.

Each level of achievement describes the knowledge, skills and understanding that teachers refer to in deciding how well a student has demonstrated his or her evidence of learning. Students can also refer to the performance standards to identify the knowledge, skills and understanding that they have demonstrated and those specific features that they still need to demonstrate to reach their highest possible level of achievement.

At the student's completion of study of a subject the teacher makes a decision about the quality of the student's learning demonstrated through the set of assessments by:

- Referring to the levels of achievement described in the performance standards
- Assigning a grade based on the level that gives the best overall description of the student's evidence of learning.

HOW ARE THE SUBJECTS ASSESSED?

Subjects have assessment criteria describing the outcomes that students must meet in order to achieve a satisfactory grade ('C' or better).

WHAT HAPPENS IF YOU DON'T ACHIEVE A 'C' GRADE FOR A COMPULSORY UNIT?

You will have to repeat the subject if it is a compulsory SACE subject or provide additional evidence that you have met the assessment criteria for a 'C' standard.

CAN YOU DO ANY SUBJECTS THE SCHOOL OFFERS?

NO. You must complete the compulsory subjects at Stage 1 and 2.

ARE THERE ANY COMPULSORY SUBJECTS AT STAGE 1?

YES. You must complete two English (or Literacy) semesters and one Maths (or Numeracy) semester from Stage 1. The Personal Learning Plan is also compulsory but it is usually completed at Year 10.

ARE THERE ANY COMPULSORY SUBJECTS AT STAGE 2?

You must complete a minimum of three full year subjects (20 credit points each) and a Research Project (10 credit points).

THE CURRICULUM PATTERN OF 200 CREDITS IS AS FOLLOWS:

| NUMBER OF CREDITS | | |
|------------------------|------------|---|
| At Stage 1 | 10 | Personal Learning Plan (but normally studied in Year 10) |
| | 20 | Literacy – from a range of English, literacy or equivalent subjects and courses |
| | 10 | Numeracy – from a range of Mathematics, numeracy or equivalent subjects and courses |
| At Stage 2 | 60 or more | 3 full year Stage 2 subjects |
| | 10 | Research Project |
| At either Stage 1 or 2 | 90 or more | Free choice |
| Total | 200 | |

HOW DO YOU QUALIFY FOR THE SACE?

You must:

- Reach a 'C' grade or better in the compulsory subjects. This includes the Personal Learning Plan, two Stage 1 English/Literacy semesters, a Stage 1 Maths/Numeracy semester, the Research Project and three Stage 2 full year subjects.
- Attain 200 credit points through the completion of 20 semester units or equivalent.

WHAT HAPPENS IF YOU LEAVE SCHOOL BEFORE QUALIFYING FOR THE SACE?

You will receive a formal statement listing the credit point achievements gained so far toward the SACE. You may then return to school at any time in the future to complete the requirements. Each year a statement of results (a cumulative report of credit points attained) will be given to you.

FURTHER SACE INFORMATION

At Kapunda High School, students select a senior school course based on the following pattern:

| | | | | | |
|--------------------------------------|--|--|--|--|--|
| Year 10 | | | | | |
| Personal Learning Plan 10 credits | | | | | |

| | | | | | |
|---------------------------------------|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Stage 1 (normally Year 11) | | | | | |
| English/Literacy 10 credits | Maths/Numeracy 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits |
| English/Literacy 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits | FREE CHOICE 10 credits |

| | | | | |
|---|---|---|--------------------------------|--|
| Stage 2 (normally Year 12) | | | | |
| Any Stage 2 Semester 1 | Any Stage 2 Semester 1 | Any Stage 2 Semester 1 | Research Project 10 credits | Another Stage 2 (required for University entrance) |
| ↓ | ↓ | ↓ | | |
| Any Stage 2 Semester 2 20 credits | Any Stage 2 Semester 2 20 credits | Any Stage 2 Semester 2 20 credits | | |

Students negotiate within this framework about what subjects they wish to choose and the number of subjects they will attempt in any one semester.

SACE AND FURTHER EDUCATION

There are special requirements for entry into tertiary courses and the handbook specific to the particular institution must be consulted carefully. This may give information on the required subjects, any prerequisites and/or the ATAR score, which may need to be achieved in order to be accepted into a particular course. Students are advised to seek clarification from University and TAFE SA handbooks, the SATAC Guide on Tertiary Entrance (see website www.satac.edu.au), SSABSA publications and the current 'Job Guide'.

ENTRY REQUIREMENTS FOR TAFE SA COURSES

TAFE SA Courses offered through SATAC have minimum entry requirements which all applicants must meet in order to be eligible for selection.

TAFE SA Courses have different entry requirements, depending on the level of entry; for example, whether it is for a Certificate I, II, III or IV course or whether it is for a Diploma or Associate Diploma course. Some courses require successful completion of Year 11; others require successful completion of Year 12 (i.e. completion of SACE). It is very important to check entry requirements in the TAFE SA Handbook.

Generally, entry to all Certificate III, Certificate IV, Bachelor Degree, Advanced Diploma or Associate Diploma course requires successful completion of SACE and the achievement of a TAFE SA Selection Score.

SELECTION CRITERIA

Selection into TAFE SA courses is based on merit. Where there are more eligible applicants for a TAFE SA course than there are places, applicants are ranked in merit order for selection. In addition to SACE completion, a range of criteria and selection methods are used to determine an applicant's capacity to undertake the course. TAFE SA selection may therefore involve participation in interviews, presentation of a portfolio, audition and/or the completion of forms to collect more information about applicants. Other factors may also be considered. These could include completion of Certificate I or II courses through VET or School-Based New Apprenticeship programs, work experience, participation in part-time work or voluntary community work.

A TAFE SA SELECTION SCORE

Where there are more eligible applicants for a TAFE SA course than there are places available, applicants are ranked in merit order for selection.

The TAFE SA Selection Score is calculated from the scaled scores of the best 40 Stage 2 credits of Tertiary Admissions Subjects (TAS) plus the best outcome from either:

- the score of a third 20 credit TAS or Recognised Studies;

or any two of the following:

- half the score of another 20 credit TAS or Recognised Studies;
- the score of a 10 credit TAS or Recognised Studies;
- the score of another 10 credit TAS or Recognised Studies.

The TAFE SA Selection Score to students in the score range of 0-60.0.

ENTRY INTO UNIVERSITY COURSES

TO OBTAIN A UNIVERSITY AGGREGATE AND AN AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) FOR ENTRY IN 2016 YOU MUST:

- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS)* and a maximum of 20 credits can be Recognised Studies.

TO RECEIVE AN OFFER FOR A PLACE IN A UNIVERSITY COURSE YOU MUST:

- Qualify for the SACE
- Fulfil any Prerequisite Subject Requirement for the Course
- Obtain a competitive Australian Tertiary Admissions Rank (ATAR)

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at:

www.sace.sa.edu.au/subject/recognised-learning/community-learning

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. You can get recognition for community learning in two ways:

1. COMMUNITY-DEVELOPED PROGRAMS

If you have a current award or certificate of a community-developed program, e.g. Royal Life Saving Society, Duke of Edinburgh's Award, Choices for Indigenous Secondary Students Program.

2. PERSONAL LEARNING PROGRAMS

If you are involved in personal learning, such as taking care of a family member, supporting a refugee family or volunteering for a community project.

Community learning can occur at anytime and at any place for example: at the same time as your SACE studies, after school, at home, on weekends, prior to commencing your SACE. These subjects do not count towards an ATAR (Australian Tertiary Admissions Rank).

SOME OF THE COMMUNITY DEVELOPED PROGRAMS RECOGNISED BY SACE BOARD:

| Organisation | Award/Program | Number of SACE Stage 1 credits or Stage 2 units | Reporting Category |
|---------------------------------------|--|---|------------------------------------|
| Australian Business Week | Enterprise Education Program | Stage 1, 10 credits | Work Skills and Career Development |
| Duke of Edinburgh's Award | Bronze Award Silver Award Silver Award Gold Award | Stage 1, 10 credits Stage 1, 20 credits (if Bronze not done) Stage 1, 10 credits (if Bronze completed) two Stage 2 units | Self Development |
| Guides Australia | Queen's Guide Award | Stage 1, 30 credits + two Stage 2 units | Self Development |
| Operation Flinders Foundation | Certificate of Achievement | Stage 1, 20 credits | Self Development |
| Royal Life Saving Society (SA Branch) | Bronze Medallion + Senior First Aid Certificate Bronze Cross | Stage 1, 10 credits Stage 1, 10 credits | Volunteering |
| SA Country Fire Service | Basic Fire Fighting | Stage 1, 20 credits (+3 VET units of competency*) | Volunteering |
| SA State Emergency Service | Induction and Basic Skills Course | Stage 1, 20 credits | Volunteering |
| SA Tall Ships Inc. | Adventure Sail Training Voyage | Stage 1, 10 credits + Stage 1, 10 credits | Self Development |
| St John Ambulance Senior First Aid | Senior First Aid + Family Care Hygienic Food Handling Communication Casualty Simulation + Defibrillation | Stage 1, 10 credits Stage 1, 10 credits Stage 1, 10 credits Stage 1, 10 credits | Volunteering |
| Australian Army Cadets | Cadet Training Unity Course + Radio Communication | Stage 1, 20 credits | Self Development |

More information about Community Learning is available from the KHS Flexible Pathways Co-ordinator, SACE Co-ordinator or from the website.

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 FAGE colleges and a range of other registered training organisations.

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

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

ACCESS TO VET PATHWAYS

Students at KHS can access VET programs organised by our local Trade School or dealing directly with a RTO (Registered Training Office) for example, TAFE SA.

Historically students have undertaken VET modules in Automotive, Hair and Beauty, Animal Studies, Childcare, Agriculture and Hospitality.

Costs of VET modules are the student/parent responsibility. The school does pay an incentive reward on receipt of student results.

SENIOR SCHOOL SUBJECTS OFFERED AT KAPUNDA HIGH SCHOOL

SPECIAL PROGRAMS

- Australian School Based Apprenticeships (ASBA)
- Step-up Community Learning
- TAFE SA Courses (stand alone)

STAGE 1 SUBJECTS

- Agriculture and Horticulture 1 & 2
- Automotive Pathways
- Biology 1 & 2
- Business and Enterprise
- Chemistry 1 & 2
- Child Studies
- Community Studies
- Design & Technology Material Products (Metalwork)
- Design & Technology Material Products (Woodwork - Carcase Construction)
- Design & Technology Material Products (Woodwork - Framing Construction)
- Design & Technology Systems & Control Products (Electronics)
- Doorways 2 Construction - continuing
- Drama
- English 1 & 2
- English - Essential 1 & 2
- Food and Hospitality
- History
- Information Processing & Publishing A & B
- Japanese
- Legal Studies
- Mathematics - Essential
- Mathematics - General
- Mathematical Methods
- Mathematics - Specialist
- Media Studies
- Music 1 & 2
- Physical Education 1 & 2
- Physical Education 1 Sports Studies - Fitness/ Physical Activity
- Physical Education 2 Sports Studies - Sport/ Coaching
- Physics 1 & 2
- Psychology
- Society and Culture
- Tourism
- Visual Art & Design 1 & 2
- VET 1, 2, 3 & 4
- Workplace Practices

STAGE 2 SUBJECTS

- Agricultural and Horticultural Management
- Biology
- Business and Enterprise
- Chemistry
- Community Studies A
- Design & Technology Material Products (Furniture Construction)
- Design & Technology Material Products (Metalwork)
- Design & Technology (Systems & Control Products)
- Drama
- English
- Food and Hospitality
- Information Processing and Publishing
- Mathematics - Essential
- Mathematics - General
- Mathematical Methods
- Mathematics - Specialist
- Media Studies
- Modern History
- Music
- Open Access
- Physical Education
- Physics
- Psychology
- Research Project
- Society and Culture
- Sports Studies
- Tourism
- Visual Art & Design
- Workplace Practices

SACE STAGE 1 SUBJECTS

SPECIAL PROGRAMS

- Australian School Based Apprenticeships (ASBA)
- Step-up Community Learning
- TAFE SA Courses (stand alone)

STAGE 1 SUBJECTS

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AGRICULTURE A

10 CREDITS

CONTACT PERSONS:

Ms Karen Bromley

ADVICE TO STUDENTS:

The study of agriculture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, micro-organisms, soils, climate, water, and/or technology and in a local, national, and/or global context.

SPECIAL REQUIREMENTS:

Successful completion of a semester of Year 10 Agriculture or Science is desirable.

You will require enclosed shoes or boots during practical lessons, to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Excursions to various enterprises will incur a cost.

COURSE DETAILS:

Students develop and apply their knowledge and understanding of concepts from science technology, economics and marketing. Work, Health and Safety and ethical principles underpin all aspects of this subject. Students will develop skills in critical thinking, explore agricultural practices and production, sustainable management and how agriculture impacts on people's lives.

LEADS TO:

Stage 1 Agriculture B
Stage 2 Agricultural Systems
Stage 2 Agricultural Production

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture and Horticulture:

- Agricultural Reports - 2 tasks
- Applications - 2 tasks

AGRICULTURE B

10 CREDITS

CONTACT PERSONS:

Ms Karen Bromley

ADVICE TO STUDENTS:

The study of agriculture and horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.

SPECIAL REQUIREMENTS:

Successful completion of a semester of Year 10 Agriculture or Science is desirable.

You will require enclosed shoes or boots during practical lessons, to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Excursions to various enterprises will incur a cost.

COURSE DETAILS:

Students analyse benefits and risks of different methods of agricultural production and develop their awareness of how agriculture impacts their lives, society and the environment. Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future.

LEADS TO:

Stage 2 Agricultural Systems
Stage 2 Agricultural Production

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture:

- Agricultural Reports - 2 tasks
- Applications - 2 tasks

AUTOMOTIVE PATHWAYS

SACE STAGE 1 CREDITS WILL APPLY

2 Semesters

CONTACT PERSON:

Mrs Penny Chancellor

ADVICE TO STUDENTS:

This course is offered externally, at Nuriootpa High School.

A cost of \$165 for Stage 1 covers the cost of materials and work books. Students need to supply overalls and safety boots for the compulsory 4 week work placement.

This course can lead to a career pathway in the Automotive Industry.

SPECIAL REQUIREMENTS:

Students must be able to travel to Nuriootpa High School in order to access the program.

COURSE DETAILS:

The Automotive Pathways program is aimed at people who want to work in a range of enterprises such as:

- Automotive Dealerships (e.g. new & used car dealerships) and automotive service centres (e.g. as part of a retail organisation)
- Franchised automotive repair businesses
- Independent automotive repairers
- Various companies related to mining and transport including Local Government authorities.

The course covers Automotive service and repair or light and heavy vehicles, including diesel mechanic, body repair, small scale engines, electrical and electronic, general service and maintenance.

Certificate I is completed over the course of Year 11.

LEADS TO:

Certificate II Automotive can be undertaken at Barossa TAFE SA in Year 12. Certificate II provides Stage 2 SACE points.

ASSESSMENT:

Competency needs to be demonstrated for each unit, in order to successfully achieve Certificate I.

APPLICATION TEXT:

Students will be required to submit a written application, and may need to undertake an aptitude test in order to successfully qualify for this course.

APPROVAL REQUIRED: Yes

BIOLOGY 1

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:

Closed shoes

COURSE DETAILS:

This course contains two topics:

Cellular Biology - A study of cellular biology may involve investigating cell structure and metabolic processes, cell requirements, cell products, cellular reproduction, or intercellular communication.

Themes covered could include:

- Cell function
- Disease
- Genetics
- Use of biotechnology
- Ethical issues in biology

Physiology - The study of the structure and function of living organisms. In most organisms non-identical cells are aggregated into tissues and organs, forming complex systems. These systems carry out specialised functions such as photosynthesis, digestion or transport.

Themes covered could include:

- Human physiology
- Adaptations to environments
- Lifestyle choices
- Organ donation.

LEADS TO:

Stage 1 Biology 2

Stage 2 Biology

ASSESSMENT:

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

- Investigations Folio involving practical reports and an 'issues' essay
- Skills and Applications Tasks involving tests, assignments and a final exam.

BIOLOGY 2

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:

Closed shoes.

COURSE DETAILS:

This course contains two topics:

Physiology – The study of the structure and function of living organisms. In most organisms non-identical cells are aggregated into tissues and organs, forming complex systems. These systems carry out specialised functions such as photosynthesis, digestion, or transport. A study of physiology may focus on comparisons between the structures and functions of different organisms, or on applications of physiology to agricultural production. Treatments of lifestyle diseases and therapeutic solutions have been developed through an understanding of physiology.

Themes covered include:

- Body systems and cellular energy;
- The role of structural and behavioural adaptations.

Ecology - A study of the interactions of organisms with each other and the abiotic environment.

A study of an ecosystem could involve examining how the distribution and abundance of organisms in a community are affected by factors such as temperature, light, rainfall, the presence of other organisms, and soil type.

The impact of human activities has profoundly changed many natural ecosystems, often reducing diversity. Awareness of the importance of biodiversity in maintaining the health of ecosystems has increased greatly in recent years.

Themes covered include:

- Australian ecosystems;
- Populations and communities;
- Biodiversity influences and the effect of genetic engineering and human influences.

LEADS TO:

Stage 2 Biology

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio involving practical reports and an 'issues' essay
- Skills and Applications Tasks involving tests, assignments and a final exam.

BUSINESS AND ENTERPRISE

10 CREDITS

CONTACT PERSON:

Mr Craig D Cope or Mrs Hayley Laney

ADVICE TO STUDENTS

This is a business orientated course which provides a foundation for students interested in pursuing business courses at Stage 2, TAFE SA or seeking employment requiring business related knowledge.

SPECIAL REQUIREMENTS:

No specific prerequisites, but an interest and some understanding of business would be an advantage.

COURSE DETAILS:

Business Studies introduces students to the business environment and the nature of business in the global environment.

Students gain an understanding of:

- The role and structure of businesses in Australia
- The internal and external influences in a constantly changing business environment
- The impact of global and technological issues on Australian businesses

Topics

- Introduction to business
- Marketing and business
- Finance and business
- Small business in Australia

LEADS TO:

Stage 2 Business and Enterprise

ASSESSMENT:

- Folio 30%
- comprising of a Marketing Plan task and one test.
- Practical 50%
- comprising of two tests and a finance module (including Stock Exchange)
- Issues Study 25%
- a major task analysing a current major business issue from multiple sources.

CHEMISTRY 1

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:

A good passing grade in Year 10 Science with an interest in chemistry - both theory and practical is recommended. A sound mathematical background is also desirable.

Closed shoes.

COURSE DETAILS:

The areas of study include:

Matter

- Particle View, Atomic Structure, Periodic Table and Metals
- Primary and secondary bonding, Molecular Structures

Reactions

- Chemical changes, Balancing equations, equation calculations and solubility.
- Reaction types, dissociation, Precipitation, Ionisation, Acids & Bases.
- Mole concept, Stoichiometry, concentrations and significant figures.
- Metal activity series.

Skills

- Manipulative skills and Experimental design
- Recording, observation skills, graphing and identifying errors
- Information search

LEADS TO:

This unit is the first of a two unit sequence that will enable students to gain the prerequisite understanding required for Chemistry and Biology at Year 12.

ASSESSMENT:

- Test and exam
- Practical Skills
- Reports
- Research assignment or opportunity to do minor social relevance report.

CHEMISTRY 2

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:

A sound passing grade in semester 1 Stage 1 Chemistry or evidence of high level of competence in year 10 science. A sound mathematical background is also desirable.

Closed shoes.

COURSE DETAILS:

Students will expand and consolidate the theory and concepts of chemistry by applying their knowledge to chemical applications. They will also carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

The areas of study include:

Chemical Calculations

- Acids & Bases, their reactions and pH.
- Electrolytic and galvanic cells.
- Redox reactions.

Carbon Chemistry

- Structure and Nomenclature of Hydrocarbons, Functional groups and Homologous series.
- Basic organic reactions and their importance to society.

Skills

- Manipulative skills and Experimental design
- Recording, observation skills, graphing and identifying errors
- Information search

LEADS TO:

This unit is the second of a two unit sequence that will enable students to gain the prerequisite understanding required for Chemistry and Biology at Year 12.

ASSESSMENT:

- Test and exam
- Practical Skills
- Reports
- Research assignment or opportunity to do minor social relevance report.

CHILD STUDIES

10 CREDITS

CONTACT PERSON:

Mrs Adele Butler

ADVICE TO STUDENTS:

Studying Year 10 'Care for Kids' would be advantageous, but not essential.

SPECIAL REQUIREMENTS:

A fabric component may be available, depending on the topics chosen.

COURSE DETAILS:

This subject examines the period of childhood from conception to eight years and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

The focus capabilities for this subject are citizenship, personal development, and learning.

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children.
- Children in Wider Society.
- Children, Rights and Safety.

LEADS TO:

Would provide some background for Stage 2 Food and Hospitality.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Group Activity
- Investigation

Students will provide evidence of learning through four to five assessments, with at least one assessment from each of Assessment Types 1 and 2, and one or two assessments from Assessment Type 3. Each assessment type will have a weighting of at least 20%.

COMMUNITY STUDIES 1 & 2

10 or 20 CREDITS

CONTACT PERSON:

Ms Penny Chancellor or Mrs Dani Ryan

ADVICE TO STUDENTS:

Community Studies provides students the opportunity to learn in, and contribute to, their community, possibly including the school, a workplace, a sports club, leisure venues and the home. It is a subject that allows students to make decisions about what they are going to learn, what goals they will achieve and how they will go about learning and completing these.

A contract of learning will be negotiated and documented with the teacher and other relevant people in the community around what the student wishes to learn and how they will do it. This will direct the program students follow in order to develop the skills and knowledge they have identified as important.

The goals of Community Studies are:

- Setting challenging goals and assessing progress towards achieving them.
- Using existing experiences, knowledge and skills.
- Identifying and learning new information and skills in order to achieve a final outcome.
- Making reasoned decisions and acting on personally important issues.
- Relating effectively with other individuals, groups and the community.
- Communicating effectively with others in a variety of ways.
- Dealing with change.

SPECIAL REQUIREMENTS:

Students will make decisions about the learning they will undertake. Much of this learning will take place in the community and will be self-directed and unsupervised. Although students will have the support of teachers, they will need to be able to work independently.

COURSE DETAILS:

Students select either a 10 credit or 20 credit program in one or more of the following areas:

- Arts and the Community;
- Communication and the Community;
- Food and the Community;
- Health, Recreation and the Community;
- Science and the Community;
- Science, Technology and the Community
- Work and the Community.

In the program, students will undertake various activities within the school and wider community. An activity may be appropriate to more than one area of study – the one chosen will depend on the focus or emphasis of the activity.

LEADS TO:

Stage 2 Community Studies

Community Studies 1 ASSESSMENT:

Assessment in this subject is work required – completion of all of the work that has been negotiated in the individual contract will result in a grade indicating successful completion.

This is marked according to SACE performance standards.

See SACE website for more details.

Community Studies 2 ASSESSMENT:

Assessment in this subject is work required – completion of all of the work that has been negotiated in the individual contract will result in a grade indicating successful completion.

Tasks to be completed include negotiation and documentation of a contract of learning, maintenance of a record of evidence (journal), completion of some preparatory activities and then a major community activity, collection of feedback from a community expert, a presentation to an audience and a final evaluation of learning.

The folio of work will be marked according to SACE performance standards.

See SACE website for more details.

DESIGN AND TECHNOLOGY MATERIAL PRODUCTS (METALWORK)

10 CREDITS

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

It is highly recommended that students have completed metalwork in Year 10 to a satisfactory standard. Students must have a sound understanding of safety in the workshop and be willing to work on large machines such as ARC welders, MIG welders, Grinders and Oxy equipment.

SPECIAL REQUIREMENTS:

Students will produce two projects in the semester. One will be made from a working drawing provided by the teacher, while the other is a self designed and produced project from a set design brief. They are required to produce a research folder including an orthographic drawing along with a cutting and costing list. The project will need to be paid in full before the student commences production of the project. Some aspects of the course are very dusty and therefore asthmatics may need to wear a dust mask. Appropriate clothing, especially fully enclosed and sturdy footwear is required at all times.

COURSE DETAILS:

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metal.

LEADS TO:

Stage 2 Material Products B - Metalwork

ASSESSMENT:

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

- Skills and Applications Tasks
- Folio
- Product

DESIGN AND TECHNOLOGY MATERIAL PRODUCTS (WOODWORK - CARCASE CONSTRUCTION)

10 CREDITS

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

Highly recommended that students have completed woodwork in Year 10 to a satisfactory standard. Students must have a sound understanding of safety in the workshop and be willing to work on large machines such as circular saws, radial arm saws, routers and planer jointer.

SPECIAL REQUIREMENTS:

Students are to design and make a carcass project which is to be negotiated with the teacher. They are required to produce a research folder including an orthographic drawing along with a cutting and costing list. The project will need to be paid in full before the student commences production of the project. Some aspects of the course are very dusty and therefore people with Asthma may need to wear a dust mask. Appropriate clothing, especially fully enclosed and sturdy footwear is required at all times.

COURSE DETAILS:

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include wood.

LEADS TO:

Stage 2 Material Products—Furniture Construction

ASSESSMENT:

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

- Skills and Applications Tasks
- Folio
- Product.

DESIGN AND TECHNOLOGY MATERIAL PRODUCTS (WOODWORK - FRAMING CONSTRUCTION)

10 CREDITS

CONTACT PERSON:

Mr Nathan Brady

ADVICE TO STUDENTS:

It is highly recommended that students have completed woodwork in Year 10 to a satisfactory standard. Students must have a sound understanding of safety in the workshop and be willing to work on large machines such as circular saws, radial arm saws and planer jointer.

SPECIAL REQUIREMENTS:

Students are to design and make a framed project which is to be negotiated with the teacher. They are required to produce a research folder including an orthographic drawing along with a cutting and costing list. The project will need to be paid in full before the student commences production of the project. Some aspects of the course are very dusty and therefore asthmatics may need to wear a dust mask. Appropriate clothing, especially fully enclosed and sturdy footwear is required at all times.

COURSE DETAILS:

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include wood.

LEADS TO:

Stage 2 Material Products - Furniture Construction

ASSESSMENT:

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

- Skills and Applications Tasks
- Folio
- Product

DESIGN AND TECHNOLOGY SYSTEMS AND CONTROL PRODUCTS (ELECTRONICS)

10 CREDITS

CONTACT PERSON:

Mr Tony Cameron

ADVICE TO STUDENTS:

This subject is of a practical nature where, after learning electrical fundamentals, students build and test electronic projects.

Through the study of Design and Technology students develop the ability to identify, create, initiate and develop products, processes, or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology including social, environmental and sustainable consequences.

SPECIAL REQUIREMENTS:

There will be some cost associated with the purchase of materials (approximately \$30).

Closed shoes.

COURSE DETAILS:

Students use CAD computer programs to program and test several circuits using the 555 chip. These projects are then assembled and tested on 'bread boards' before a final circuit is assembled and soldered. Having demonstrated these skills a programmable control circuit is built and programmed to simulate the operation and control of a top loading washing machine.

The second part of the course involves the construction and programming of a 'Picaxe' micro controller integrated circuit.

LEADS TO:

Not applicable

ASSESSMENT:

The focus capabilities for this subject are personal development, work and learning.

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through:

- Skills and Applications Tasks
- Folio
- Product

DOORWAYS 2 CONSTRUCTION - CONTINUING

40 CREDITS awarded at successful completion of Cert I

CONTACT PERSON:

Mr Rob Stansborough

ADVICE TO STUDENTS:

Certificate I at end of Semester 1.

Begin Certificate II in Semester 2.

40 Credits will be awarded at successful completion of Certificate I.

Students may choose to complete their studies at the end of Semester 1 (Certificate I completion)

SPECIAL REQUIREMENTS:

Students must complete their 'White Card' (cost may be involved).

Must have completed Introductory course (0DTDC1) in the previous year.

There is a work place requirement of three weeks.

COURSE DETAILS:

The remaining six competencies within the Certificate I are covered in this unit.

Over a full year period (beginning Semester 2 of year 10 and finishing in Semester 2 of Year 11), the following Units of Competency are completed:

- Work effectively and sustainably in the construction Industry.
- Plan and organise work.
- Conduct workplace communication
- Read and interpret plans and specifications.
- Use construction tools and equipment.
- Work safely in the construction industry.
- Apply OHS requirements, policies and procedures in the construction industry
- Undertake a basic construction project.
- Undertake basic estimation and costing.
- Carry out measurements and calculations.
- Apply basic levelling procedures.

LEADS TO:

Not applicable.

ASSESSMENT:

Six of eleven competencies to be completed.

DRAMA

10 CREDITS

CONTACT PERSONS:

Mrs Erin Carpenter

ADVICE TO STUDENTS:

The successful completion of Years 8, 9 and 10 Drama is highly recommended. The ability to work independently is essential and an interest in theatre is important. Creativity is a key element in many of the assessable tasks.

SPECIAL REQUIREMENTS:

Students will be required to attend live theatre performances in order to write reviews. Students must also be available for some evening and weekend rehearsals in preparation for group production.

COURSE DETAILS:

Stage 1 Drama is divided into 3 areas of study:

- Performance of a dramatic works:
Students are to work together and put on a performance of a particular dramatic piece of work.
- Student written folio:
- Students are to complete a written folio that contains two pieces of individual writing. The folio must contain one review of a dramatic work performed by a professional theatre company and one self-reflective production log on the student's role in the presentation of the previously selected dramatic work.
- Investigation and presentation:
- Students are to investigate an area of interest within the dramatic arts. They may research dramatic elements, social issues, genres, and important events in the history of drama. Students are to give a presentation of a maximum of 10 minutes in which they demonstrate application of these skills to a play script.

LEADS TO:

Stage 2 Drama

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessments:

- Performance
- Folio
- Investigation and Presentation

ENGLISH 1 & 2

10 x 2 CREDITS

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

English or Essential English are compulsory subjects at Stage 1. Students who complete 20 credits of Stage 1 English or Essential English with a C grade or better will meet the literacy requirement of the SACE. However, it is highly recommended that students wanting to complete English at Stage 2 achieve a B grade or higher at Stage 1 over both semesters.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

In English, students explore the human experience and examine different ideas and perspectives through reading, viewing, and responding to a range of texts, including texts from Australia and other cultures. They examine the inter-relationship between author, text and audience and consider how text conventions, and language and stylistic features shape ideas and perspectives. Students also create their own imaginative, interpretive and persuasive texts and learn to develop and sustain voice, tone and style. The course is divided into three assessment types; responding to texts, creating texts and intertextual study. Due to the broad nature of possible texts studied, students are advised to seek more detail from staff about potential texts studied at Stage 1.

Possible assessment tasks may include:

Responses to texts such as a multimodal presentation; an analytical essay; a commentary on a collection of poems; a discussion of different interpretations or critical perspectives of a text; a role play such as an interview with a director; an online blog and a short film.

Creating texts such as a persuasive piece like an advocacy website, essay, or blog; a written narrative or imaginative short story; a multimedia display to inform a target group about a community issue; a feature article for a magazine; a news item for a news service; a narrative with a writer's statement; a text based on themes or characters from another text; a poem; a play script; a short film and a speech.

An intertextual study such as an investigation of language features in more than one text, for instance articles, speeches, blogs, websites, poetry, novels, reality TV, or graphic texts; a study of two texts with common ideas, perspectives, and/or voices that provide different points of view; an analysis of a text that has been adapted from one mode to another, such as comparing a film version of a text with the original novel.

LEADS TO:

Stage 2 English

ASSESSMENT:

Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Responding to texts
- Creating texts
- Intertextual study.

Students will provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form.

ENGLISH - ESSENTIAL 1 & 2

2 X 10 CREDITS

CONTACT PERSONS:

Miss Shani Robinson

ADVICE TO STUDENTS:

This subject is intended for those students who, through their personal learning plans or teacher recommendations, have identified literacy skills as an area for development.

It is also recommended for any student who wishes to complete this compulsory subject while having a focus on literacy relevant to apprenticeships, traineeships and career pathways.

English or Essential English are compulsory subjects at Stage 1. Students who complete 20 credits of Stage 1 English or Essential English with a C grade or better will meet the literacy requirement of the SACE.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Essential English enables students to build their knowledge of the English language, and expand their literacy skills. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

The course is divided into two assessment types; responding to texts and creating texts. Due to the broad nature of possible texts and topics studied, students are advised to seek more detail from staff about potential topics studied at Stage 1 Essential English. However, there will be a strong emphasis on preparing students for possible roles and responsibilities within the work place and wider community.

Possible assessment tasks, aligned with SACE curriculum requirements, may include:

Responses to texts such as a commentary on a workplace text; an oral presentation with visual images; an email in response to a text; a series of brief responses to a film text; a discussion of a film, television program, or game; a review or comment on a set of instructions (e.g. a manual); a blog in response to a news item or sports report; a director's commentary on a section of a visual or dramatic text; and exploration of the use of language in a campaign (such as advertising, political, advocacy).

Creating texts such as a role play in a community or workplace context; instructions describing a process in either a written, oral or multimodal form; a workplace report, such as on an accident or recommendation to change a process; a 'how to' guide explaining how to use sporting equipment; a thank you, birthday, wedding, or awards night speech; a short film trailer; a creative written narrative; transformation of a traditional

children's story into a modern setting; a multimedia display to inform a target group about a community issue.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways.

LEADS TO:

This course is only recommended as a pathway to the Stage 2 Essential English course, and may preclude a student from studying the Stage 2 English course.

ASSESSMENT:

Students demonstrate evidence of their learning in Stage 1 Essential English through the following assessment types:

- Responding to texts
- Creating texts

Students will provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form.

FOOD AND HOSPITALITY

10 CREDITS

CONTACT PERSON:

Ms Adele Butler

ADVICE TO STUDENTS:

There will be some costs involved in the purchasing of some food requirements for practical activities.

SPECIAL REQUIREMENTS:

Students may be involved in catering for events out of normal school hours and this may form part of the summative assessment.

COURSE DETAILS:

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning and work.

Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Students study topics within one or more of the following areas of study:

- Food, the Individual and the Family.
- Local and Global Issues in Food and Hospitality.
- Trends in Food and Culture.
- Food and Safety.
- Food and Hospitality Careers.

LEADS TO:

Stage 2 Food and Hospitality

ASSESSMENT:

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

- Practical Activity
- Group Activity
- Investigation.

Students will provide evidence of learning through four to five assessments, with at least one assessment from each of Assessment Types 1 and 2, and one or two assessments from Assessment Type 3. Each assessment type will have a weighting of at least 20%.

HISTORY

10 CREDITS

CONTACT PERSON:

Mrs Victoria Newbold or Mr Scott Durand

ADVICE TO STUDENTS:

There are no specific prerequisites but an interest in History and some understanding of historic skills would be an advantage. A good standard of literacy is essential as essay writing is included in the assessment.

COURSE DETAILS:

This course builds upon the understanding and use of historical skills developed through years 8-10. A thematic approach is used, using the context of 'Human Rights' to study issues such as the African slave trade, the Civil Rights movement, the Arab/Israeli conflict and the War on Terror, the Cold War or the Holocaust.

LEADS TO:

Useful for further studies in Modern History and Society and Culture.

ASSESSMENT:

There are four summative tasks based on the following assessment types:

- Source analysis of historical documents
- Folio
- Sources Analysis
- Investigation
- Individual research study on a topic of choice.

INFORMATION PROCESSING AND PUBLISHING A & B

10 or 20 CREDITS

CONTACT PERSON:

Mr Craig D Cope or Mrs Hayley Laney

ADVICE TO STUDENTS:

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- select and use appropriate hardware and software in the completion of text-based communication tasks
- apply manipulative skills appropriate to the use of information-processing hardware and software
- apply acquired skills to produce text-based information accurately
- understand and apply the design process and layout principles to text-based tasks
- evaluate a text-based task against design principles
- understand, analyse, and evaluate the impact of social and/or ethical issues related to information processing and publishing technologies.

SPECIAL REQUIREMENTS:

Year 10 Digital Technology is desirable.

COURSE DETAILS:

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. The use of a four-part design process is recommended: Investigating, devising, producing and evaluating. The process is not necessarily linear and students are evaluating and critiquing throughout.

Course A: Desktop Publishing involves the development of products for print publishing. Students who undertake this course develop skills in the creation and manipulation of print documents for a variety of audiences, such as business cards, promotional material and newsletters. Students consider issues related to the production and use of print publications

Course B: Electronic Publishing involves the development of products to be published in a digital format. Students who undertake this semester develop skills in the creation, manipulation, storage and use of digital media to solve publishing problems in personal, community or business contexts, such as online store, eBooks, and webpages. Students consider issues related to the production and use of digital publications.

LEADS TO:

Stage 2 Information Publishing and Processing

ASSESSMENT:

Assessment consists of the following components:

- Practical skills Tasks (50%)

A variety of tasks could be used, including:

- personal documents such as letters, emails, or invitations;
- business documents such as reports, forms, or minutes;
- advertisements;
- flyers;
- web-based pages;
- digital presentations.

- Product and documentation (30%)

- One final design product must demonstrate the use of appropriate principles of design and layout, and could be, for example, a brochure, a compact disc cover, linked web pages, or a digital slide presentation. The content of the task may come from another subject area. There must be sufficient text in the final product to demonstrate use of design elements. The text may be given to, or generated by, the student.

- Issues analysis (20%)

- Students concisely analyse and critique an issue related to information processing and publishing for a specific purpose. An issues analysis may be presented in written, oral, visual, or multimodal form. The use of features such as headings, dot points, tables, and annotated diagrams will help students to organise their information.

JAPANESE

10 or 20 CREDITS

CONTACT PERSON:

Mr Scott Durand or Dani Ryan

ADVICE TO STUDENTS:

Students who wish to enrol in this course, must have completed a minimum of four semesters in years 8 to 10 with an average grade of 'C' or better or have permission from a Japanese teacher.

SPECIAL REQUIREMENTS:

1. Students must be able to read and write hiragana and katakana.
2. Students must also commit to a holiday review class every school holidays which also involves a cultural activity.
3. Students must complete both semesters at a 'C' grade of better to be considered for entry to Stage 2 Japanese.

COURSE DETAILS:

The course covers content that prepares students to communicate in Japanese at a more advanced level and is preparation for stage 2 Japanese. The content includes: language to describe the self and family, home and friends, daily routines, the local neighbourhood, school life, shopping and eating out, and leisure activities.

LEADS TO:

Stage 2 Japanese

APPLICATION REQUIRED: Yes

ASSESSMENT:

- Reading Task
- Writing Task
- Oral Task
- Listening Comprehension Task
- Text Analysis Task
- Cultural Investigation

LEGAL STUDIES

10 CREDITS

CONTACT PERSON:

Mr Craig D Cope, Mrs Hayley Laney or Mr Scott Durand

ADVICE TO STUDENTS:

While there are no prerequisites for the course, it is strongly recommended that students have a keen interest in both how laws affect families and communities and in developing their research skills.

SPECIAL REQUIREMENTS:

Students need good reading, writing and research skills.

COURSE DETAILS:

This course looks at how individuals are affected by laws in our society; and the legal processes which operate in Australia.

Topics include:

- Law and society – origins of law, criminal and civil disputes and courts.
- The Australian legal system.
- Law making – how parliament, government and the courts make law.

LEADS TO:

This course links strongly with the Stage 2 subject Society and Culture and Stage 2 Legal Studies, both in content and skills.

ASSESSMENT:

- Folio
- Issue Study
- Presentation

MATHEMATICS - ESSENTIAL MATHEMATICS

10 CREDITS

CONTACT PERSON:

Ms Jeanette Venhoek

ADVICE TO STUDENTS:

Students build on their knowledge and understanding of mathematical information and its relationship in everyday contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development. Students must successfully complete one unit of Mathematics or Numeracy to achieve their SACE.

SPECIAL REQUIREMENTS:

This unit is designed for students who have completed Year 10 Mathematics. This unit includes the everyday use of Mathematics and is designed for students who generally find mathematics challenging.

Students require a scientific calculator (available from the school Reception office - \$20).

COURSE DETAILS:

Stage 1 Essential Mathematics is studied as a single semester 10-credit subject.

Units studied may include:

- Calculations, time and ratio
- Earning and spending
- Geometry
- Data in context
- Measurement
- Investing

LEADS TO:

Students completing this course with a B grade or higher are eligible for Stage 2 Essential Mathematics.

ASSESSMENT:

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

MATHEMATICS GENERAL MATHEMATICS 1 & 2

10 or 20 CREDITS

CONTACT PERSONS:

Ms Jeanette Venhoek

ADVICE TO STUDENTS:

Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

Students who want to pursue a pathway in mathematics leading to Stage 2 General Mathematics must undertake two units of Stage 1 General Mathematics successfully. Students must successfully complete one unit of Mathematics to achieve their SACE.

SPECIAL REQUIREMENTS:

Course 1: Students must have successfully completed Year 10 Mathematics. Teacher recommendations are important in making the most appropriate choice.

Course 2: Students need to have completed Semester 1 of Stage 1 General Mathematics or Stage 1 Mathematical Methods or Stage 1 Specialist Mathematics. Teacher recommendations are important in making the most appropriate choice.

Students require a scientific calculator (available from the school Reception office at \$20).

COURSE DETAILS:

Units studied may include:

- Investing and borrowing
- Measurement
- Statistical investigation
- Applications of trigonometry
- Linear and exponential functions
- Matrices and networks

LEADS TO:

Course 1:

Stage 1 General Mathematics Semester 2.

Course 2:

Stage 2 General Mathematics

Stage 2 Essential Mathematics

ASSESSMENT:

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks
- Folio

MATHEMATICS **- MATHEMATICAL METHODS 1 & 2**

10 or 20 CREDITS

CONTACT PERSONS:

Mr Tony Gabb

ADVICE TO STUDENTS:

Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

Students who want to pursue a pathway in mathematics leading to Stage 2 Mathematical Methods and/or Specialist Mathematics must undertake at least two units of Stage 1 Mathematics Methods.

SPECIAL REQUIREMENTS:

Course 1: It is recommended that students have achieved a B grade (or better) in Year 10A Mathematics.

Course 2: It is recommended that students have achieved a (C grade or better) in Semester 1 Mathematics Methods.

Students require a graphics calculator.

COURSE DETAILS:

Units studied may include:

- Counting and Statistics
- Trigonometry
- Growth and Decay
- Polynomials
- Introduction to Differential Calculus
- Functions and Graphs

LEADS TO:

Course 1:

Stage 1 Mathematical Methods Semester 2.

Course 2:

Stage 2 Mathematical Methods

Stage 2 General Mathematics

ASSESSMENT:

Assessment is school based. Students demonstrate evidence of their learning in each course through the following assessment types:

- Skills and Applications Tasks - approx. 70%
- Folio - approx 30%

MATHEMATICS **- SPECIALIST MATHEMATICS 1 & 2**

10 or 20 CREDITS

CONTACT PERSONS:

Mr Tony Gabb

ADVICE TO STUDENTS:

Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating the relationships observed and the problems solved.

SPECIAL REQUIREMENTS:

Course 1: It is recommended that students have achieved a B grade (or better) in Year 10A Mathematics.

Course 2: Students need to have successfully completed Stage 1 Specialist Mathematics.

Students require a graphics calculator.

COURSE DETAILS:

Units studied may include:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and complex numbers

LEADS TO:

Course 1:

Semester 2 Stage 1 Mathematical Methods

Semester 2 Stage 1 Specialist Mathematics

Course 2:

Stage 2 Specialist Mathematics Methods

Stage 2 Mathematical Methods

Stage 2 General Mathematics

ASSESSMENT:

Assessment is school based. Students demonstrate evidence of their learning in each course through the following assessment types:

- Skills and Applications Tasks - approx. 70%
- Folio - approx 30%

MEDIA STUDIES

10 CREDITS

CONTACT PERSON:

Ms Lara McCarthy or Mrs Erin Carpenter

ADVICE TO STUDENTS:

None.

SPECIAL REQUIREMENTS:

A knowledge of video editing would be useful.

COURSE DETAILS:

Media Studies develops students' media literacy and production skills.

Students discuss and analyse media issues, and interact with, and create media products.

Topics may include:

- Images of youth in media
- Music video
- Film as protest
- Documentary
- Journalism

LEADS TO:

Stage 2 Media Studies

ASSESSMENT:

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

- Folio: Assignment work 40%
- Interaction study 30%
- Product: Group media production (video) 30%

MUSIC 1 & 2

2 x 10 CREDITS

CONTACT PERSONS:

Mrs Carolyn Thorne or Mrs Victoria Newbold

ADVICE TO STUDENTS:

Students can enrol in Stage 1–Music Experience programs and Stage 1–Music Advanced programs.

Music Experience Programs - These programs are designed for students with limited experience or knowledge in some aspects of music. Music Experience programs should provide pathways to selected Stage 2 music subjects, such as Stage 2 Ensemble Performance, Music Individual Study, and/or Solo Performance.

Music Advanced Programs - These programs are designed for students with a substantial background in music. Music Advanced programs should provide pathways to the range of Stage 2 music subjects.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments.

The program will involve a selection of learning activities that relate to the relevant musical studies. Students have the opportunity to engage in some of the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills

LEADS TO:

Achievement of a B or higher at Stage 1 Music is recommended for Stage 2 Music

ASSESSMENT:

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

- Skills Presentation
- Skills Development
- Folio

PHYSICAL EDUCATION 1 & 2

2 x 10 CREDITS

CONTACT PERSON:

Ms Tracy Warner

ADVICE TO STUDENTS:

PE 1: In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

PE 2: In Physical Education students gain an understanding of Energy Systems and how they affect physical activity. Students find relationships between the food they eat and the energy they have for physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.

They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

Students intending to enrol in Stage 2 PE are recommended to do 2 semesters of PE at a Stage 1 level.

SPECIAL REQUIREMENTS:

Students choosing this course are required to be changed in appropriate sports uniform for active involvement in sport.

Students are required to complete both practical and theory work components.

Footwear needs to be non-marking sports shoes.

COURSE DETAILS:

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application 60%
Students complete three practicals in preparation for Stage 2 PE
- Principles and Issues 40%
The Nature of Physical Activity
Issues Analysis

LEADS TO:

Stage 2 Physical Education

ASSESSMENT:

Students demonstrate evidence of their learning through:

- Practical assessment checklists
- The development of a portfolio of work
- Reflection on learning
- Exam

PHYSICAL EDUCATION SPORTS STUDIES 1 - FITNESS/ PHYSICAL ACTIVITY

10 CREDITS

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

This unit is designed for students who wish to be involved in a variety of sporting activities in the school and wider community and includes Fitness, 5-side Soccer and Ultimate Frisbee.

- Students are required to maintain a weekly reflective journal for each activity.

Students are also required to work collaboratively with others to plan, organise, implement and evaluate journal for each activity.

Students are also required to work collaboratively with others to plan, organise, implement and evaluate a school sporting event.

SPECIAL REQUIREMENTS:

Students are required to wear the Kapunda High School PE uniform whilst undertaking practical lessons.

COURSE DETAILS:

This course comprises of theory and practical units. Students are required to demonstrate a level of proficiency in performing and applying practical skills in practices, games and competition situations.

The theory work involves a folio task and a group activity.

ASSESSMENT:

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

- Practical: 40%
- Group Activity: 30%
- Folio & Discussions: 30%

Students undertake:

- At least one Practical Exploration (2 practical sports)
- At least one Connections task
- At least one Personal Venture.

PHYSICAL EDUCATION SPORTS STUDIES 2 - SPORT/COACHING

10 CREDITS

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

This unit is designed for students who wish to be involved in a variety of sporting activities in the school and wider community and includes Badminton, Handball and 9-side football.

- Students are required to maintain a weekly reflective journal for each activity.

Students are also required to work collaboratively with others to plan, organise, implement and evaluate a unit to a junior school class.

SPECIAL REQUIREMENTS:

Students are required to wear the Kapunda High School PE uniform whilst undertaking practical lessons.

COURSE DETAILS:

This course comprises of theory and practical units. Students are required to demonstrate a level of proficiency in performing and applying practical skills in practices, games and competition situations.

The theory work involves a folio task and a group activity.

ASSESSMENT:

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

- Practical: 40%
- Group Activity: 30%
- Folio & Discussions: 30%

Students undertake:

- At least one Practical Exploration (2 practical sports)
- At least one Connections task
- At least one Personal Venture.

PHYSICS 1

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:

A sound pass in Year 10 Mathematics and Science.

Closed shoes.

COURSE DETAILS:

Students will learn the theory and concepts of the physics of motion, force, momentum and vectors and will carry out investigations that involve planning, designing and conducting experiments and the interpretation of results, using a variety of methods.

This course contains two topics.

Movement and vectors - The study of motion in a straight line including calculations of velocity, acceleration, stopping distance and collision analysis. The physics of transport is an additional area of study.

Forces and momentum - The study of Forces and Newton's Laws of Motion and Safety Design in cars.

LEADS TO:

Stage 1 Physics 2

Stage 2 Physics

ASSESSMENT:

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

- Investigations Folio
- Skills and Applications Tasks

There are a total of five assessed tasks from the two types and a final exam.

PHYSICS 2

10 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:

A sound passing grade in semester 1 Stage 1 Physics or evidence of high level of competence in year 10 science. A sound pass in year 10 Mathematics is also desirable.

Closed shoes.

COURSE DETAILS:

This course contains three topics.

Electricity and Magnetism – The study of DC circuits, including Ohm's Law, resistance calculations and circuit design. Electromagnetism, electric motors and generators and the study of wind farms and solar cells are also studied.

Energy and Work and Alternative Energy Sources.

Waves - The study of Sound and Light and CD, DVD, and Blu-Ray Technology.

LEADS TO:

Stage 2 Physics

ASSESSMENT:

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

- Investigations Folio
- Skills and Applications Tasks

There are a total of five assessed tasks from the two types and a final exam.

PSYCHOLOGY

10 CREDITS

CONTACT PERSON:

Ms Natalie Knowler or Mrs Victoria Newbold

ADVICE TO STUDENTS:

No prior knowledge is assumed. Students should be aware that this subject incorporates scientific report writing, statistics and literacy rich assignments. The course requires group work to conduct research and self-directed study.

COURSE DETAILS:

Topics covered include:

- Introduction to Research Methods, Statistics and Terminology
- Social Conformity Investigation involving data collection and analysis
- Social Interaction Research Report
- Emotion Study

LEADS TO:

Stage 2 Psychology

ASSESSMENT:

- Folio 40%

Issues Investigation:

Students will be given a scenario and asked to apply psychological ideas, skills, concepts and understanding.

Group Investigation:

This is a collaborative empirical investigation that is intended to give students insight into psychological research.

- Skills and Application Task 60%
Skills and applications tasks may take a number of forms including texts, reports, essays, debates, orals, models, case study, scenario questions and historical investigations.

SOCIETY AND CULTURE

10 CREDITS

CONTACT PERSON:

Ms Lara McCarthy or Mr Scott Durand

ADVICE TO STUDENTS:

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

SPECIAL REQUIREMENTS:

There are no specific prerequisites but an interest in people and cultures and some understanding of research skills would be an advantage. A good standard of literacy skills is essential.

COURSE DETAILS:

- A contemporary global social/cultural issue
- A contemporary Australian social/cultural issue
- Group investigation on a local social/cultural issue

LEADS TO:

Stage 2 Society and Culture

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Sources Analysis
- Group Activity
- Investigation

TOURISM

10 CREDITS

CONTACT PERSON:

Mrs Jill Nash or Mrs Megan Samain

ADVICE TO STUDENTS:

The subject consists of four themes and eleven topics. This subject consists of topics that are informed by the four themes.

There are local excursions planned that form an integral part of the course. These incur a cost of between \$5 and \$10 each.

SPECIAL REQUIREMENTS:

There are no specific prerequisites but an interest in tourism and the tourism industry and some understanding of research skills would be an advantage. A good standard of computer literacy skills is essential.

COURSE DETAILS:

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a local industry using local excursions. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Themes:

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics:

- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Appreciating Tourism in Australia

LEADS TO:

Stage 2 Tourism and Stage 2 Society and Culture

ASSESSMENT:

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

- Case Study
- Sources Analysis
- Practical Task
- Investigative Report

There is a minimum of one written and one oral task.

VISUAL ART AND DESIGN A & B

2 X 10 CREDITS

CONTACT PERSONS:

Miss Jennifer Ahrens

ADVICE TO STUDENTS:

This is an elective subject. It is recommended that students should have:

- Completed 1 or more semesters of Art or Design at year 10 with at least a C grade.
- Satisfactory research and literacy skills.
- Satisfactory drawing/art skills and a keen interest in the Visual Arts and/or Design.

SPECIAL REQUIREMENTS:

All students must attend the art and design excursion to the *Year 12 Art Show* and State Gallery exhibitions. Cost approx. \$10.00. Students undertaking large art/design works may also have additional material costs.

COURSE DETAILS:

In Visual Art and Design, students express ideas through practical work using drawing, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts. It is an expectation that students choosing this course are self-motivated and have good time management skills.

Visual Art and Design also involves developing and presenting ideas, research, analysis and experimentation with media and techniques, resolution and production.

The following three areas of study are covered:

- Visual thinking
- Practical Resolution
- Visual Art and Design in context

LEADS TO:

Visual Art and Design Stage 2

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types.

- Folio
- Practical
- Visual study

VET 1, 2, 3 & 4

Equivalent to 1, 2, 3 or 4 SACE (1 semester) subjects

CONTACT PERSON:

Mrs Penny Chancellor

ADVICE TO STUDENTS:

This subject is only available to students participating in a TAFE SA or VET learning option. There may be a cost involved for students to undertake TAFE SA study.

Undertaking a school-based apprenticeship or VET course can provide credit for your SACE pathway.

Since this pathway is individual to each student, a meeting with parents/student and Ms Hanks must be organised.

SPECIAL REQUIREMENTS:

Access to this course must be negotiated with Mrs Penny Chancellor and will depend upon students Career Pathway desires.

Student and parent/caregivers must meet with Mrs Chancellor to choose this option.

COURSE DETAILS:

Dependant on individual certificate course details. Further information may be obtained from VET Coordinator.

LEADS TO:

Further VET courses

ASSESSMENT:

Determined by VET coordinator.

WORKPLACE PRACTICES

10 CREDITS

CONTACT PERSON:

Mrs Penny Chancellor

ADVICE TO STUDENTS:

Workplace Practices comprises three focus areas of study:

- Industry and Work Knowledge - This is approximately 50 % of the program
- Vocational Learning
- Vocational Education and Training (VET)

SPECIAL REQUIREMENTS:

Students can undertake one of the following:

A - Students will be able to undertake and provide evidence of Vocational Learning which could incorporate part time or casual work, volunteer work, workplace visits, work experience and other work related experiences that are not credited through the Australian Qualifications Framework.

B - Evidence shown of Vocational Education Training - i.e. the delivery and assessment of VET units of competency selected for teaching and learning programs that are subject to the Australian Quality Training Framework (AQTF) standards and enable students to achieve, or work towards achieving, VET qualifications. This is units like those studied at TAFESA or a private Registered Training Organisation (RTO). For example this year students have been working towards their Certificate II Hairdressing, Community Services, Automotive or Aged Care. Students will need to make a significant contribution to the course costs if no funding is allocated through Skills for All.

COURSE DETAILS:

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

For a 10 credit subject, students undertake two of the following topics:

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning
- Negotiated Topics

LEADS TO:

Stage 2 Workplace Practices (not a pre-requisite)

ASSESSMENT:

Students demonstrate evidence of their learning through the following three assessments:

- Folio
- Performance
- Reflection

These are all marked according to SACE Performance Standards. More information can be found at the SACE website.

Students will provide evidence of learning through four to five assessments, with at least one assessment from each assessment type. Each assessment type will have a weighting of at least 20%.

SACE STAGE 2 SUBJECTS

STAGE 2 SUBJECTS

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AGRICULTURAL PRODUCTION AND AGRICULTURAL SYSTEMS

20 CREDITS

CONTACT PERSON:

Ms Karen Bromley

ADVICE TO STUDENTS:

The study of agriculture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information and to obtain knowledge and understanding relevant to primary industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water and/or technology within a local, national and/or global context.

SPECIAL REQUIREMENTS:

You will require enclosed shoes or boots during practical lessons to avoid injury from animals or equipment. You will also need to wear a hat during outside practicals to comply with sun safe requirements.

Students should have completed at least 1 semester of Stage 1 Agriculture and Horticulture achieving a solid C grade minimum.

COURSE DETAILS:

Students analyse benefits and risks of different methods of agricultural production and develop their awareness of how agriculture impacts their lives, society and environment.

Students can either study Agricultural Production or Agricultural Systems.

Agricultural Production:

- Animal production
- Plant production
- Resource management
- Agribusiness

Agricultural Systems:

- Animal systems
- Plant systems
- Soil and water systems

ASSESSMENT:

School-based Assessment

- Agricultural Reports - 2 tasks
- Science as a human endeavour - 1 task
- Applications - 3 Tasks

External Assessment

- Production Investigation 30%

or

- Experimental Investigation 30%

BIOLOGY

20 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

SPECIAL REQUIREMENTS:

Students will be expected to buy both a revision guide and a student workbook.

Closed shoes.

COURSE DETAILS:

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

Stage 2 Biology is organised around the following four themes:

- DNA and Proteins - Students study the very large molecules of life, such as DNA, RNA, proteins, lipids and carbohydrates. Issues considered include genetic engineering and cloning.
- Cells as the Basis of Life - Students study the fine structure of cells and learn how the individual parts of cells work together.
- Homeostasis - Students learn how some of the different parts of the body work together.
- Evolution - students explore ways in which models and theories have developed over time. This includes changes in the understanding of natural selection, evolution.

ASSESSMENT:

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

School-based Assessment

- Investigations Folio 30%
- Skills and Applications Tasks 40%

External Assessment

- Examination 30%

Information on the External Assessment:

Examination (2 hours duration). The examination consists of:

- Multiple-choice questions
- Short-answer questions
- Extended response question

Questions will cover all themes and threads and will include experimental skills.

BUSINESS AND ENTERPRISE

20 CREDITS

CONTACT PERSON:

Mrs Hayley Laney or Mr Craig D Cope

ADVICE TO STUDENTS:

Students will require a high level of literacy skills for this course. A strong interest in business or a passion for starting your own business is ideal. Attendance at holiday sessions is strongly recommended.

SPECIAL REQUIREMENTS:

Ideally, students would need to have successfully completed Stage 1 Business and Enterprise or another humanities based subject (Society and Culture, History, Legal Studies, Media Studies). Students may be required to purchase a learning essentials guide for approximately \$40.

COURSE DETAILS:

Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and practical application of business topics including:

- Business in Australia
- The Nature and Structure of Business
- Business Enterprises
- People
- Business and Work,
- Business Globally
- Business and Finance
- Business, Law and Government
- Marketing.

ASSESSMENT:

Assessment in this subject takes four forms:

- Folio 30%

Comprising of 4 tasks (1 test plus 3 reports)

- Practical 20%

Production of a "legal manual" chosen from a set of scenarios

- Issues 20%

Major investigation of a current business trend or issue

- Report 30%

Externally moderated report on either a 'situational analysis' or an 'enterprise report'.

CHEMISTRY

20 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

SPECIAL REQUIREMENTS:

Students will need to purchase an 'Essentials' workbook. Closed in shoes are essential for all classes.

COURSE DETAILS:

There are six compulsory topics for this subject:

- Skills
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

ASSESSMENT:

Assessment in this subject takes four forms:

- Examination (External – November) 30%
- Course Work (Topic Tests, Assignments, Comprehension) 70%
- Practical Work (Practical Tasks, Design Practical, Practical Reports)
- Research Task (Essay, Oral, Article Summary)

COMMUNITY STUDIES A

10 or 20 CREDITS

This subject will not contribute to an ATAR.

CONTACT PERSON:

Mrs Penny Chancellor or Mrs Dani Ryan

ADVICE TO STUDENTS:

Community Studies gives students the opportunity to learn in and contribute to their community. It is a subject that allows students to make decisions about what they are going to learn and how they will go about learning it.

The goals of Community Studies are:

- Setting challenging goals and assessing progress towards achieving them
- Using existing experiences, knowledge and skills
- Identifying and learning new information and skills in order to achieve a final outcome
- Making reasoned decisions and acting on personally important issues
- Relating effectively with other individuals, groups and the community
- Communicating effectively with others in a variety of ways
- Dealing with change

SPECIAL REQUIREMENTS:

Students will make decisions about the learning they will undertake. Much of this learning will take place in the community and will be self-directed. Although students will have the support of teachers, they will need to be able to work independently.

COURSE DETAILS:

Students select a program in one or more of the following areas:

- Arts and the Community
- Communication and the Community
- Food and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

In the program students will undertake various activities within the school and wider community. An activity may be appropriate to more than one area of study – the one chosen will depend on the focus or emphasis of the activity.

ASSESSMENT:

Assessment in this subject is based on the individually negotiated contract.

Students will demonstrate evidence of their learning by negotiating and documenting a contract of learning, maintenance of a record of evidence of a major community activity, including feedback from a community expert and a presentation to an audience. A final reflection of learning is externally assessed.

Folio of work is marked according to SACE Performance Standards. See SACE website for more details.

DESIGN AND TECHNOLOGY - MATERIAL PRODUCTS (FURNITURE CONSTRUCTION)

20 CREDITS

CONTACT PERSONS:

Mr Nathan Brady

ADVICE TO STUDENTS:

It is highly recommended that students have completed Stage 1 Furniture Construction.

Students should have a sound understanding of machine operations and their safe use.

An understanding of the basic joints and their constructions in cabinet making is desirable.

SPECIAL REQUIREMENTS:

The design of the major project is up to the students and they will be expected to cost and pay for all materials. Some aspects of the course are very dusty and therefore students with asthma need to be aware and take precautions, e.g. dust masks.

COURSE DETAILS:

Students work through the designing process to design a project to suit the requirements for the course. The project must be costed and the most economical method calculated. After designing, the product must be constructed using a range of power tools and machines and a folio of work presented, showing the steps involved with product realization.

ASSESSMENT:

School-based Assessment

- Skills and Applications Tasks 20%
- Product 50%

External Assessment

- Folio 30%

DESIGN AND TECHNOLOGY - MATERIAL PRODUCTS (METAL WORK) 20 CREDITS

CONTACT PERSONS:

Mr Nathan Brady

ADVICE TO STUDENTS:

It is highly recommended that students completed Stage 1 Metal Fabrication to a satisfactory standard.

Students must have a sound understanding of machine operations and their safe use. Students should also have a sound understanding of MIG, Arc and Gas welding along with joint preparation.

SPECIAL REQUIREMENTS:

Students are to design and make a metal bench vice and are expected to cost and pay for all materials before the project is started.

COURSE DETAILS:

Students work through the design process to design a metal bench vice that suits the requirements of the course. The project must be orthographically drawn up and materials costed. After designing, the product must be constructed using machines, tools and equipment in the workshop. A specialized skills task is also required, which will be a smaller project with specifications provided by the teacher. Students are to produce a folio of work showing all work produced for marking and moderation.

ASSESSMENT:

School-based Assessment

- Skills and Applications Tasks 20%
- Product 50%

External Assessment

- Folio 30%

DESIGN AND TECHNOLOGY

- SYSTEMS AND CONTROL PRODUCTS

20 CREDITS

CONTACT PERSON:

Mrs Hayley Laney or Mr Craig D Cope

ADVICE TO STUDENTS:

The course has been developed in the context of electronic engineering. Students use a range of rapid prototyping processes, systems and technologies to engineer, design and prototype products.

This course contains work associated with electronic principles and components. Although not a pre-requisite for entry into University or TAFE pathways to Engineering, Electrical Trades and/ or Electro technology studies, this will help to prepare students for these pathways. Students will work with software to program micro controllers which satisfy the set design criteria. The practical nature of the course will cover the manufacture of a project which uses a micro controller to operate a robot or device.

It is highly recommended that students have completed Stage 1- Design Technology – Systems and Control Products – Electronics.

SPECIAL REQUIREMENTS:

There will be some cost associated with the purchase of materials (approximately \$30).

COURSE DETAILS:

Students will have the opportunity to use new and emerging technologies to engineer, test, develop and prototype products based on identified needs, problems or challenges. The focus is on using Computer Aided Manufacture (CAM) with interdisciplinary and integration of STEM to help engineer and design products based on current needs, problem or challenges.

Students work on developing the skills by completing the skills task together with a material applications report. They then have the opportunity to negotiate their own major product together with a complimentary minor task.

The course will require the integration of electrical, electronic, pneumatic and mechanical systems. Programmable Logic Controllers and associated I/O technologies will also be utilised. Design development work will be undertaken using 3D modelling software. School assessed course work will be documented through the use of an interactive eBook.

Students are expected to:

- investigate and critically analyse the purpose, design concepts, and production techniques of existing products, processes, or systems;
- create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge;
- investigate and analyse the characteristics and properties of materials, components, processes, and

equipment;

- apply skills and techniques to design and make products, processes, or systems;
- use the design process to select materials, components, processes, techniques, and equipment, to develop and implement solutions and ideas for products, processes, or systems;
- use materials, components, processes, techniques, and equipment safely and accurately evaluate product success and reflect on technological ideas and procedures used and the impact of products, processes, or systems on individuals, society, or the environment.

ASSESSMENT:

Assessment is both school-based and external. Students demonstrate evidence of their learning through the:

- School-based Assessment 70%
- Skills and Material Application Tasks 20%

A skills and applications task consists of two assessment parts: specialised skills application and materials application. Students demonstrate skills and understanding of the materials and components, techniques, and equipment that they consider for use to complete their major product.

- Product 50%

Students present for assessment the product they have made in response to the design brief developed for their folio.

- External Assessment 30%
- Folio 30%

Students produce a product design folio, which contains documentation of their investigation, and planning and evaluation for their sub-system. They investigate technical skills, analyse their possible applications, and evaluate the ways in which their skills have developed and improved. The Folio consists of two parts:

- Part 1: Documentation and Analysis of the Design Process;
- Part 2: Evaluation of the Realised Product.

DRAMA

20 CREDITS

CONTACT PERSON:

Mrs Erin Carpenter

ADVICE TO STUDENTS:

The successful completion of Stage 1 Drama is highly recommended. The ability to work independently is essential and an interest in theatre is important. Creativity is a key element in many of the assessable tasks.

SPECIAL REQUIREMENTS:

Students will be required to attend live theatre performances in order to write reviews.

Students must also be available for some evening and weekend rehearsals in preparation for group production.

COURSE DETAILS:

There are two practical elements (participation in a group production and an individual study) and two theory elements (two reviews and a group production report) in the course. These are all externally moderated.

ASSESSMENT:

Stage 2 Drama is divided into four areas of study :

- Performance of a Dramatic Works 30%

Students are to work together and put on a performance of a particular dramatic piece of work.

- Student Written Folio 30%

Students are to complete a written folio that contains three pieces of individual writing. The folio must contain at least two reviews of dramatic works presented by professional theatre companies and one self-reflective production log on the student's role in the presentation of the previously selected dramatic work.

- Group Presentation 20%

Students are to work together to analyse and interpret a particular dramatic piece of work. Students are to choose a specific dramatic role and apply a specific dramatic style to the role and the body of work and present their concept.

- Interpretative Study 20%

Students are to individually analyse and interpret two films by a particular dramatic innovator. Students are then to devise their own essay question and produce a dramatic analytical essay.

ENGLISH

20 CREDITS

CONTACT PERSON:

Miss Shani Robinson

ADVICE TO STUDENTS:

C or better at Stage 1 English is recommended. Students should have an interest in reading literature and writing.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

English Communications focuses on the development of English skills and in particular the communication process. Students learn to recognize the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organizations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

ASSESSMENT:

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

School-based Assessment

- Text Analysis 20%
- Text Production 20%
- Communication Study 30%

External Assessment

- Folio 30%

FOOD AND HOSPITALITY

20 CREDITS

CONTACT PERSON:

Mrs Adele Butler

ADVICE TO STUDENTS:

It is expected students will have the ability to work independently on practical activities as well as working collaboratively as part of a team. Good organisational skills are required and some out of school hours' commitment is required.

SPECIAL REQUIREMENTS:

Students will need to supply some ingredients and therefore there are some extra costs involved to be able to complete practical activities.

COURSE DETAILS:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural and technological factors at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

School-based Assessment

- Practical Activity 50%
- Group Activity 20%

External Assessment

- Investigation 30%

Students should provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- At least four practical activities
- At least one group activity
- One investigation.

For this subject, the students are assessed against the following criteria:

- Investigation and critical analysis
- Problem-solving
- Practical application
- Collaboration
- Evaluation

JAPANESE

20 CREDITS

CONTACT PERSON:

Mr Scott Durand

ADVICE TO STUDENTS:

Senior Japanese is a challenge for all students, however with challenge comes reward not only in the sense of personal accomplishment, but with a positive impact in the scaling process and the awarding of bonus ATAR points for university entrance. Upon the completion of Stage 2 Japanese students have developed a good level of communicative fluency in the language and are well on the road to becoming bi-lingual.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

There are three prescribed themes in Senior Japanese:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

These themes are divided into a number of topics and sub-topics. In their learning, students are introduced to a wide range of text types. There are no prescribed vocabulary lists so students will become familiar with a range of relevant vocabulary using hiragana, katakana and kanji.

ASSESSMENT:

INFORMATION PROCESSING AND PUBLISHING

20 CREDITS

CONTACT PERSON:

Mrs Hayley Laney or Mr Craig D Cope

ADVICE TO STUDENTS:

In this subject, students are expected to:

- understand, select, and use appropriate hardware and software for the completion of text-based communication tasks;
- apply manipulation and organisational skills to the use of information processing technology;
- apply layout and design principles to the production of text based documents or presentations;
- understand and apply the design process in planning, producing, and evaluating text-based products;
- understand, analyse, and evaluate the impact of social, ethical, and/or legal issues related to information-processing and publishing technologies.

SPECIAL REQUIREMENTS:

Year 11 Information Processing and Publishing is desirable but not essential.

COURSE DETAILS:

Information Processing and Publishing looks at the way information is communicated to audiences. Its main focus is on design and layout of both print and electronic documentation. Topics include Desktop Publishing, Electronic publishing, design principles and processes and issues in publishing.

ASSESSMENT:

| | |
|-------------------------------------|-----|
| School-based assessment | 70% |
| Assessment Type 1: Practical Skills | 40% |

Students undertake at least five practical skills assessments. Students complete a folio of text-based assessments that derive from any of the focus areas they have studied and demonstrate a range of skills developed. Students apply the design process and layout principles in planning, producing and evaluating text-based products.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- development and application
- analysis and evaluation.

| | |
|------------------------------------|-----|
| Assessment Type 2: Issues Analysis | 30% |
|------------------------------------|-----|

Students undertake one issues analysis assessment and one technical and operational understanding assessment.

| | |
|--|-------|
| External assessment | 30% |
| Assessment Type 3: Product and Documentation | (30%) |

Students undertake one product and documentation assessment that may come from one focus area or the integration of two focus areas.

Students complete, for an identified audience, a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing and evaluating.

MATHEMATICS - ESSENTIAL MATHEMATICS

20 CREDITS

CONTACT PERSON:

Ms Jeanette Venhoek

ADVICE TO STUDENTS:

It is recommended that students have a B pass (or better) in Stage 1 Essential Mathematics or have successfully completed Stage 1 General Mathematics. Students should seek teacher advice.

SPECIAL REQUIREMENTS:

Graphics calculators are used for this course and it is desirable that students have their own.

COURSE DETAILS:

- Units studied may include:
- Scales, Plans and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans
- Open Topic

ASSESSMENT:

- | | |
|---------------------------------|-----|
| • Skills and Applications Tasks | 30% |
| • Folio | 40% |
| • Examination | 30% |

MATHEMATICS - GENERAL MATHEMATICS

20 CREDITS

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

It is recommended that students have a B pass (or better) in Semester 1 and 2 in Stage 1 General Mathematics or have successfully completed Stage 1 Mathematical Methods. Students should seek teacher advice.

SPECIAL REQUIREMENTS:

Graphics calculators are used for this course and it is desirable that students have their own. (approx cost \$180)

COURSE DETAILS:

Units studied may include:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models
-

ASSESSMENT:

- | | |
|---------------------------------|-----|
| • Skills and Applications Tasks | 40% |
| • Folio | 30% |
| • Examination | 30% |

MATHEMATICS - MATHEMATICAL METHODS

20 CREDITS

CONTACT PERSON:

Mr Tony Gabb

ADVICE TO STUDENTS:

It is recommended that students have a B pass (or better) in Semester 1 and 2 in Stage 1 Mathematical Methods. For further advice see your current mathematics teacher.

SPECIAL REQUIREMENTS:

Graphics calculators are used extensively for this course and it is essential that students have their own.

COURSE DETAILS:

Units studied may include:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

ASSESSMENT:

- | | |
|---------------------------------|-----|
| • Skills and Applications Tasks | 50% |
| • Folio | 20% |
| • Examination | 30% |

MATHEMATICS - SPECIALIST MATHEMATICS

20 CREDITS

CONTACT PERSON:

Mr Tony Gabb

ADVICE TO STUDENTS:

It is recommended that students have a B pass (or better) in Semester 1 and 2 in Stage 1 Specialist Mathematics. Students studying Specialist Mathematics must also choose Mathematical Methods. For further advice see your current mathematics teacher.

SPECIAL REQUIREMENTS:

Graphics calculators are used extensively for this course and it is essential that students have their own.

COURSE DETAILS:

Units studied may include:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

ASSESSMENT:

- | | |
|---------------------------------|-----|
| • Skills and Applications Tasks | 50% |
| • Folio | 20% |
| • Examination | 30% |

MEDIA STUDIES

20 CREDITS

CONTACT PERSON:

Mrs Erin Carpenter

ADVICE TO STUDENTS:

It is recommended that students have completed Stage 1 Media Studies or Year 10 Media. Knowledge of computer editing skills would be an advantage. Good literacy skills are essential.

SPECIAL REQUIREMENTS:

Practical component requires video editing with DVD. Access to a video camera and editing software at home is an advantage.

COURSE DETAILS:

- Practical – two major pieces of work involving Media Production (video/audio/computer generated)
- Theory – three media topics will be covered which deal with contemporary media issues.
- Investigation – A major study of the student's choice.

ASSESSMENT:

School Based assessment:

- Media Folio - consisting of three tasks 30%
- Practical – two Productions 40%

External Moderation:

- Media Investigation – one piece 30%

MODERN HISTORY

20 CREDITS

CONTACT PERSON:

Mrs Victoria Newbold

ADVICE TO STUDENTS:

It is recommended that students should have achieved at least an 'A' or 'B' grade in Stage 1 History. Well developed essay writing skills and a love of reading historical evidence would be an advantage.

SPECIAL REQUIREMENTS:

Attendance at an exam preparation evening in Gawler, Term 3. Attendance at extended study sessions after hours, during October school holidays and the week prior to the exam.

COURSE DETAILS:

- Thematic study - Revolutions and Turmoil.
- Depth study - An age of catastrophes: Depression, dictators and the Second World War.
- Source analysis - Skills of interpretation of historical evidence.
- Individual essay - 2000 words on subject of choice.
- Exam based on course work.

ASSESSMENT:

- Folio 50%
 - six essays (5% each)
 - two source analysis (5% each)
 - Evaluation (20%)
- Individual essay 20%
- External examination 30%

MUSIC

10 CREDITS per topic

CONTACT PERSON:

Mrs Carolyn Thorne

ADVICE TO STUDENTS:

Students who undertake performance units are assumed to have had at least three years tuition on their instrument/voice.

Students should have achieved at least a B grade in Stage 1 Music to study Stage 2 Musicianship.

SPECIAL REQUIREMENTS:

Students who undertake performance units are required to participate in rehearsals and performances, some of which may be outside of school hours.

COURSE DETAILS:

Stage 2 Music subjects may be undertaken as one or more 10 credit subjects. Students may choose from the following subjects in consultation with the music teacher:

- Musicianship – This subject further develops aural and theoretical skills, and requires students to apply their musical knowledge and skills in the creation of an arrangement.
- Solo Performance – This subject extends students' skills on a chosen instrument or voice as they prepare and present repertoire for public performance.
- Performance Special Study – This subject allows advanced instrumentalists to address the technical and musical demands of an extended work. Students develop skills in analysis, appraising performances, and communicating ideas.
- Ensemble Performance – This subject develops students' performance skills on an instrument or voice, within a group (e.g. Concert Band, Vocal Ensemble). Students prepare and present a range of works for public performance.
- Music Individual Study - Students pursue an area of interest that is applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential.

ASSESSMENT:

Musicianship

| | |
|-------------------------------------|-----|
| - Skills Development | 30% |
| - Arrangement | 40% |
| - Examination (External Assessment) | 30% |

Solo Performance

| | |
|---|-----|
| - First Performance | 30% |
| - Second Performance | 40% |
| - Final Performance (External Assessment) | 30% |

Performance Special Study

| | |
|---|-----|
| - Initial Performances | 50% |
| - Written Commentary | 20% |
| - Final Performance (External Assessment) | 30% |

OPEN ACCESS

20 CREDITS

CONTACT PERSON:

Mr Tim Jones or Mrs Jill Nash

ADVICE TO STUDENTS:

Students must negotiate access to subjects offered by Open Access College.

PHYSICAL EDUCATION

20 CREDITS

CONTACT PERSON:

Mrs Tracy Warner

ADVICE TO STUDENTS:

The successful completion of 2 semesters of Stage 1 Physical Education is highly recommended.

This course comprises of theory and practical units. There are externally moderated practical units. Students are required to demonstrate a level of proficiency in performing and applying practical skills in practices, games and competition situations.

The theory work involves an external examination, course work and an issues analysis research paper.

SPECIAL REQUIREMENTS:

In order to pass the Aquatics section of this course, students will be required to attend a three day camp held at the Murraylands Aquatics Centre. Accommodation is on-site at the site. The cost of the camp is approximately \$135.

The text book for this course is from the Adelaide Tuition Centre. The cost of the text book is \$45.

Students are required to wear the Kapunda High School PE uniform whilst undertaking practical lessons.

COURSE DETAILS:

The three externally moderated practical topics in this course are:

- Badminton - instructed by Kapunda High School Staff/Lawn Bowls - instructed by the Kapunda Lawn Bowls Club
- Kayaking/sailing – instructed by the Murraylands Aquatic Centre Staff
-

The theory topics in this course include:

- Exercise Physiology and Physical activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

All practicals must be SACE board developed.

ASSESSMENT:

School based assessment

- Three practicals 50 %
- Three - six assessments of course work 20 %

External assessment

- Examination 30 %

PHYSICS

20 CREDITS

CONTACT PERSON:

Mr Gordon Lehmann

ADVICE TO STUDENTS:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

SPECIAL REQUIREMENTS:

Students will be expected to buy both a revision guide and a student workbook.

Closed in shoes.

COURSE DETAILS:

There are four topics:

- Motion and Relativity
- Electricity and magnetism
- Light and Atoms

ASSESSMENT:

Assessment tasks include:

- External examination (2 hour) 30%
- Investigations Folio 30%
(three practicals and a research assignment)
- Skills and Applications Tasks 40% (four tests)

PSYCHOLOGY

20 CREDITS

CONTACT PERSON:

Ms Natalie Knowler or Mrs Victoria Newbold

ADVICE TO STUDENTS:

This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to understand with dealings with others in an interpersonal level, which may be useful in future career pathways

SPECIAL REQUIREMENTS:

Completion of Stage 1 Psychology to sound standard is highly recommended, though not compulsory.

Students will be expected to buy a student workbook.

COURSE DETAILS:

This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to understand with dealings with others in an interpersonal level, which may be useful in future career pathways. Topics include: Introduction to Psychology (review of stage 1), Social Cognition, Learning, Personality, The Psychology of Altered States and Healthy Minds.

ASSESSMENT:

School based assessment

- Investigation Folio 30 %
- Skills and applications tasks 40 %

External assessment

- Examination 30 %

RESEARCH PROJECT

10 CREDITS

CONTACT PERSON:

Mrs Jill Nash

ADVICE TO STUDENTS:

You can select to do Research Project as either:

- Research Project A - this does not provide a score for an ATAR
- Research Project B - this provides an ATAR for university entrance

COURSE DETAIL:

Compulsory, pass (C or better) to achieve SACE Certificate.

Students undertake an area of research by asking a research question. They then collect a range of materials including those from secondary and primary sources. To conduct their research they use a range of processes such as: document analysis, interviews, surveys, experiments, field trips, trial and error, and observation.

ASSESSMENT:

There are three assessment components to this course:

- Folio 30%
This is the collection of research which is annotated
- Outcome 40%
This is the answer to the research question - 1500 words for RPA and 200 words for RPB
- Evaluation/Review 30%
This is the externally assessed component of the course and is 1500 words.

SOCIETY AND CULTURE

20 CREDITS

CONTACT PERSONS:

Mrs Lara McCarthy

ADVICE TO STUDENTS:

If you have enjoyed History, Geography or other HASS subjects in the middle years this may be the course for you, especially if you liked the Geography course in Year 10. If you are interested in taking social action and working with others consider this course. Good literacy and research skills are desirable. Attending a holiday session after terms 1, 2, and 3 is strongly recommended.

SPECIAL REQUIREMENTS:

None

COURSE DETAILS:

Students will explore the interactions of people, societies, cultures, and environments.

Topics will be:

- Rites of Passage (Youth Culture)
- Global poverty (People and Power)
- Changes in youth culture (Youth Culture)
- Wedge politics (Social Ethics)

In addition orals, a social action and an investigation will be conducted.

ASSESSMENT:

School-based Assessment

- Folio 50%
Four pieces of work based on classroom learning
- Interaction 20%
Two pieces of work: one orals and one group task

External Assessment

- Investigation (2000 word essay) 30%

SPORTS STUDIES - INTEGRATED LEARNING

20 CREDITS

This subject will contribute to a university selection rank.

CONTACT PERSONS:

Miss Shani Robinson or Mrs Megan Samain

ADVICE TO STUDENTS

The successful completion of at least one semester of Stage 1 Sports Studies A or B is highly recommended.

This course is designed for students who have a keen interest in sport and physical activity. Sports Studies is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities, and to develop their understanding of, and empathy with others. Students may also be required to complete the online AIS Coaching Certificate.

SPECIAL REQUIREMENTS:

The cost for the Aquatics component of this course is \$140.

COURSE DETAILS

Details of the content will be confirmed with the release of the 2019 guidelines for teaching. At this stage there will be a combination of practical and theory aspects studied in relation to sport / coaching. Students may be offered the opportunity to attend an Aquatics camp as part of their Practical Inquiry Assessment.

ASSESSMENT:

School-based Assessment

Assessment Type 1: Practical Inquiry (40%)

Assessment Type 2: Connections (30%)

External Assessment

Assessment Type 3: Personal Endeavour (30%)

TOURISM

20 CREDITS

CONTACT PERSON:

Mrs Jill Nash or Mrs Megan Samain

ADVICE TO STUDENTS:

Successful completion of Stage 1 Tourism is desirable. Attendance at holiday sessions is strongly recommended.

Students must be confident using computers and the Internet. To be successful students need to have good research, analytical, communication and evaluation skills.

SPECIAL REQUIREMENTS:

Students are required to attend some local excursions and possibly an overnight stay in Adelaide. This will incur a cost to students.

COURSE DETAILS:

In this subject, students develop an understanding of the nature of tourists, tourism and the industry. They investigate local, national and global tourism, exploring tourism as a local industry, using local excursions. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Four compulsory themes are covered:

- Operations and structures of the tourism industry
- Travellers' perceptions and the interaction of host community and visitors
- Planning for and managing sustainable tourism
- Evaluating the nature of work in the tourism industry

As well as the following three out of a possible eleven other topics:

- Responsible travel
- Impacts of tourism
- Special Interest Tourism

ASSESSMENT:

School-based Assessment

- Folio
Two tasks
- Practical Activity
Two tasks
- Investigation
One task

External Assessment

- Examination 30%

VISUAL ART AND DESIGN

20 CREDITS

CONTACT PERSONS:

Miss Jennifer Ahrens

ADVICE TO STUDENTS:

It is recommended that students will have:

- Completed at least one semester, preferably two of Visual Art and Design at Stage 1 with a C grade or better
- Good literacy skills.
- Good drawing/art skills and a strong interest in the visual arts.
- It is an expectation that students be self-motivated and able to manage time well.

SPECIAL REQUIREMENTS:

All students must attend the art excursion to the *Year 12 Art Show* and State Gallery exhibitions. Cost approx. \$10.00. Students undertaking large artworks may also have additional material costs.

COURSE DETAILS:

In Visual Arts students express ideas through practical work using drawing, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

Visual Art also involves developing and presenting ideas, research, analysis and experimentation with media and techniques, resolution and production.

ASSESSMENT:

The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts:

School-based Assessment

- Folio 40%
- Practical 30%

External Assessment

- Visual Study 30%

WORKPLACE PRACTICES

20 CREDITS

CONTACT PERSON:

Mrs Penny Chancellor

ADVICE TO STUDENTS:

In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national, and global issues in an industry and workplace context. Students will undertake learning in the workplace and develop and reflect on their capabilities, interests and aspirations.

At Stage 2, students can undertake 20 credits of this subject (i.e. Workplace Practices A and Workplace Practices B).

SPECIAL REQUIREMENTS:

Students are expected to undertake workplace learning (up to 10 days) through their part-time or casual work or they are expected to undertake 30 nominal hours of VET study through TAFESA or other private Registered Training Organisation (RTO).

COURSE DETAILS:

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Topics are selected from these below:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topic.

ASSESSMENT:

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

School-based Assessment

- | | |
|---------------|-----|
| • Folio | 25% |
| • Performance | 25% |
| • Reflection | 20% |

External Assessment

- | | |
|-----------------|-----|
| • Investigation | 30% |
|-----------------|-----|

