



**Senior Secondary
Curriculum Handbook
2016**



Parents / Caregivers and Students

The purpose of the Senior School Curriculum Handbook is to provide students, parents and caregivers with information about courses and subjects offered at Ceduna Area School at Year 10, and at Stage 1 (normally undertaken at Year 11) and Stage 2 (normally undertaken at Year 12) in 2016.

The SACE is the minimum academic requirement for school leavers to gain entry into many TAFE and most University courses. These days it is generally accepted that a young person will try to complete Year 12 and their SACE before moving on to the next phase of their lives.

At Year 10, students are introduced to a wide range of subject choices but these choices must be made with future work / career choices and the subject requirements of SACE in mind.

It is important that this handbook is looked at carefully when making choices for Year 10, Stage 1 and Stage 2 subjects.

Although the school endeavours to offer maximum choice in our curriculum offerings it must be emphasised that student interest and enrolment numbers are the determining factors as to whether courses proceed or not.

I wish you well in the choices that you make for your future and invite you to contact members of the staff if you require further assistance with this very important process.

Assistance with subject choices can be sought at any time from Homegroup teachers, Secondary Student Counsellor, or the Deputy Principal. Please contact the school to make an appointment.

Please visit www.schoolinterviews.com.au and use the code TDDGF to access the booking system that can be completed in three easy steps. Mark Prince, Frew Halbert and Elise Shakes can assist you and your child with the subject selection process.

Mark Prince
Deputy Principal



Frew Halbert
Senior School Student Counsellor



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The SACE – How do I get it?

Many students would know something about the South Australian Certificate of Education, but you might not be familiar with the finer details.

The SACE is the certificate you receive when you successfully complete Year 12, by meeting certain requirements. The certificate is internationally recognised, and is essential if you want to get into most TAFE courses and universities in South Australia, interstate and overseas.

There are two stages in the SACE – Stage 1 and Stage 2. Most students will start Stage 1 in Year 10 and finish it in Year 11. Stage 2 is usually undertaken in Year 12.

What are some of the features of the new SACE?

As part of the new SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A-E grades in every Stage 1 and A+ to E- in Stage 2 SACE subjects
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations subjects to ensure consistent grading across the State.
- have outside moderators check the school-assessed parts of Stage 2

The requirements to achieve the SACE

To gain the SACE certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the SACE are compulsory

These are:

- A Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits.
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of Mathematics Studies at Stage 1

- a major Research Project at Stage 2, worth 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

This table shows how the SACE fits together

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of Mathematics subjects and courses)	10
Year 12 (Stage 2)	
Research Project	10
Other subjects and courses	60 or more
Year 11 or 12 (Stage 1 or 2)	
Other subjects and courses of the student's choice	Up to 90
Total	200
Stage 1 compulsory subjects and courses	
Stage 2 compulsory subjects and choices	
Other subjects and courses	

Recommendations to all Students

Parents and care-givers are encouraged to explore this guide with their son or daughter and to plan possible options and pathways of study.

Students should select courses which suit their abilities, interests and vocational aspirations. It is crucial that possible future pathways and options remain open for as long as possible during the senior school years

Before selecting a subject or course there are a number of important steps to consider

- Possible future pathways based on current level of performance, as well as, ambitions and capabilities
- Success and enjoyment of current subjects
- Plans and goals for the future and subjects required to achieve these goals.
- Requirements of university, TAFE enrolment or employment.

Careers and Tertiary Education

Students have access to a range of resources at school. Many publications such as University Handbooks, SATAC Guides, Job Guide and Tertiary Entry Handbooks are located in the Senior School Office. In addition information and advice regarding training, employment and higher education entrance requirements are available through the Homegroup Teachers, Student Counsellor (Mr Pearce), Teaching and Learning Coordinator (Mr Macgowan) and Section Leader (Mrs Woollatt).

Subject Availability

Every effort will be made to place students into the subjects of their choice. However, the availability of subjects offered in this guide will be dependent on the number of students selecting the subject and staff availability. Students will be supported in selecting an alternative subject if needed.

Specific Recommendations for Year 10 and 11 students

You need to thoroughly familiarise yourself with the range of SACE and flexible learning options.

- You need to learn the terminology used to describe the senior school curriculum.
- It is important to fully understand the requirements of the South Australian Certificate of Education (SACE) and Vocational Education and Training (VET).

Glossary

ASBA

Australian School-based Apprenticeship

ATAR

Australian Tertiary Admission Rank. The ATAR is derived from the university aggregate and is an indicator of how well a student has performed relative to others in the population, taking into account variations in student participation from year to year. The ATAR is used for university entrance purposes.

Curriculum Pattern

A selection of subjects required in order to qualify for the SACE.

Credit

Ten credits are equivalent to one semester or six months of study in a particular subject or course.

MER

Minimum Entry Requirements (used for TAFE entry purposes)

PLP

The Personal Learning Plan - a compulsory Stage 1 subject studied in Year 10

Research Project

A compulsory Stage 2 subject studied in Year 12

SACE

The South Australian Certificate of Education

SACE BOARD

South Australian Certificate of Education Board

SATAC

South Australian Tertiary Admissions Centre.

Semester

50 to 60 hours of programmed lesson time - subjects of 10 credits are a semester in length.

Stage 1

The first of two levels of the SACE - this will usually be a Year 11.

Stage 2

The second of two levels of the SACE - this will usually be Year 12.

STAT

Special Tertiary Admissions Test.

TAFE

Technical and Further Education

TAS

Tertiary Admission Subject

TEA

TAFE Entry Assessment

Unit

Half a year (50 to 60 hours of programmed time) of full-time study in a Year 8 to 10 subject.

VET

Vocational Education and Training.

Year 10 Mathematics

Course Length: Full Year

Assumed Knowledge:

Successful completion of year 9 Achievement Standard.

Course Overview:

In continuation from the year 9 Australian Curriculum, this course will see students learn mathematics in three strands: number & algebra, measurement & geometry, and statistics & probability. The first half of the course is structured to develop core skills that are transferrable across the three strands and the second half of the course will be aimed at preparing students for the rigours of Stage 1 Mathematics.

The topics covered include:

Semester 1

- Pattern and Algebraic Reasoning
- Application of Pythagoras' Theorem to 3D problems
- Volume and surface area of complex 3D shapes
- Index notation and exponential functions

Semester 2

- Quadratic expressions: Product expansion and factorisation.
- Coordinate Geometry
- Formulas manipulation
- Solving simultaneous systems

Assessment:

- (70%) 6 Skills Assessment Tasks(test)
- (30%) 1 Directed Investigation

Research Practices

Course Length: Semester

Available in: Semester B

Assumed Knowledge

No pre-requisite

Course Overview

Fundamentals of research design and implementation will be applied through a variety of learning activities and assessment tasks. Students are encouraged to develop investigate and inquiry skills through both independent and guided research.

Teachers will choose core themes throughout the first three tasks.

Students develop their interests in an individual component of this theme that directs their research. Within this field, students have flexibility to modify and refine their topic. The findings will culminate within an overall compendium of work that includes a range of folio and source tasks analysis tasks.

It is a compulsory program of work equalling 10 credits over the semester.

The following areas of study will be undertaken.

1. Exploring Research Approaches

- Topic 1 (The purpose of research)
- Topic 2 (Research Methods)

2. Exploring Research Skills

- Topic 4 (Planning)
- Topic 3 (Development)

Assessment

This is a 10 credit course that consists of the following assessments.

- 60% Folio (Purpose of research and Research Methods)
- 40%Source Analysis (Development and Planning)

Personal Learning Plan

Course Length: Semester

If you don't have a career in mind yet, don't worry! There's a subject in the SACE which is dedicated to helping you discover your interests, strengths and ambitions, and putting you on the path to success

The Personal Learning Plan is a Stage 1 subject, usually undertaken in Year 10. It's worth 10 credits, and you need to achieve a C grade or higher to gain your SACE

What's the plan?

The Personal Learning Plan gives you the chance to identify your plans and goals for the future, helping you make informed decisions about your personal development, education and training

If you have a career already in mind, the Personal Learning Plan provides a chance for you to explore university, TAFE, and apprenticeship or traineeship courses or pathways.

For students who don't know what they want to do yet, the subject will give you an idea of what careers might interest you and the kinds of subjects you can study to maximise your choices in the future.

The Capabilities

The Personal Learning Plan is your introduction to the five SACE capabilities – Citizenship, Communication, Learning, Personal Development and Work.

You'll learn what capabilities you need for your future, as well as how to develop and improve them.

Assessment

As part of the Personal Learning Plan you'll identify your strengths and weaknesses, investigate potential pathways, and figure out how you're going to get there.

You will need to present your research as a folio. You'll also come out of the subject with a plan to get you where you want to go.

Your plan isn't set in stone though – you can change it at any point during your SACE studies. The idea is to get you thinking about what your options are and what path you might like to take.

Choosing your subjects

The Personal Learning Plan is particularly useful when it comes to subject selection for Year 11 and 12. Some university courses require you to study prerequisite subjects, so it's helpful to know which Year 11 subjects lead into those subjects in Year 12.

You can also look into the benefits of including Vocational Education and Training (VET) in your SACE to help you reach your goals

Other skills you can learn

Through the Personal Learning Plan you may also learn work skills which you can apply to your current and/or future job, such as writing a resume and cover letter, or learning about professional relationships.

By talking to employers and business people, you can discover what skills and attributes they look for in young people, and use these as guidelines to assist in your personal development.

Undertake a block of Work Experience and reflect on skills learned and tasks they have performed. Students are involved in the process of contacting employers and completing a work journal under the work capability.

More information about the Personal Learning Plan can be found on the SACE website (www.sace.sa.edu.au) under Subjects > Stage 1 > Cross disciplinary > Personal Learning Plan.





Year 10 Choice Subjects

Computing – Web Design

Course Length: Semester

Available in: Semester A or B

Assumed Knowledge

Students should have an interest in computing and an interest in the Internet and the design of websites.

Course Overview

In Web Design students undertake a study of the Internet with particular emphasis on website design and creation. Students study the design principles and best web layout practice involving the inclusion of graphics, sound files and movies in their web pages.

Students will learn to:

- Design, plan and build eye-catching and functional web pages,
- Code web pages in HTML and JavaScript,
- Incorporate pictures, sound, music and movies into their web pages,
- Use industry standard website creation software to build web pages.

By the end of the course students should be capable of designing and producing a multiple page website, with or without software.

Assessment:

Assessment will include:

- Final products
- Skill assignments
- Log/journal

Resources used in this course:

- Computers
- Frontpage or Dreamweaver

Design and Technology

Course Length: Semester

Available in: Semester A or B

Assumed Knowledge

Satisfactory completion of an 8-9 Design and Technology course is recommended, but is not essential.

Course Overview

If you have a passion for hands on work, enjoy designing and producing quality products, and like using tools and equipment to solve everyday problems, then this is the course for you. This course is designed to allow students to explore their potential in designing and making with practical activities in wood, metal and other materials.

The problem solving skills that this course develops are highly sort after in the labour market and extremely useful in life. Student's area able to demonstrate their processes and skills through evidence based design folio.

Skills:

- Traditional timber jointing techniques
- Timber carcass construction
- Woodworking tools and equipment
- Orthographic drawing and AUTOCAD
- Metalworking tools and equipment
- MIG Welding
- Material properties

Design Challenge:

Design challenges will be negotiated with students.

Below are some examples:

- Spring back cricket stumps
- Cricket bat
- Miniature pool table
- Exhibition piece classic timber box
- Cabinetry
- Sheet metal tool box
- Occasional table
- Own choice

Assessment

- Skills task: use tools to safely produce a product 30%
- Design challenge 60%
- Design folio 10%

Digital Photography

Course Length: Semester

Available in: Semester A or B

Assumed Knowledge

No background knowledge is assumed.

Course Overview

In Digital Photography students develop image manipulation techniques. Through a design task, students apply the manipulation skills to the production of a set of postcards. Students evaluate the design product and analyse the social impact of particular technologies.

Students will develop the techniques for taking visually effective photographs. These techniques are applied to the production of a set of images suitable for a 12 month calendar. Students will work thorough the design process to produce the product (calendar).

Assessment

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

- Skills and Applications Tasks
- Folio
- Product



Food and Technology

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed

Course Overview

This course covers food safety, cooking techniques and terminology, meal planning and budgeting and the influence of other cultures on Australian cuisine.

Students develop knowledge and skills in:

- Safe food handling and hygiene
- Functionality of ingredients
- Use of technology in the kitchen
- Sustainable cooking practices
- Trends in preparation & presentation
- Multicultural influences on the Australian Food Industry

Assessment:

Assessment will include:

- Practical cooking tasks 50%
- Theory assignments 50%

Resources used in this course:

- Clear plastic display folder
- PC and Internet
- Text books and Cookbooks
- DVD/Video
- Excursions

Visual Arts

Subject Code: 10VAA

Course Length: Semester or Full Year

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed, however, satisfactory completion of Year 9 Art is desirable.

Course Overview

By the end of year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Practical

Students work in the area of painting, drawing, printmaking sculpture, ceramics, soft fabrications and mixed media. This is supported by skills and media experiments as well as idea generation, to enable students to process, document and realise final works.

Theory

Students examine the contemporary and historical applications in art and how they relate to the practical work they are undertaking.

Assessment:

- Practical tasks 70%
- Theory tasks 30%

Head Space

Course Length: Full Year
Year 10

Assumed Knowledge

No background knowledge is assumed

Course Overview

This course includes units of competency from a Certificate III in Business

Topics include:

- Communicating in the workplace
- Work practices
- Following WH&S procedures
- Creating client relationships
- Working with diversity
- Nail art
- Designing and applying make up
- Manicure and pedicure treatments
- Hair washing and styling
- Understanding products
- Developing self-awareness

Note

Students practice competencies under supervision. Students and parents/caregivers will be required to sign a consent form prior to undertaking this course.



Marine Experience

Course Length: Full Year

Assumed Knowledge

There is no assumed knowledge for this subject, although an interest in a vocation in the seafood or maritime industries is presumed. Satisfactory completion of Year 9 Science is desirable.

Course Overview

This is a practical based subject with components from the Seafood Industry National Training Package.

Successful completion of these units will count towards an industry recognised certificate. It will also count towards your SACE.

The aim of this course is to give students a practical first hand experience of work education in the aquaculture and maritime industries and to help them to gain a better understanding of job expectations and requirements in this area.

Topics include:

- Apply basic food handling and safety practice
- Carry out basic aquaculture activities
- Communicate in the seafood industry
- Work effectively in the seafood industry
- Meet workplace OHS requirements
- Feed and handle stock

Assessment

A combination of tests, reports and visual presentations will be used to assess student's skills, knowledge and understanding on the subject content. Information Communication Technologies will be utilised for assessment tasks where possible.

Physical Education

Course Length: Semester

Available in: Semester A and B

Assumed knowledge

Students should have an interest in sport and be willing to participate in physical activity.

Course overview

Practical Skills and Application :

- Regular physical activity to practice and refine skills in individual and team sports
- Leadership and management – responsibly officiate, umpire, score and organize at least one activity per semester to enable others to participate in physical activity.

Theory: The Nature of Physical Activity

- Topics include; fitness and conditioning, Body Systems and their relevance to physical activity, diet and nutrition, sports injuries, analysing community involvement and community sporting facilities.
- Human Anatomy.

Assessment

Practical

- Practical skills (teacher/coach, self and peer) that indicate students proficiency and application of skills, general team contribution, independence and initiation of tactics.
- Movement patterns.

Theory/Journal

- Assignments, presentation, tests and exam.

Note

Practicals are a major requirement of the course. Appropriate clothing and footwear are required. Kayaking is held in a 3 day block within school hours at local beaches and is available only once during the semester. Cost is approximately \$25 per student.

Music

Course Length: Full Year

Assumed Knowledge

Student should have an interest in music and play an instrument or sing.

Students should have completed at least 2 semesters of music at Year 8 or Year 9

Course Overview

Music focuses on skilled performance, creative expression in sound, and creations of others. Students are involved in composing and arranging, performing, learning through and about the music of others, and developing theoretical and aural skills involved in composing and arranging, performing, learning through and about the music of others, and developing theoretical and aural skills.

- Theory – basic to cope with a variety of notation, chord structure and musicianship.
- Practical – performance
- Appreciation – History of Rock Music and Blues through to Heavy Metal.
- Study of Acoustics and Setting up a Sound System
- Review writing

Assessment

- Practical - practice and performance (50%)
- Theory/Journal - tests and review of performances (50%)

Resources Used

- Moodle
- Audio files and backing tracks
- iPod Touch



Pedal Prix: A human powered vehicle

Course Length: Semester or Full Year

Available in: Semester A and B

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

The refurbishment of a Pedal Prix vehicle will be achieved through team work, fabrication, 3d modelling and testing. There will be a strong practical IT component through which students will use Computer Aided Design (CAD) modelling to test their aerodynamic shapes in a virtual wind tunnel. They will have the opportunity to use the 3D printer and learn about alternative manufacturing methods including thermoforming plastics. Students will learn about bike mechanisms and light weight fabrication techniques including alloy welding. Computer work will be integrated with workshop projects and tasks with the outcome and focus being a high performing pedal prix. In addition to designing some components, students will also need to refurbish and test the Pedal Prix vehicle.

Assessment:

- Design, make and appraise
- Pedal Prix vehicle shell design CAD assignment 30%
- Pedal Prix workshop tasks 30%
- Fabrication skills 25%
- Research and skill development tasks 15%



Doorways 2 Construction (D2C)

Course Length: Full year, part-time (3 lessons a week)

Available in: Semester A and B

Assumed knowledge

No background knowledge is assumed.

Course overview

The program is the introductory course for year 10 students into the D2C program. It is a career pathway program which provides students with a foundation of skill, knowledge and experience that leads into a range of vocational training courses in the building and construction industry. This subject provides students with the opportunity to gain credit towards certificate 1 in General Construction, and students are able to further progress in years 11 & 12.

The aims of the D2C program are to:

- Create more awareness of building and construction among young people.
- Provide students with accurate information about career opportunities and the tools necessary to successfully seek work in the industry.
- Develop basic skills that students can take into the industry.

Units of Competency

- Work effectively in the general construction industry.
- Plan and organise work.
- Conduct workplace communication.
- Apply WH&S requirements, policies & procedures

Other components include

- 1 week minimum (5 days) work placement.
- Students are to be engaged in a structured workplace learning program for the duration of the project.
- A student Assessment Record Book must be used for each student to record achievement of competence.

There may be a cost involved in this subject





Stage 1

Compulsory Subjects

Stage 1 English

Course Length: Full year

Course Overview

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore and reflect upon how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts.

This course is a pathway to Stage 2 English or Stage 2 English Literary Studies.

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating texts

Assessment Type 3: Intertextual study

Each assessment type should have a weighting of at least 20%

Assessment

There are 8 assessment tasks for this 20 credit subject. Assessment may be written, oral and multimodal. The written response should be a maximum of 800 words; an oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

Assessment Criteria

Students need to demonstrate their learning through the criteria:

- Knowledge and understanding
- Analysis
- Application

Essential English Stage 1

Course length; Full year

Course Overview

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

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

This course is a pathway to Stage 2 Essential English or Stage 2 English.

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

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

Each assessment type should have a weighting of at least 20%.

Assessment

There are 8 eight assessment tasks for this 20 credit subject. At least two assessments should be oral or multimodal presentations and at least two should be in written form. The length of responses to texts can vary. Some texts may be short, others may be longer; however, no text should be more than 500 words or 5 minutes, or the equivalent in multimodal form.

Assessment Criteria

For this subject, the assessment design criteria are:

- communication
- comprehension
- analysis
- application.

General Mathematics

Subject Code: 1MGM10, 1MGM20

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

Students should have been successful in Mathematics at Year 10. Completion of Semester 1 is a prerequisite for Semester 2.

Course Overview

Numeracy is a compulsory 10 point component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses. General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. The topics presented cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

Semester 1 (10-credit)

- Investing & Borrowing
- Measurement
- Statistics Investigation

Semester 2 (10 credit)

- Applications of Trigonometry
- Linear and Exponential Functions and their graphs
- Matrices and Networks

Assessment

Each 10 credit unit will consist of the following assessment items:

- 60% Three Skills Assessment Tasks (tests)
- 40% One mathematical investigation (a maximum of 8 A4 pages at size 10 font size including diagrams and calculations)

Mathematics

Subject Code: 1MAM10, 1MAM20, 1MAM30

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

Students should have an interest in Mathematics and a comprehensive knowledge of Year 10 Mathematics is assumed. Completion of Semester 1 is a prerequisite of the additional 10 credit units of Mathematics in semester 2.

Course Overview

Numeracy is a compulsory 10 credit component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses.

Stage 1 Mathematics may be undertaken as a 10-credit subject, a 20-credit subject or a 30-credit subject. Students will undertake three topics per semester. Students taking the 30-credit option will take Variant 2 and 3 (a total of 6 topics) in semester 2.

Semester A

Variant 1 - 10 credits

- Functions and Graphs
- Polynomials
- Trigonometry

Semester B

Variant 2 – 10 credits

- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

Variant 3 – 10 credits

- Vectors in the Plane
- Further Trigonometry
- Real and Complex Numbers

Assessment

Variant 1, Variant 2 & Variant 3

Each 10 credit unit will consist of the following assessment items:

- 60% Three Skills Assessment Tasks (tests)
- 40% One mathematical investigation (a maximum of 8 A4 pages at size 10 font size including diagrams and calculations)

Note: one of the Skills Assessment Tasks will be undertaken without the use of a calculator or notes.

Essential Mathematics

Subject Code: 1MEM10, 1MEM20

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

Students should have been successful in Mathematics at Year 10. Completion of Semester 1 is a prerequisite for Semester 2.

Course Overview

Numeracy is a compulsory 10 point component of the SACE. It is achieved by gaining a C grade or better in any one of the Stage 1 Mathematics courses.

This subject aims to give students an understanding of the “real-life” applications of maths, have a specific focus on maths applicable to trade and pre-apprenticeship. The subject has an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Students will study three topics per semester:

Semester 1 (10-credit)

- Calculations, Time & Ratio
- Earning and Spending
- Geometry

Semester 2 (10-credit)

- Data in Context
- Measurement
- Investing

Assessment

Each 10 credit unit will consist of the following assessment items:

- 60% Three Skills Assessment Tasks (tests)
- 40% One mathematical investigation (a maximum of 6 A4 pages at size 10 font size including diagrams and calculations)

Research Project

Subject Code: 2RPJ10

Course Length: Semester

Assumed Knowledge

It is expected that students have completed their PLP.

Course Overview

The Research Project is a compulsory element of the SACE which students must complete with a C or higher grade.

Students choose a research topic that is based on an area of interest, and a capability (communication, citizenship, personal development, or work) that is relevant to their research. They use the research framework (described below) as a guide to developing their research and their chosen capability, and to applying knowledge and skills specific to their research topic.

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capability. The four parts of the research framework are:

- initiating, planning and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research

This framework is flexible to accommodate different models and approaches to research and enquiry-based learning, and to guide each student’s research, on any topic and in any context.

Assessment

Internal 70%

- Folio (preliminary ideas and research proposal, research development and discussion) 30%
- Research outcome 40%

External 30%

- Evaluation 30%



Stage 1

Choice Subjects

Art

Subject Code: 1VAA10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed, however satisfactory completion of Year 10 Art is desirable

Course Overview

Practical and Folio (Practical Resolution and Visual Thinking): Students produce a 2D Practical Piece or suite of Pieces, as result of research, experimentation and idea generation in the Folio.

The Practical can be drawing, painting or photography.

The Folio documents the student's visual learning and supports their final resolved visual artwork.

Visual Study (Visual Arts in Context): Students research and analyse an area of Visual Art using appropriate sources, using terminologies and language to respond to Artists and Artworks.

Students will complete a small piece related to the research, which reflects student learning.

Assessment

- Practical 30%
- Folio 30%
- Visual Study 40%



Biology

Subject Code: 1 BIG 10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

Satisfactory completion of Year 10 Science.

Course Overview

Biology is the study of life, what life needs to survive, what makes life possible, how life evolves and changes, and how life forms interact with one another.

Areas of study:

- Cellular Biology
- Physiology
- Ecology

Students have the opportunity to engage with the work of biologists and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students have the opportunity to identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigation, design and conduct individual and collaborative biological investigations and demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems.

Assessment

- Investigations Folio (including practical reports and issue investigation) 60%
- Skills and Applications Tasks (including tests) 40%

Computing – Web Design

Subject Code: 1CWD10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge:

Students should have an interest in computing and an interest in the Internet and the design of websites.

Course Overview:

In Web Design students undertake a study of the Internet with particular emphasis on website design and creation. Students study the design principles and best web layout practice involving the inclusion of graphics, sound files and movies in their web pages.

Students will learn to:

- Design, plan and build eye-catching and functional web pages,
- Code web pages in HTML and JavaScript,
- Incorporate pictures, sound, music and movies into their web pages,
- Use industry standard website creation software to build web pages.

By the end of the course students should be capable of designing and producing a multiple page website, with or without software.

Assessment:

Assessment will include:

- Final products
- Skill assignments
- Log/journal

Resources used in this course:

- Computers
- FrontPage or Dreamweaver



History

Subject Code: 1HSY10

Course Length: Full Year or Semester

Available in: Semester A and B

Assumed Knowledge

None

Course Overview

Students of History have the opportunity to make sense of an increasingly complex and rapidly changing world by connecting the past and the present.

History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times, make comparisons, and draw conclusions.

Assessment

The assessment components include:

Folio
Sources Analysis
Investigation

Digital Photography

Subject Code: 1CCA10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed.

Course Overview

In Digital Photography students develop image manipulation techniques. Through a design task, students apply the manipulation skills to the production of a set of postcards. Students evaluate the design product and analyse the social impact of particular technologies.

Students will develop the techniques for taking visually effective photographs. These techniques are applied to the production of a set of images suitable for a 12 month calendar. Students will work through the design process to produce the product (calendar).

Assessment

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

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

Doorways to Construction (D2C)

Subject Code: 1D2C20

Course Length: Full Year

Assumed Knowledge

No background knowledge is assumed, but this subject can lead on from year 10 D2C.

Course Overview

The program is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience, which articulate into a range of vocational training courses and is the introduction for many career pathways. This subject also provides students with the opportunity to gain credit towards, Certificate 1 in General Construction and students are able to further progress in year 12.

The aims of the D2C program are to:

1. Create more awareness of building and construction among young people
2. Provide students with accurate information about career opportunities and the tools necessary to successfully seek work in the industry.
3. Develop basic skills that students can take into the industry.

Unit of Competency from year 10 D2C, plus:

- Use construction tools and equipment
- Handle construction materials
- Carry out measurements & calculations
- Apply basic levelling
- Work safely in the Construction Industry (White Card)

Specialisation can occur with appropriate workplace experience in:

- Brick and block laying
- Wall and floor tiling
- Wall and ceiling lining
- Carpentry
- Plumbing
- Roof plumbing
- Civil

Other components include:

- 4 weeks minimum (20days) work placement.
- Career Advice, site visits, career talks.
- Students are to be engaged in a structured workplace learning program for the duration of the project.
- A Student Assessment Record Book must be used for each student to record achievement of competence.
- The Training Package Certificate 1 in General Construction BCG03 forms the basis of the teaching and learning program.
- Students and teaching staff should complete 'White Card' the State OH&S Training and a site specific induction program prior to commencing structured work placement in the industry.

There may be a cost involved in this subject

Food and Hospitality

Subject Code: 1FOH10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed

Course Overview

Students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Program allows for some individual choice in areas of interest, individually or with partners.

Areas of study include:

- food, the individual and the family
- local and global issues in food & hospitality
- trends in food and culture
- food & safety
- food and hospitality industry

Assessment

Practical and group activities are undertaken and supported by the development of action plans, research tasks, and evaluations. Students also complete an individual investigation.

- Individual practicals (50%)
- Group activity (25%)
- Individual investigation (25%)

Resources used for this course

- Clear plastic display folder
- PC and Internet
- Text books
- DVD / Video
- Excursions

Pedal Prix: A human powered vehicle

Subject Code: 1MMP 10

Course Length: Semester or Full Year

Available in: Semester A and B

Assumed Knowledge

There is no assumed knowledge for this subject

Course Overview

The refurbishment of a Pedal Prix vehicle will be achieved through team work, fabrication, 3d modelling and testing. There will be a strong practical IT component through which students will use Computer Aided Design (CAD) modelling to test their aerodynamic shapes in a virtual wind tunnel. They will have the opportunity to use the 3D printer and learn about alternative manufacturing methods including thermoforming plastics. Students will learn about bike mechanisms and light weight fabrication techniques including alloy welding. Computer work will be integrated with workshop projects and tasks with the outcome and focus being a high performing pedal prix. In addition to designing some components, students will also need to refurbish and test the Pedal Prix vehicle.

Assessment:

- Design, make and appraise
- Pedal Prix vehicle shell design CAD assignment 30%
- Pedal Prix workshop tasks 30%
- Fabrication skills 25%
- Research and skill development tasks 15%



Head Space

Subject Code: 1ILG10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

No background knowledge is assumed

Course Overview

This is a study of hairdressing, beauty and retail industry theory and technical units, as well as employability skills.

Topics include:

- Nail art
- Designing and applying make up
- Manicure and pedicure treatments
- Hair washing and styling
- Understanding products
- Developing self-awareness
- Communicating in the workplace
- Work practices
- Following WH&S procedures
- Creating client relationships
- Working with diversity

Assessment

Assessment will include:

- Practical activity 50%
- Group activity 25%
- Folio and discussion 25%

Note

Students practice competencies under supervision. Students and parents/caregivers will be required to sign a consent form prior to undertaking this course.

There may be a cost involved in this subject



Marine Experience

Subject Code: 1MEX20

Course Length: Full Year

Assumed Knowledge

There is no assumed knowledge for this subject, although completion of year 10 Marine would be advised.

Course Overview

This is a practical based subject with components from the Seafood Industry National Training Package.

Successful completion of these units will count towards an industry recognised certificate. It will also count towards your SACE.

The aim of this course is to give students a practical firsthand experience of work education in the aquaculture and maritime industries and to help them to gain a better understanding of job expectations and requirements in this area.

Topics covered include:

- Carry out work effectively in the seafood industry
- Communicate in the seafood industry
- Apply basic food handling and safety practice
- Meet workplace health and safety requirements
- Administer First Aid
- Manipulate stock culture environment
- Monitor stock and environmental conditions
- Fillet and clean fish
- Work with knives
- Clean work area

Assessment:

- Written Log Book/Work Appraisal
- Develop a skill register and have it verified
- Meet on the job requirements – demonstrate on the job competencies
- Understand equal opportunity and anti-harassment procedures
- Written test
- Practical test
- Research article on an aspect of the industry

Society and Culture

Subject Code: 1SOR10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

There is no assumed knowledge for Society and Culture.

Course Overview:

For a 10-credit subject, it is recommended that students study two topics:

- one topic with a focus on an Australian context
- One topic with a focus on a global context.

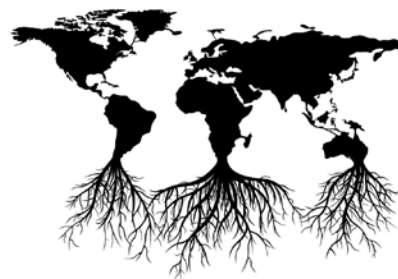
Students gain knowledge and understanding of factors which influence and change societies and cultures including social, historical and cultural factors. Inquiry processes are used for students to analyse various points of view and aspects of relevant contemporary issues. Students and teachers negotiate topics from each group to study within the course. Assessments involve both group work and individual work.

Topics include:

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World
- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment
- Globalisation
- A Question of Rights
- People and Power

Assessment:

- Sources Analysis
- Group Activity
- Investigation



Integrated Learning

Subject Code: 1 ILG 10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

An interest in human anatomy, exercise physiology, diet and nutrition. A high interest and participation of physical activity is required.

Course Overview

Practical Skills and Applications : includes

- Regular Physical Activity and practical engagement around the components of fitness and training methods.
- Community and school involvement around major events and personal programs.
- Pre-season and competitive phase programs including: circuit regimes and development of aerobic and anaerobic energy systems.
- Fitness and training logs with pre and post testing.

Theory

- Components of fitness and training methods
- Journal and reflection
- Exercise Physiology
- Diet and Nutrition for athletes
- Roles and responsibilities of organising events

Assessment:

- 20% - Pre-season training
- 20% - Training Methods and Components of Fitness.
- 10% - Training Program and Circuit Regime
- 15% - Community Involvement
- 15% - School Involvement
- 20% - Fitness Training Diary and Reflective Journal

Resources used in this course:

- Gym
- DVD's and CD's
- Training and Toning Textbook
- Health and Nutrition Textbook

Note:

Some expenses may be incurred during this course due to the nature of some practical components.



Physical Education

Subject Code: 1PHE10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

An interest in sport and a high level of physical participation is required.

Course Overview

Practical Skills and Applications:

- Regular Physical Activity to practice and refine skills in 2 or 3 sports
- Sport Leadership; conducting or officiating at school sporting events, for example sports days, swimming carnivals, fun runs, Jump rope for Heart and lunch time activities.
- Enhancing performance; rules and etiquette, technique and form, strategies and tactics, analysis and evaluation of performance.

Issues Analysis:

Students identify and pursue topics of interest. They analyse issues that are relevant in local, regional, national or global communities.

The Nature of Physical Activity:

Topics could include; Fitness, Promotion of physical activity, training principles, Biomechanics, sports coaching, body systems and their relevance to physical activity, sports injuries, and participation in physical activity.

Assessment:

- 60% Practical skills and Application tasks in 2 or 3 sports. Semester 1 includes Kayaking and Badminton in preparation for Stage 2 Physical Education.
- 20% Issues Analysis
- 20% The Nature of Physical Activity Folio

Resources used in this course:

- Course booklets
- Textbooks
- DVDs

Note:

Practicals are a major requirement of the course. Appropriate clothing and foot wear are required.

Kayaking is held in a 4 day block within school hours and is available only once during the semester. Cost is approximately \$25 per student.

Music

Subject Code: 1MUE10 or 1MUV10

Course Length: Full Year

Assumed Knowledge

Student should have an interest in music and play an instrument or sing.

It is strongly recommended that students have completed at least 1 semester of music at Year 10.

Course Overview

This subject focuses on developing and understanding theoretical and analytical concepts and also performance skills and techniques.

- Theory - Scale and chord structure, musicianship
- Practical - Performing solo or in an ensemble.
- Appreciation - Australian contemporary artists, the History of Rock Music and the Blues.
- Song writing and Recording
- Review writing and Analysis

Depending on experience and interest in pursuing Music as a subject in Stage 2, students can choose between Music Experience Programs and Music Advanced Programs.

Music Experience Program(1MUE20):

This is designed for students with limited experience or knowledge in some aspects of music. It should provide pathways to selected Stage 2 music subjects such as Ensemble Performance, Individual Study, Music Technology or Solo Performance.

Music Advanced Program(1MUV20):

This is designed for students with a substantial background in music. It should provide pathways to the full range of Stage 2 music subjects.

Assessment:

Semester 1:

- Practical - Performance 40%
- Theory and Aural - Tests 40%
- Concert Review - 20%

Semester 2:

- Practical - Performance 40%
- Musicianship -Tests 40%
- Song Writing and Recording - 20%

Resources used for this course:

- Moodle
- Audio and Backing Tracks

Design and Technology

Subject Code: 1MMP10

Course Length: Semester

Available in: Semester A and B

Assumed Knowledge

Satisfactory completion of a year 10 Design and Technology course is recommended, but is not essential.

Course Overview

Problem solving and practical application of knowledge is at the heart of this SACE subject. If you have a knack for seeing solutions to problems, and enjoy working with tools and equipment, then you will excel in this subject. Students are required to develop their own brief and learn to use tools, materials and systems safely and competently to complete a product. This product can include metals, plastic, wood, or a combination to fulfil their needs.

Skills will build on traditional woodworking skills, metalworking skills and technical drawing. Specific skills to be learnt will be negotiated with the students to suit their individual products. Research and self-directed learning will be highly valued. The problem solving skills that this course develops are highly sought after in the labour market and extremely useful in life. Students are able to demonstrate their processes and skill through an evidence based design folio.

Examples of products

Below are some examples of products that students have made in this subject.

- Furniture
- Cabinets
- Occasional tables
- Double beds
- Small trailers
- Tool boxes
- Dog cages
- Games board
- Ute ramp
- Clothes hoist
- Full length mirrors
- Exhibition piece classic timber box
- Own choice

Assessment:

- Product 60%
- Folio 20%
- Skills and application tasks 20%

There may be a cost involved in this subject

Physics

Subject Code: 1PYS10

Course Length: semester A or full year

Assumed Knowledge

Satisfactory completion of year 10 science

Course Overview

Physics is the most fundamental of all sciences and deals with the structure and behaviour of matter from sub atomic particles to the universe as a whole.

Topics

Semester A

CONTENT

- Scientific method
- Mathematical notation
- Motion in one dimension – displacement, velocity, acceleration
- Motion graphs
- Forces in one dimension – Newtons 3 Laws
- Waves & light

ASSESSMENT

- 2 x practical reports 40%
- 1 x Issues Investigation 20%
- 2 x theory tests 40%

Semester B

CONTENT

- Scientific method
- Scientific notation
- Vectors
- Momentum in one dimension
- Work, energy and power
- Concepts in Electricity
- Electric Circuits

ASSESSMENT

- 2 x practical reports 40%
- 1 x Issues Investigation 20%
- 2 x theory tests 40%

Note

Successful completion of a full year of Physics at stage 1 is lightly recommended for stage 2 Physics.



Stage 2 Choice Subjects

Biology

Subject Code: 2BIG20

Course Length: Full Year

Assumed Knowledge

No background knowledge is assumed however, satisfactory completion of Year 11 Biology is desirable.

Course Overview

Biology is the study of life, what life needs to survive, what makes life possible, how life evolves and changes, and how life forms interact with one another.

Areas of study:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Students have the opportunity to engage with the work of biologists and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students have the opportunity to identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations, design and conduct individual and collaborative biological investigations and demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems.

Assessment

Internal 70%

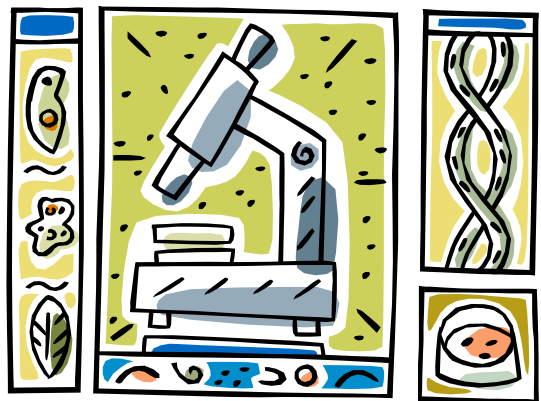
- Investigations Folio (including 3 practical reports and 1 issue investigation) 40%
- Skills and Applications Tasks (4 topic tests and 1 trial exam) 30%

External 30%

- Examination

Note

Practicals are a requirement of the course.



English Communications

Subject Code: 2ESC20

Course Length: Full Year

Assumed Knowledge

It is assumed that students have a standard of written expression equivalent to Stage 1 English.

Course Overview

English Communications develops both an appreciation and understanding of a range of texts, and the ability to respond to these in a variety of forms. There is a strong focus on developing oral and written communication skills for a range of audiences and purposes. The course is divided into four areas:

Text Analysis

- Students focus on shared reading of texts.
- Text production
- Students produce examples of three different forms of writing - narrative, recount and expository.

Communication study

Part 1

- Analysis and comparison of examples from advertising.

Part 2

- Students will complete an interaction in negotiation with the teacher and produce a written report and an oral presentation.
- Folio
- A response to an Example of Communication (formal speech). The writing of a piece of text with a writer's statement in which they outline their intentions and reflect on the processes used to produce the text.

Assessment

Internal 70%

- Text analysis 20%
- Text production 20%
- Communication study 30%

External 30%

- Folio 30%



English Pathways

Subject Code: 2EPW20

Course Length: Full Year

Assumed Knowledge

It is assumed that students have a standard of written expression equivalent to Stage 1 English.

Course Overview

Stage 2 English Pathways allows students to achieve the literacy requirement in the SACE. The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local needs of students.

Reading and Responding to Text Study

Students reflect critically on the ways in which texts are created for specific purposes and audiences. Texts selected for study have a direct connection with people and experiences in vocational, cultural, and/or social contexts. Students develop and express opinions and perspectives in written and oral or multimodal form.

Text Production Study

Through reading and responding to texts, students recognise the influence of language and textual conventions on the ways in which readers understand and respond to texts. Students learn that authors observe various conventions of style, content, vocabulary, register, and format. Students should be conscious of the stylistic features and textual conventions that characterise various forms, and should demonstrate some control over these features and conventions in their own text production. Students are likely to benefit from modelling their own texts on examples of good practice in the same form. This study allows students to develop control over self-editing and drafting processes.

Language Study

Students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural, or social context.

Assessment

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

Internal 70%

- Text Analysis 35%
- Text Production 35%

External 30%

- Language Study 30%

Food and Hospitality

Subject Code: 2FOH20

Course Length: Full Year

Assumed Knowledge

No background knowledge is assumed

Course Overview

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

Areas of study include:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

Practical and group activities are undertaken and supported by the development of action plans, research tasks, and evaluations. Students also complete an individual investigation that is externally marked.

- Practical activity (50%)
- Group activity (20%)
- Individual investigation (30%)

Resources used for this course

- Clear plastic display folder
- PC and Internet
- Text books
- DVD / Video
- Excursions



Mathematical Studies

Subject Code: 2MDS20
Course Length: Full Year

Assumed Knowledge

Students should have an interest in Mathematics and need to have successfully completed 20 or 30 credit units of stage 1 Mathematics.

Course Overview

Stage 2 Mathematical Studies is undertaken as a 20-credit subject. This course is designed to give students a robust understanding of mathematics which will provide them with a strong foundation in any discipline they pursue in their tertiary studies, or later in their lives. Students undertake a total on topics throughout the year.

- Introductory Calculus
- Differentiation
- Applications of Differentiation
- Linear Equations
- Matrices
- Exponential and Logarithmic Functions
- Integration
- Statistics 1 – Continuous Distributions
- Statistics 2 – Discrete Distributions

Assessment

Each topic will include 1 Skills Assessment Task. Further, there are 2 Mathematical Investigations, one on linear system structure and a second application of integral calculus in which students find the volume of irregular shapes.

Internal 70%

- (45%) Assessment Type 1: Skills and Applications Tasks
- (25%) Assessment Type 2: Folio Task: Mathematical Investigation

External 30%

- (30%) Assessment Type 3: Examination

Mathematical Applications

Subject Code: 2MAP20
Course Length: Full Year

Assumed Knowledge

Students should have an interest in Mathematics and preferably have completed a full year of Stage 1 Maths.

Course Overview

Stage 2 Mathematical Applications may be undertaken as a 20-credit subject. Students will undertake two topics per semester.

Semester 1

- Share Investments
 - Investing in the Securities Market
 - Performance Indicators
- Mathematics for Small Business
 - Planning Business Premises
 - Queuing
 - Costing Calculations
 - Business Structures and Taxation

Semester 2

- Investments and Loans.
 - Saving and Investments
 - Debts and Loans
- Statistics
 - Sampling from Populations
 - Analysis and Representations of Sets of Data
 - Normal Distributions
 - Linear Correlation

Assessment

Assessment for the course consists of 6 skills and Application Tasks and 3 Investigation Folios and are allocated as follows.

- **Share Investments:** 2 Skills Assessment Tasks, 1 Investigation Folio
- **Mathematics for Small Business:** 2 Skills Assessment Tasks, 1 Investigation Folio
- **Investments and Loans:** 1 Skills Assessment Tasks, 1 Investigation Folio
- **Statistics:** 1 Skills Assessment Tasks

Internal 70%

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

External 30%

- Assessment Type 3: Examination on investments and Loans Statistics (30%).

Music

Subject Code: 2MCX10 and either 2MFC10 or 2MVS10

Course Length: Full Year

2 x 10 credit units

Assumed Knowledge:

Student should have an interest in music. It is assumed that students have completed 2 units of Stage 1 Music. It is highly recommended that students have had at least 2 years experience playing an instrument.

Course Overview:

Music Styles enables students to undertake an intensive study of selected music and related texts, and develops an appreciation and understanding of the impact of music in various periods and societies. Students develop skills in writing, about the historical context, the music, the set texts and the relationship between the music and the texts. Topics include History of Blues, Sixties Music and Progressive Rock.

Solo Performance extends student musicianship and technical proficiency on either a chosen instrument or the voice. Students also develop skills in communicating, ideas, evaluating performances, and presenting, oneself as a soloist.

Individual study enables students to undertake an individual study of their choice in which they have a particular talent. Topics include tutoring, music in the community, instrument construction, music and culture and experience in the music industry.

Assessment

- Music Styles:
 - Skills Development (School Based) 30%
 - Investigation (Research): 40%
 - External Examination: 30%
- Solo Performance:
 - School Based 1st : 30%
 - School Based 2nd : 40%
 - External Assessment: 30%
- Individual Study:
 - Folio: 30%
 - Product : 40%
 - External Examination (report): 30%

Resources used in this course

- Moodle
- Audio and Backing Tracks

Physical Education

Subject Code: 2PHE20

Course Length: Full Year

Assumed Knowledge

An interest in sport and a high level of physical participation is required.

Course Overview

Practical Skills and Applications : includes

- 3 Centrally Developed Practicals or

Theory : includes

- Exercise Physiology and Physical Activity
 - Key Concept 1 : The Sources of Energy Affecting Physical Performance
 - Key Concept 2 : The Effects of Training and Evaluation on Physical Performance
 - Key Concept 3 : The Specific Physiological Factors Affecting Performance
- The Acquisition of Skills and the Biomechanics of Movement
- Skills Acquisition
- Specific Factors Affecting Learning
- The Effects of Psychology of Learning on the Performance of Physical Skills
- The Ways in Which Biomechanics Improve Skilled Performance
- Issues Analysis - The issues analysis enables students to investigate a contemporary issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences.

Assessment

Internal 70%

- Assessment Type 1: Practical (50%)
- Assessment Type 2: Folio (20%)

External (30%)

- Assessment Type 3: Examination (30%).

Resources used in this course

- YouTube
- Textbooks
- DVDs

Note

Practicals are a major requirement of the course. Appropriate clothing and foot wear are required. Kayaking is held in a 4 day block within school hours and is available only once during the year. Cost is approximately \$25 per student. There is also a student revision seminar in Tumbly Bay.

- Bench mark moderation

Physics

Subject Code: 2PYS20

Course Length: Full Year

Assumed Knowledge

Knowledge of Physics and/or Science equivalent to Stage 1 Physics is assumed.

Course Overview

Physics is a subject for those interested in the fundamental processes in nature. The study of Physics provides an understanding of the processes which determine the behaviour of systems from the very small (atoms and nuclei) to the very large (the solar system and the universe).

Topics

- Motion in two dimensions
- Electricity and magnetism
- Light and matter
- Atoms and nuclei

Assessment

Internal 70%

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

External 30%

- Examination 30%

Note

1. Practicals are a requirement of the course.
2. It is recommended that students have a working knowledge of algebra and trigonometry.



Society and Culture

Subject Code: 2SOR10-20

Course Length: Semester/Year

Assumed Knowledge:

There is no assumed knowledge for Society and Culture.

Course Overview:

For a 20 credit subject, it is recommended that students study three topics, each from a different group

- One topic with a focus on an Australian context
- One topic with a focus on a global context

Students gain knowledge and understanding of factors which influence and change societies and cultures including social, historical and cultural factors. Inquiry processes are used for students to analyse various points of view and aspects of relevant contemporary issues. Students and teachers negotiate topics from each group to study within the course. Assessments involve both group work and individual work.

Group 1 Topics: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

Group 2 Topics: Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

Group 3 Topics: Global Issues

- Globalisation
- A Question of Rights
- People and Power

Assessment:

School Assessment 70%

- Type 1: Folio (50%)
- Type 2: Interaction (20%)

- External (30%)
- Investigation (30%)

Tourism

Subject Code: 2TOS20

Course Length: Full Year

Assumed Knowledge

It is recommended that students have some Stage 1 Tourism or Geography experience

Course Overview

“The Tourism Industry will play a significant part in the shaping of our economic, social, political and cultural future.”

Students will identify and explain the diverse nature of tourists, tourism and the tourism industry and develop an understanding of the impacts of Tourism. Contemporary issues at local, national and global levels will be analysed.

There is an emphasis on a variety of communication skills and practical skills, such as researching, analysing, interpreting, evaluating and reviewing which will enable students to meet the challenges of a dynamic and evolving industry.

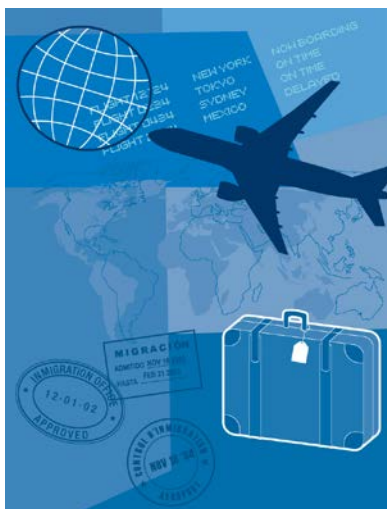
Assessment

The assessment components include:

- Folio – Critical Analysis of Articles 20%
- Practical Activities 25%
- Individual Investigation 25%
- Exam 30%

Resources used for this course

Local and out of the area excursions will provide essential experience



Visual Arts - Art

Subject Code: 2VAA20

Course Length: Full Year

Assumed Knowledge

It is assumed that students have had some Stage 1 Visual Art experience.

Course Overview

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

The broad area of Art includes both artistic and crafting methods and outcomes, including their development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Assessment

Internal 70%

- Folio (preliminary ideas and research proposal, research development and discussion) 30%
- Practical 40%

External 30%

- Visual study 30%

Resources used for this course

- Practical materials
- A digital camera is recommended but not essential

Head Space

Subject Code: 2ILG20

Course Length: Full Year



Assumed Knowledge

No background knowledge is assumed.

Course overview

This is a study of hairdressing, beauty and retail industry theory and technical units, as well as employability skills.

Topics include:

- Nail art
- Designing and applying make-up
- Manicure and pedicure treatments
- Hair washing and styling
- Understanding products
- Developing self-awareness
- Communicating in the workplace
- Work practices
- Following WH&S procedures
- Creating client relationships
- Working with diversity

Assessment

Assessment will include:

Practical Activity - 50%

Group Activity - 25%

Folio and Discussion – 25%

Note

Students practice competencies under supervision. Students and parents/caregivers will be required to sign a consent form prior to undertaking this course.

There may be a cost involved in this subject



Design and Technology

Subject Code: 2MMB20

Course Length: 20 credit

(2 semester) subject

Available in: Semester A and B

Assumed knowledge

Satisfactory completion of a Year 10/11 Design and Technology course is recommended.

Course overview

Problem solving and practical application of knowledge is at the heart of this SACE subject. If you have a knack for seeing solutions to problems, and enjoy working with tools, and equipment, then you will excel in this subject. Students are required to develop their own brief and learn to use tools, materials and systems safely and competently to complete a product. This product can include metals, plastics, wood, or a combination to fulfil their needs.

Skills will build on traditional woodworking skills, metalwork skills and technical drawing. Specific skills to be learnt will be negotiated with the students to suit their individual products. Research and self-directed learning will be highly valued. The problem solving skills that this course develops are highly sort after in the labour market and extremely useful in life. Students are able to demonstrate their processes and skills through an evidence based design folio.

Examples of products

- Furniture
- Cabinets
- Occasional tables
- Double beds
- Small trailers
- Tool boxes
- Dog cages
- Games boards
- Ute ramp
- Outdoor furniture
- Full-length mirrors
- Exhibition piece classic timber box
- Own choice

Assessment

- Skills and applications tasks - 20%
- Folio - 20%
- Product - 60%

There may be a cost involved in this subject

Doorways 2 Construction/D2C Plus

Subject Code:

Course Length: Full year

Available in: Semester A and B

Assumed knowledge

Prior study of D2C in year 10 or 11 is highly recommended, but no essential.

Course overview

The program is a broad and general introduction to the industry for students. It provides them with a solid foundation of skill, knowledge and experience which articulate into a range of vocational training courses and is the introduction for many career pathways. This subject provides students with the opportunity to gain credit towards Certificate 1 in General Construction, and students are able to further progress in year 12.

The aims of the D2C program are to:

- Create more awareness of building and construction among young people.
- Provide students with accurate information about career opportunities and the tools necessary to successfully seek work in the industry.
- Develop basic skills that students can take into the industry.

Units of Competency

- Read and interpret plans and specifications
- Undertake a basic construction project
- Undertake basic estimation and costing

Specialisation can occur with appropriate workplace experience in:

- Brick and Block laying
- Wall & floor tiling
- Wall & ceiling lining
- Carpentry
- Plumbing
- Roof plumbing
- Civil

Other components include

- 4 week minimum (20 days) work placement.
- Students are to be engaged in a structured workplace learning program for the duration of the project.
- A student Assessment Record Book must be used for each student to record achievement of competence.
- Career advice, site visits, career talks.
- The training package Certificate 1 in General Construction BCG03 forms the basis of the teaching and learning program.
- Students and teaching staff should complete "White Card" the state WH&S training and a site specific induction program prior to commencing structured work placement in the industry.

There may be a cost involved in this subject

Other Options

Open Access College

The Open Access College is available as a school based option for students who have a particular subject need that cannot be met by Ceduna Area School as a face to face subject.

Please be aware that if students enrol in Open Access Courses there is a \$50 per subject per semester cost involved.

Should students need to enrol in an Open Access College subject it is advisable to do so during the subject counselling process to ensure that materials and phone lessons are organised prior to the start of the school year. To check out what subjects are available visit the website at <http://oac.schools.sa.edu.au/>

Please see the Student Counsellor if you believe that you will require an Open Access College enrolment.

Community Learning

Step Up – Community Learning is a new approach by the SACE Board of South Australia to recognise Community Learning towards the SACE.

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 Surf Lifesaving Society, Duke of Edinburgh's Award etc

2. Self Directed Community Learning

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

See the Student Counsellor for more information

Australian School Based Apprenticeships

In an Australian School Based Apprenticeship (ASBA) students are employed part time while being enrolled as a full time school student. The student as part of the contract of training gains a vocational education qualification, which is most commonly at Australian Qualification Framework (AQF) level 2 or 3. In addition the training contributes towards SACE completion. While ideally the student should work half time in order to complete the apprenticeship in most cases they will work for only one day a week and make up extra hours at weekends, after school and during school holidays. Australian School Based Apprenticeships (ASBA) are available in a variety of industry areas.

See the Student Counsellor for more information

South Australian Tertiary Admissions Centre (SATAC)

SATAC processes applications for many of the courses offered by its participating institutions which are:

- TAFE SA
- Charles Darwin University
- Flinders University of South Australia
- The University of Adelaide
- University of South Australia.

Applications for all undergraduate programs and most postgraduate coursework programs must be made through the South Australian Tertiary Admission Centre (SATAC) if you are:

- an Australian citizen
- an Australian Permanent Resident
- a New Zealand citizen
- an international student studying Year 12 in Australia
- an international student studying an Australian Year 12 qualification overseas

SATAC assesses the academic and non-academic qualifications presented by applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the institution offering the course.

SATAC generates offers based on the number of applicants required to fill each course, as set by the institutions.

SATAC acts as a 'one-stop shop' for enquiries about the outcomes of applications.

SATAC administers the Special Tertiary Admissions Test (STAT) for applicants applying to university under a special entry program and the International Student Admissions Test (ISAT) for international applicants to university.

Contacting SATAC:

Ground Floor
104 Frome Street
ADELAIDE
(between Pirie and Grenfell Streets)

Telephone:
(08) 8224 4000
1300 138 440 (local call cost for country and interstate)

Fax: (08) 8224 4091

www.satac.edu.au