Introduction

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The Middle School Curriculum

Year 9 Compulsory Subjects

Year 9 Choice Subjects

Year 10 Compulsory Subjects

Year 10 Choice Subjects

South Australian Certificate of Education (SACE)

Stage One Compulsory Subjects

Stage One Choice Subjects

Stage Two Compulsory Subjects

Stage Two Choice Subjects

Vocational Education and Training
This Curriculum Guide is designed to provide you with information about subject and course offerings for 2014. The guide provides you with information about curriculum in the middle and senior years, and our curriculum is designed to enrich your learning from Year 6 to Year 12.

The information provided is to assist you to make subject and course choices which build upon your successes at school, design your secondary curriculum and to help you plan and reach your pathways after you leave school.

We have adopted an internationally recognised middle school program to further meet the needs of students in years 6 to 10. The Middle Years Program International Baccalaureate (MYPiB) provides students with a framework to ensure excellence in academic, social and cultural outcomes within a global context. This program meets international standards and has strong focus on citizenship, service to community, social and health education, the environment and approaches to learning.

The Senior School curriculum is based on the SACE requirements, and is recognised locally, nationally and internationally. Students begin the SACE with one subject in Year 10, the Personal Learning Plan (PLP) and progress through Years 11 and 12.

You will find information which shows the progression of subjects in each of the Learning Areas. This information is to assist you when deciding what is most appropriate for your future. I advise you to read the Guide carefully, discuss your choices with your family and your teachers at school, but most importantly, choose a balanced curriculum, allowing flexibility and providing a range of options once you leave secondary school. Think carefully about your future pathways, and consider what you may need to gain university entrance, TAFE enrolment and employment.

Cezanne Green
PRINCIPAL
Selecting a Course

In selecting your course for 2014, you should consider the following steps:

**Consider**
- ambitions – your future, career plans, your education
- capabilities and interests
- your achievement at school so far
- information available to you (from teachers, parents, School Counsellors etc) about you

**Understand**
- where the course leads in the future
- SACE requirements – compulsory courses, minimum credits needed at Stage 1 and Stage 2

**Read**
- what courses are available
- the course descriptions
- where subjects lead to in later years

**Complete**
- your Course Selection Form for 2014
- Subject Teacher Recommendation Form for 2014

Work with your parents, Caregroup teachers and Course Counselling Team members, in making your course choices.
Seaford 6-12 School Purpose

SEAFORD 6-12 SCHOOL PURPOSE
AT SEAFORD 6-12 SCHOOL WE CREATE AN ENVIRONMENT FOR QUALITY EDUCATION SO THAT WE PREPARE FOR THE FUTURE AND BUILD RELATIONSHIPS WITH ALL, TO CONTRIBUTE TO OUR LIFE LONG LEARNING JOURNEY.

ENGAGED IN A CURRICULUM THAT DELIVERS

CAREER PATHWAYS
UNIVERSITY
TAFE
VOCATIONAL LEARNING
SCHOOL BASED APPRENTICESHIPS
TRAINEESHIPS
VET
WORKFORCE ENTRY

PERSONAL DEVELOPMENT
PATHWAYS AND FUTURES PROGRAM
YOUTH OPPORTUNITIES PROGRAM
COURSE/CAREER COUNSELLING
STUDENT VOICE STRATEGY
OUTDOOR EDUCATION
PERFORMING AND VISUAL ARTS
SPORTS AND RECREATION
SUPPORT SERVICES PROVIDERS
LIFE LONG LEARNING BOOK
MIDDLE YEARS PROGRAM
IB

COMMUNITY INVOLVEMENT
WORK EXPERIENCE
WORK PLACEMENT
TARGETWORK PROGRAM
STUDENT REPRESENTATIVE COUNCIL
VOLUNTEERING
BREAKFAST PROGRAM
UNIVERSITY PARTNERSHIPS
BUSINESS & INDUSTRY PARTNERSHIPS
COMMUNITY LEARNING
LABS N LIFE

LEADING TO

• ENJOYING AND LIVING A POSITIVE LIFE FOR SELF AND OTHERS
• A SUSTAINABLE CAREER PATH AND LIFE LONG LEARNING
• SKILLS IN COMMUNICATING WITH AND HELPING OTHERS
• BECOMING ACTIVE AND PRODUCTIVE COMMUNITY MEMBERS

RESULTING IN

STUDENT WELLBEING and GROWTH
The Arts

Visual Arts
Flow Chart

YEAR 6, 7 & 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Middle School
Visual Art

Visual Art - Art

Visual Art - Design

Visual Art - Art

Visual Art - Design

Visual Art - Art

Visual Art - Design

Digital Art

Digital Art

Arts, Craft & Design

Arts, Craft & Design

Creative Industries VET

Note: Shaded Stage 2 Subjects are NON-ATAR

FLOW CHARTS

- DRAMA / DANCE
- MUSIC
- VISUAL ARTS
- DESIGN & TECHNOLOGY
- MATERIAL PRODUCTS
- COMMUNICATION PRODUCTS
- ENGLISH
- HEALTH & PHYSICAL DEVELOPMENT
- HOME ECONOMICS
- LANGUAGES
- MATHEMATICS
- SCIENCE
- HUMANITIES
Design & Technology

Material
Products
Flow Chart

YEAR 6, 7 & 8
Tech Studies

YEAR 9
Woodwork

YEAR 10
Wood Construction

STAGE 1
Wood & Metal Construction in the Community
Furnishing VET

STAGE 2
Wood & Metal Construction in the Community
Furnishing VET

Metalwork

Metal Construction

Wood & Metal Construction in the Community
Engineering VET

Wood & Metal Construction in the Community
Automotive VET

Motor Vehicle Maintenance & Driver Safety

Note: Shaded Stage 2 Subjects are NON-ATAR

TOPICS ARE ROTATED AND SKILL LEVELS TAUGHT AT APPROPRIATE MIDDLE SCHOOL YEARS 6, 7, 8.

FLOW CHARTS
- DRAMA / DANCE
- MUSIC
- VISUAL ARTS
- DESIGN & TECHNOLOGY MATERIAL PRODUCTS
- DESIGN & TECHNOLOGY COMMUNICATION PRODUCTS
- ENGLISH
- HEALTH & PHYSICAL DEVELOPMENT
- HOME ECONOMICS
- LANGUAGES
- MATHEMATICS
- SCIENCE
- HUMANITIES
Design & Technology

YEAR 6, 7 & 8
- Materials, Systems & Information
  - Multimedia Studies
  - Digital Photography

YEAR 9
- Multimedia Studies
- Digital Photography

YEAR 10
- Media Studies A and/or B
- Digital Photography

STAGE 1
- Media Studies A and/or B
- Digital Photography
  - Cert II Creative Industries (Multimedia)VET
  - Information Processing & Publishing

STAGE 2
- Information Processing & Publishing
- Design Technology A and/or B
- Design Technology

Note: Shaded Stage 2 Subjects are NON-ATAR
Health & PD

Health & Physical Development Flow Chart

YEAR 6, 7 & 8
- Health & Personal Development

YEAR 9
- Physical Education

YEAR 10
- Recreational Physical Education
- Physical Education A and/or B
- Volleyball A and/or B
- Outdoor Education
- Health

STAGE 1
- Sport Studies A and/or B
- Physical Education A and/or B

STAGE 2
- Sport Studies A and/or B
- Physical Education

Note: Shaded Stage 2 Subjects are NON-ATAR
Health & PD

Home Economics Flow Chart

YEAR 6, 7 & 8
- Home Economics

YEAR 9
- Food & Nutrition
  - Food For Entertaining
    - Seaford Café
  - Your Kitchen Rules
    - Food Processing VET
    - Child Studies
      - Caring for Kids
      - Childrens Services VET

YEAR 10
- Food & Nutrition
  - Food & Hospitality A and/or B
    - Seaford Café
      - Your Kitchen Rules
      - Food Processing VET
      - Early Childhood Studies ATAR
      - Childrens Services VET

STAGE 1
- Food & Hospitality ATAR

STAGE 2
- Note: Shaded Stage 2 Subjects are NON-ATAR

FLOW CHARTS
- DRAMA / DANCE
- MUSIC
- VISUAL ARTS
- DESIGN & TECHNOLOGY MATERIAL PRODUCTS
- DESIGN & TECHNOLOGY COMMUNICATION PRODUCTS
- ENGLISH
- HEALTH & PHYSICAL DEVELOPMENT
- HOME ECONOMICS
- LANGUAGES
- MATHEMATICS
- SCIENCE
- HUMANITIES
Languages

**YEAR 6, 7 & 8**
- Japanese

**YEAR 9**
- Japanese

**YEAR 10**
- Japanese 1 & 2 Languages

**STAGE 1**
- Japanese - Continuers A and/or B

**STAGE 2**
- Cooperative delivery with Willunga High

FLOW CHARTS
- DRAMA / DANCE
- MUSIC
- VISUAL ARTS
- DESIGN & TECHNOLOGY MATERIAL PRODUCTS
- DESIGN & TECHNOLOGY COMMUNICATION PRODUCTS
- ENGLISH
- HEALTH & PHYSICAL DEVELOPMENT
- HOME ECONOMICS
- LANGUAGES
- MATHEMATICS
- SCIENCE
- HUMANITIES

PREVIOUS PAGE NEXT PAGE HOME FLOW CHARTS MIDDLE SCHOOL YEAR 9 YEAR 10 SACE STAGE ONE VET STAGE TWO PAGE 13
Science Flow Chart

YEAR 6, 7 & 8

Science

YEAR 9

Science

Science

YEAR 10

STAGE 1

Biology
A and B

Chemistry
A and B

Physics
A and B

Psychology
A and/or B

STAGE 2

Biology

Chemistry

Physics

Psychology

Scientific Studies

Note: Shaded Stage 2 Subjects are NON-ATAR
There are no prerequisites for Stage 2 subjects, but for each case the equivalent Stage 1 subject is very useful.
At Seaford 6-12 School our students work through a four year course while in the Middle School. This course is designed to follow the requirements of the MYPIB (Middle Years Program International Baccalaureate) the SACSA (South Australian Curriculum Standards and Accountability) Framework and Australian Curriculum requirements. In order to meet the requirements of all of these curriculum frameworks, our students follow a middle school pattern of study consisting of some compulsory and some optional components.

In order to meet the requirements of the MYPIB pattern, students are required to study a subject from each of the eight areas of study as shown in the MYPIB Curriculum Model below.

Guide to the International Baccalaureate Middle Years Program

WHAT IS THE MIDDLE YEARS PROGRAM?

The Middle Years Program (MYP) of the International Baccalaureate Organisation (IBO) is a course of study designed to meet the educational requirements of students in the 11-16 age range. At Seaford 6-12 School all students in Years 6 -10 study the final four years of the five-year Middle Years Program.

WHY STUDY THE MYP AT SEAFOORD 6-12 SCHOOL?

• The philosophy of the MYP supports the overall vision which has a strong emphasis on the ideals of international understanding and responsible citizenship.
• The MYP enhances students’ preparation for Senior School.
• It provides a sound overall curriculum framework for ALL Year 6-10 courses at Seaford 6-12 School.

Seaford 6-12 School is accredited as an International Baccalaureate World School. Our teachers continue to undertake professional development and work collaboratively to implement the Middle Years Program and foster the personal qualities as stated in the IB Learner Profile.
AREAS OF INTERACTION

A feature of the MYP is that students, mostly through their selected courses and whole school activities, will experience five common themes. These are called Areas of Interaction and they bind the different subjects together. The five Areas of Interaction are:

APPROACHES TO LEARNING
This area concentrates on developing effective study and higher order thinking skills. It is sometimes referred to as ‘learning how to learn’.

COMMUNITY AND SERVICE
This area encourages responsible, caring participation in one’s local setting and in the wider world.

HEALTH AND SOCIAL EDUCATION
This area prepares students for a physically and mentally healthy life.

ENVIRONMENTS
This area helps students understand and accept responsibility for how humans interact with the world.

HUMAN INGENUITY
This area is concerned with the products of the creative and inventive genius of people. It involves creative and critical thinking.

These Areas of Interaction provide the framework for the interdisciplinary links which facilitate a holistic educational approach for each student’s individual learning.

THE PERSONAL PROJECT

The Personal Project is a requirement for all students at Year 10. It is a significant body of work produced over an extended period, from Term 4 of Year 9 with completion in Term 3 of Year 10. Students select their own topic or theme – one about which they are enthusiastic – and show commitment to setting a goal and carrying an independent study through to completion. The project can take many forms, such as an original piece of art, a work of literary fiction, an original science experiment, an invention, a written piece of work on a special topic, or a web site. One of the Areas of Interaction is selected by the student as a focus for demonstrating their learning through the project.
IB LEARNER PROFILE

IB programs aim to develop internationally minded people who are striving to become:

**INQUIRERS**
Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive enquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**KNOWLEDGEABLE**
They explore concepts, ideas and issues which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines.

**CRITICAL THINKERS**
They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions.

**COMMUNICATORS**
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.

**RISK-TAKERS**
They approach unfamiliar situations with confidence and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.

**PRINCIPLED**
They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual.

**CARING**
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others.

**OPEN-MINDED**
Through an understanding and appreciation of their own culture, they are open to the perspective, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of views.

**WELL-BALANCED**
They understand the importance of physical and mental balance and personal well-being for themselves and others. They demonstrate perseverance and self-discipline.

**REFLECTIVE**
They give thoughtful consideration to their own learning and personal development. They are able to analyse their strengths and weaknesses in a constructive manner.
MYP REPORTING AND ASSESSMENT AT SEAFOORD 6-12 SCHOOL

Teachers at Seaford 6-12 will judge Year 10 students’ performance against IB prescribed assessment criteria for each curriculum area. At the end of the program (i.e. at the end of Year 10) students will achieve an MYP Grade from 1 – 7 in each subject studied. These grades may be externally moderated by the IBO to ensure that students from different schools and different countries receive comparable grades for comparable work.

The Middle Years Program Qualifications

RECORD OF ACHIEVEMENT

All students who have completed Year 10 receive reports listing their MYP final grades.

SEAFOORD 6-12 SCHOOL MYP IB CERTIFICATE

Students who meet the following criteria are eligible for the award of the Seaford 6-12 School MYP IB Certificate. These students must:

• be registered in at least one subject for each of the eight curriculum areas of the MYP IB
• have participated for the final two years of the program (i.e. Years 9 and 10)
• have gained at least a Grade 3 for the Personal Project
• obtained a minimum grade total of 36 from the eight Curriculum Areas and the Personal Project
• have met the expectations of Community and Service to the satisfaction of the school (Bronze Medallion Life Long Learning Booklet)
• have gained at least Grade 2 in all eight subject areas.
CURRICULUM AREAS

The International Baccalaureate Organisation has set the aims and objectives for eight different Curriculum Areas.

<table>
<thead>
<tr>
<th>AREAS OF STUDY</th>
<th>MIDDLE SCHOOL COURSES AT SEAORD 6-12 SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A</td>
<td>English</td>
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<tr>
<td>Language B</td>
<td>Japanese</td>
</tr>
<tr>
<td>Humanities</td>
<td>Society &amp; Environment</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td>Science</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education, Outdoor Education, Volleyball, Recreational Sport</td>
</tr>
<tr>
<td>The Arts</td>
<td>Art, Design, Digital Design, Music, Drama, Dance</td>
</tr>
<tr>
<td>Technology</td>
<td>Digital Photography, Multimedia (ICT), Metalwork, Woodwork, Home Economics</td>
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</tbody>
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YEAR 6-8 CURRICULUM

<table>
<thead>
<tr>
<th>COMPULSORY SUBJECTS</th>
<th>English (Language A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Society and Environment (Humanities)</td>
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<tr>
<td></td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>Science</td>
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<td></td>
<td>Physical Education</td>
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<td></td>
<td>Technology – (Home Economics, Materials Systems)</td>
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<td></td>
<td>Performing Arts- (Drama, Music, Dance)</td>
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<td></td>
<td>Visual Arts</td>
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<td></td>
<td>Japanese – (Language B)</td>
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</tbody>
</table>
Year 9 students continue with compulsory subjects and then select from identified choice subjects to ensure they undertake subjects from each learning area. The requirements of the MYPIB are such that students must continue with Language B (Japanese) option in Year 9 at either Foundation or Standard level. Students are required to select at least one subject from The Arts AND Technology Learning Areas.

## YEAR 9 PATTERN OF STUDY

<table>
<thead>
<tr>
<th>COMPULSORY SUBJECTS</th>
<th>English (Language A)</th>
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<tbody>
<tr>
<td></td>
<td>Humanities (Society and Environment)</td>
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<td></td>
<td>Mathematics</td>
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<td></td>
<td>Science</td>
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<td></td>
<td>Japanese (Language B)</td>
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<td></td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHOICE SUBJECTS</th>
<th>The Arts 1</th>
</tr>
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<tbody>
<tr>
<td>Students must choose at least one subject from the Arts Learning Area. (Minimum 50 hours equivalent to 1 Semester)</td>
<td>Dance</td>
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<tr>
<td></td>
<td>or Drama</td>
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<td></td>
<td>or Music</td>
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<tr>
<td></td>
<td>or Visual Arts - Art</td>
</tr>
<tr>
<td></td>
<td>or Visual Arts - Design</td>
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</table>

<table>
<thead>
<tr>
<th>CHOICE SUBJECTS</th>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td>Students must choose at least one subject from Technology Learning Area (Minimum 50 hours equivalent to 1 Semester)</td>
<td>Digital Photography</td>
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<td></td>
<td>or Food &amp; Nutrition</td>
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<tr>
<td></td>
<td>or Multimedia Studies</td>
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<td></td>
<td>or Metalwork</td>
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<td></td>
<td>or Woodwork</td>
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</tbody>
</table>
ENGLISH - CORE LANGUAGE A

COURSE LENGTH
Full year. All students will complete an English programme that is linked to the MYP ‘Big Ideas’ used in the Unit Planners and is common across the Teaching and Learning Community.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
In this course students focus on developing core skills in writing, listening and speaking, as well as reading and viewing a range of text types. Texts studied may include stories, poetry, movies, TV, visual and digital images. Students have a chance to produce a range of texts. Students can expect to participate in negotiating areas of the course content and the assessment activities with the teacher.

ASSESSMENT TASKS
Assessment in this subject is reference based on the MYPIB criteria. Students will produce a range of written, oral and visual presentations, and will have the chance to negotiate some of the Assessment Tasks so that their writing, listening and speaking, reading and viewing standards can be assessed. Students will keep a folio of Assessment Tasks.

COSTS
Nil.
HUMANITIES

SUBJECT DESCRIPTOR
Year 9 Humanities develops students' knowledge and understanding, concepts, skills and organisation around contemporary issues in our society and environment with an emphasis on Australia's interaction globally. There will be components of the Australian History, Geography, Civics and Citizenship Curriculum based on an inquiry approach towards understanding Australia and our place in the world.

COSTS
Nil.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria. Students will be assessed on research tasks, essays, tests, construction and analysis of maps, graphs and visual presentation as well as discussion and debates. Use of digital technologies will be employed throughout.
Compulsory Subjects

JAPANESE - LANGUAGE B

SUBJECT DESCRIPTOR
- Personal identity
- Leisure Time
- Living in Japan - Home and school environments, shopping
- Seasons
- Describing people

SKILLS DEVELOPED
- Listening
- Speaking
- Reading
- Visual interpretation
- Writing
- Cultural understanding and awareness

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria. Assessment will include a variety of written, spoken, reading, listening tasks and visual interpretation, which continue to develop and improve the students’ ability to communicate in Japanese and gain an understanding of Japanese culture.

LENGTH OF COURSE
Whole year course comprising of two semester units.

COSTS
School excursion to a Japanese restaurant (term 3 or 4) Approx $20.00.
MATHEMATICS

SUBJECT DESCRIPTOR
Mathematics further develops the mathematical skills, knowledge and abilities as outlined in both the Australian Curriculum for Year 9 and the objectives at Year 4 MYPIB. Projects and investigations based around real life contexts enhance learning and develop problem-solving skills. Units will be developed from the following content:

• Number & Algebra
• Measurement & Geometry
• Statistics & Probability.

COSTS
Students must have their own Scientific Calculator (approximately $30.00)

ASSESSMENT TASK
Assessment in this subject is based on the MYPIB criteria. May include directed investigations, projects, book work, tests and homework to demonstrate understanding of the Australian Curriculum and meeting the requirements of the MYPIB objectives.
YEAR 9 PHYSICAL EDUCATION

SUBJECT DESCRIPTOR
The aim of the course is to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Students will develop knowledge, critical thinking, reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn will encourage choices that will contribute to long-term healthy living and will bring the unique perspective of learning through the physical, which can greatly contribute to students’ approaches to learning across other subject groups.

The learning and development associated with physical education will contribute to students developing the qualities of the IB learner profile and will engage the students with the fundamental concepts of holistic learning, intercultural awareness and communication.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Topics covered include:
- Drug Education
- Sexual Health & Relationship Education
- Media & Body Image
- Improving technique and Performance

PATHWAYS
Year 10 Health & Physical Education or Year 10 Recreational Physical Education
SCIENCE

SUBJECT DESCRIPTOR
All students are required to complete a full year of science in Year 9. By the end of the Year 9 Science course students will be able, with some guidance, to formulate a valid hypothesis. They design and conduct investigations, showing an awareness of the need to minimise uncertainty in measurement, collecting and reporting data accurately. They analyse quantitative and qualitative data, using ICT where appropriate, to form conclusions consistent with scientific theories and ideas. Students will also communicate scientific ideas using appropriate types of representation and consistently correct scientific language, and demonstrate the ability to use scientific evidence in their decision making and in developing arguments about science-related issues. They explain how scientific theories have, and continue to evolve, from a range of evidence. They evaluate how advances in science and technology have impacted on society and the environment and use scientific knowledge across a range of sciences to critique claims and propose responses to contemporary issues (e.g. genetic engineering, biodiversity and sustainability). Students will develop foundation knowledge to support further study in Biology, Chemistry and Physics through the following topics:

- Evolution
- DNA & Genetics
- The Universe
- Earth’s Atmosphere
- Mechanical Energy
- Forces & Motion
- Atoms & Chemical Change

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria. Practicals, Investigations, Research Assignments, Essays, Tests.

COSTS
Nil.
DANCE A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course is designed to introduce students to the world of dance. We look at the history of dance, cover a number of dance styles, and there will be an opportunity for students to perform in public (eg Assembly and/or Arts showcase and/or Choreographic Awards.)

Practical  80%
Theory   20%

This subject is different in the second semester.
Arts showcase is usually in the second semester, whereas the Choreographic Awards and Assembly performances can be in either semester.
The theory in the first semester is different to the theory in the second semester.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Students are expected to keep a Developmental Workbook which records all formative and summative work undertaken.

COSTS
$10.00

PATHWAYS
YEAR 10 Dance
DRAMA A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
The concepts/activities covered in this course include:
• script writing
• learning a script
• class production on stage for the public
• workshops in improvisation techniques
• voice projection
• character portrayal
Designing a set with appropriate lighting is also an expectation of the course.

ASSESSMENT TASKS
Assessment in the Arts (Art, Design, Drama and Music) uses the following criteria:
• Knowledge and Understanding
• Application
• Reflection and Evaluation
• Personal Engagement.
Students are expected to keep a Developmental Workbook which records all formative and summative work undertaken. Finished work will be presented and assessed in various forms according to the specific Arts subject.
Assessment  80%
Practical    20%
Theory      20%

COSTS
$10.00

PATHWAYS
YEAR 10 Drama
MUSIC A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course is a semester course, designed to give students the opportunity to play a variety of instruments, in an ensemble setting. All instruments are provided. Students can select this course for one semester, or both semesters. The course content varies for each semester, so students who choose it for the full year, will be covering different topics.

The class is set up to accommodate for a varied skill level, ranging from beginners, to advanced players.

Other topics covered are; Basic theory notation, various research topics related to music, and music technology topics.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.

Assessment tasks will vary throughout the course, and include;
- Practical tasks
- Performances
- Written and research tasks
- Reflection tasks.

COSTS
$10.00 levy for instrumental costs

PATHWAY
Year 10 Music
VISUAL ARTS - ART

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will be involved in a range of hands-on art activities, aimed at building skill level, expanding their knowledge and use of different mediums and techniques. The work of contemporary and past artists will be included/negotiated in this course. Some of the activities/concepts covered could be:

- light and dark
- tones and tints
- 3D/2D
- basic colour theory
- composition using the rule of thirds
- painting with acrylic and water colour
- landscape painting techniques
- drawing from real life using different techniques
- lino block printing, learning about perspective techniques
- cartoon drawing
- pottery
- lettering styles
- using aboriginal styles for inspiration
- pastel sketching
- creating abstract compositions from real life

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Students are expected to keep a Developmental Workbook which records all formative and summative work undertaken.

COSTS
$10.00
VISUAL ARTS - DESIGN

PREREQUISITES
None

SUBJECT DESCRIPTOR
Students with an interest in the arts will be introduced to the concept of Design. Over the course of the semester they will be involved in a variety of practical activities exploring Graphic, Product and Spatial Design. These will include working within 2D and 3D media and techniques, including some computer-based software. Activities and processes that may be covered include:

• Logos
• Poster Design and Layout
• Illustration
• Fashion Design
• Packaging
• Architectural design
• Adobe Photoshop
• Google SketchUp

Students will also be involved in research and analysis of historical and conceptual aspects of Design. There will be a focus on the process of Design from Brief to Final Concept and on the documentation of the process through the use of a Developmental Workbook.

ASSESSMENT TASKS
Assessment in this subject is Arts MYPIB criterion referenced. Formative and summative assessment is ongoing through the Developmental Workbook and there will be 3-4 major summative practical tasks during the semester.

COSTS
$10.00
DIGITAL PHOTOGRAPHY

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will be involved in gaining the skills and knowledge of using a digital camera and associated software to capture images. They will be involved in understanding how image capture works and aspects of photographic composition. Students will also be involved in the modification of images using Photoshop.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.
Practical - A folio of work
Research - Set tasks on equipment, materials, processes and photographic protocols
Design - Students to design and create a poster using Photoshop

COSTS
$10.00 for materials and colour printing.

PATHWAYS
Year 10 Digital Photography, Information Processing & Publishing, Information Technology
THE ARTS
Choose one of the following:
DANCE
DRAMA
MUSIC
VISUAL ARTS - ART
VISUAL ARTS - DESIGN

TECHNOLOGY
Choose one of the following:
DIGITAL PHOTOGRAPHY
FOOD & NUTRITION
MULTIMEDIA STUDIES
METALWORK
WOODWORK

FOOD AND NUTRITION

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Topics covered in this subject will include:
- Food Safety & Hygiene
- Safe Working Practices
- Individual Diet Analysis
- Making Healthy Food Choices
- Food Labelling & Packaging
- Basic Food Preparation & Presentation Skills

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.

COSTS
$40.00 to cover the cost of foods
MULTIMEDIA STUDIES

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course is designed as an introduction to Media studies. Students are given the chance to learn about making, filming & editing Movies, as well as the Media industry in general. Students gain basic understanding of multimedia based applications such as Flash, Dreamweaver, iMarc, Garageband and Premiere.

Topics studied include Stereotypes, Music Videos & Advertising.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Practical 60%
Theory 40%

COSTS
$10.00

PATHWAYS
Year 10 Media Studies, Information Processing & Publishing, Information Technology
METALWORK

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will be introduced to the safe use of all equipment used in this course.
During the course students learn how to use marking out tools, cutting out tools and the bending and folding machines to manufacture a small metal storage box.
Students will learn basic scroll-work using flat bar to make a pot plant hanger and stand.
Students will be taught how to safely use oxy-acetylene for heating and bending metal and braze welding. Projects will include handheld garden rack and produce their own metal art sculpture.
They will also learn to use the metal lathe to machine the counter weights as part of the balancing object project.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria. Students will demonstrate their skills and knowledge through the design cycle.

COSTS
$30.00
## WOODWORK

### PREREQUISITES
Nil.

### SUBJECT DESCRIPTOR
In this course, students will learn how to shape and join timber materials using safe recognised techniques. Students will learn and explore the following topics:

- Safety in the workshop
- Safe operation of machinery (Drill Press, Disc and Belt Sander, Portable Power Tools)
- Hand tools (Chisels, Marking Gauges etc)
- Joining techniques
- Timber materials
- Environmental issues
- Design process.

Students will construct a range of set projects and construct one featuring their own design ideas.

Projects may include either: a Bird Box, Toolbox, CD rack

### ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.

### COSTS
$30.00
Year 10 students continue to participate in some compulsory subjects and are able to make more subject choices in the areas of Technology (Food & Nutrition, Metal, Wood, Media Studies, Photograph) and the Arts (Music, Drama, Visual Arts, Dance, Digital Design, Design).

Year 10 is seen as the transition from the structure of the Middle School to that of the Senior School. To reflect this change, students have greater opportunity to select subjects. Year 10 students are expected to be working towards MYPIB (Middle Years Program International Baccalaureate Level 5) and the New Australian Curriculum.

### YEAR 10 PATTERN OF STUDY

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<th>CHOICE SUBJECTS</th>
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<td>Students must choose at least 2 subjects each semester from the Language B, Health &amp; Physical Education, Technology, The Arts, and Mathematics</td>
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<td>Specialist Mathematical Studies</td>
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</table>
**Core Language A / English**

**Course Length**
Full year. All students will complete a common English programme in Semester 1. In Semester 2 students will have an opportunity to negotiate an elective topic with their Teacher.

**Prerequisites**
Nil.

**Subject Descriptor**
In this course students focus on developing core skills in writing, listening and speaking, as well as reading and viewing a range of text types. Texts studied may include stories, poetry, movies, TV, visual and digital images. Students have a chance to produce a range of texts. Students can expect to participate in negotiating areas of the course content and the assessment activities with the teacher.

**Assessment Tasks**
Assessment in this subject is referenced based on the MYPIB criteria. Students will produce a range of written, oral and visual presentations, and will have the chance to negotiate some of the Assessment Tasks so that their writing, listening and speaking, reading and viewing standards can be assessed. Students will keep a folio of Assessment Tasks.

**Costs**
Nil.

**Pathways**
English at Stage 1 and Stage 2
English Communications
English Pathways
HUMANITIES

SUBJECT DESCRIPTOR
Year 10 Humanities develops students’ knowledge and understanding, concepts, skills and organisation around contemporary issues in our society and environment with an emphasis on Australia’s interaction globally. There will be components of Australian History Curriculum, Geography, Civics and Citizenship within an Australian context that will be based on an inquiry approach building from immediate experience towards more abstract understanding of Australia and the world.

COST
Nil.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria. Students will be assessed on research tasks, essays, tests, construction and analysis of maps, graphs and visual presentation as well as discussion and debates. Use of digital technologies will be used throughout.

PATHWAYS
Stage 1 History, Society and Culture, Tourism, Geography, Legal Studies, Ancient History.
MATHEMATICS

SUBJECT DESCRIPTOR
Mathematics further develops the mathematical skills, knowledge and abilities as outlined in both the Australian Curriculum for Year 10 and the objectives at Year 5 MYPIB. Projects and investigations based around real life contexts enhance learning and develop problem-solving skills.

Units will be developed from the following content:
• Number & Algebra
• Measurement & Geometry
• Statistics & Probability.

In Semester 2 Mathematics continues to develop mathematical skills, knowledge and abilities as outlined in the Australian Curriculum, however opportunity exists for students who wish to pursue a Pure Mathematics focus, a second additional class of mathematics called Specialist Mathematical Studies.

Nominated students, following strict criteria, could be placed in modified Year 10 Mathematics to provide them with extra time and support to develop appropriate numeracy skills and knowledge during Semester 2.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.

Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

ASSESSMENT TASK
Assessment in this subject is based on the MYPIB criteria.
May include directed investigations, projects, book work, tests and homework to demonstrate understanding of the Australian Curriculum and meeting the requirements of the MYPIB objectives.

PATHWAYS
Stage 1 Numeracy for Work & Life
Stage 1 Mathematical Applications
In conjunction with Specialist Mathematical Studies, Stage 1 Mathematical Studies A, B, C, D
PATHWAYS AND FUTURES (INTEGRATED STUDIES)

COURSE LENGTH
Full year course during Pathways and Futures lessons.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This is a Stage 1 Integrated Studies 10-credit subject designed to further develop student learning and aspects of wellbeing. The program will provide students with time to work with their teacher, other experts and fellow students around topics such as:
- sexual health & relationships
- drug education
- anti-bullying & harassment strategies including cyber bullying
- MYPiB Person Project will also be included within this program.

Students will explore the capabilities of Work, Learning, Communication, Personal Development and Citizenship throughout the learning program.

ASSESSMENT TASKS:
Assessment Type 1: Practical
Assessment Type 2: Group Activity
Assessment Type 3: Folio and Discussion.

COSTS
Nil.
**PERSONAL LEARNING PLAN (PLP)**

**COURSE LENGTH**
Semester

**PREREQUISITES**
Nil.

**SUBJECT DESCRIPTOR**
The Stage 1 Personal Learning Plan is a 10-credit subject designed to help students to make informed decisions about their personal development, education and training. The Personal Learning Plan is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 Personal Learning Plan with a C grade or better to gain their SACE. The Personal Learning Plan is designed to develop students’ capabilities of Learning, Work, Citizenship, Personal Development and Communication. The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:
- identify appropriate future options
- choose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve their goals.

**ASSESSMENT TASKS**
Assessment Type 1: Folio
- Understanding the Capabilities
- Goal Setting
- Career Awareness and Planning
- Social Responsibility Research Assignment
Assessment Type 2: Reflection
- Career Reflection

**COSTS**
Nil.
SCIENCE

SUBJECT DESCRIPTOR
All students are required to complete a full year of science in Year 10. By the end of the Year 10 Science course students will be able, with some guidance, to formulate a valid hypothesis. They design and conduct investigations, showing an awareness of the need to minimise uncertainty in measurement, collecting and reporting data accurately. They analyse quantitative and qualitative data, using ICT where appropriate, to form conclusions consistent with scientific theories and ideas.

Students will also communicate scientific ideas using appropriate types of representation and consistently correct scientific language, and demonstrate the ability to use scientific evidence in their decision making and in developing arguments about science-related issues. They explain how scientific theories have, and continue to evolve, from a range of evidence. They evaluate how advances in science and technology have impacted on society and the environment and use scientific knowledge across a range of sciences to critique claims and propose responses to contemporary issues (e.g. genetic engineering, biodiversity and sustainability).

Students will develop foundation knowledge to support further study in Biology, Chemistry, Physics and Earth Space Science through the following topics:
- Evolution
- DNA & Genetics
- The Universe
- Earth’s Atmosphere
- Mechanical Energy
- Forces & Motion
- Atoms & Chemical Change.

COSTS
Nil.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria. Practical’s, Investigations, Research Assignments, Essays, Tests.

PATHWAYS
Stage 1 Biology, Psychology, Chemistry, Physics, Contemporary Issues and Science.
DANCE A

SUBJECT DESCRIPTOR
This course can be a single semester or whole year course. It is a course in which students are introduced to basic modern dance technique. Students will also focus on choreographic skills. It will include music selections, choreography, technical theatre skills and staging a performance. Students will be expected to be able to choreograph and perform their own dances in a modern dance style.

COSTS
$10.00 for workshops (each semester).

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPiB criteria. Written assignments, group work skills, practical skills and performance analysis.

PATHWAYS
Satisfactory completion of this unit leads to further studies in the Performing Arts at SACE Stage 1.
DANCE B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course is designed to introduce students to the world of dance. We look at the history of dance, cover a number of dance styles, and there will be an opportunity for students to perform in public (e.g. Assembly and/or Arts showcase and/or Choreographic Awards.)

Practical 80%
Theory 20%

This subject is different in the second semester.
Arts showcase is usually in the second semester, whereas the Choreographic Awards and Assembly performances can be in either semester.
The theory in the first semester is different to the theory in the second semester.

COST
$10.00 for workshops.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.
Written assignments, group work skills, practical skills and performance analysis.

PATHWAYS
Satisfactory completion of this unit leads to further studies in the Performing Arts at SACE Stage 1.
DIGITAL ART

This is a single semester course.

PREREQUISITES
An interest in design and how images are created on a computer will assist the student.

SUBJECT DESCRIPTOR
The course provides students with the opportunity to creatively use digital imaging software. Initially the course will focus on creating and manipulating digital images using Adobe Photoshop. The course will then move to a focus on using technology to create commercially viable design solutions using software applications such as Adobe ‘InDesign’, Illustrator and Photoshop to create a series of Business Cards, Letterheads and Compliment Slips. These items will then go together as a complete package.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria. Assessment will include the completion of:
- Practical tutorials.
- Design assignments published using digital imaging software.
- Tests.
- A folio of work.

COST
$20.00 for materials and colour printing.

PATHWAYS
Stage 1 Digital Photography
DRAMA AS AN ART A and/or B

**COURSE LENGTH**
This course can be a single semester or whole year course.

**PREREQUISITES**
Nil.

**SUBJECT DESCRIPTOR**
Students will develop their skills and knowledge in theatre as an art form and a medium of self expression. They will be involved as performers and audience as well as developing group/team work skills. Student will learn basic theatrical terms, stage presence techniques, movement, voice projection, script reading, scriptwriting, analysis and research skill. Onstage and offstage roles will include the areas of lighting, sound, publicity and promotion.

Area of Study will be negotiated and may include Greek Theatre, Shakespeare, Theatre Sports, Physical Theatre and Modern Contemporary.

**ASSESSMENT TASKS**
Assessment in this subject is based on the MYPiB criteria.
Workshops, research, written work, performance and committed attendance.

**COST**
May include some excursion costs.

**PATHWAYS**
Satisfactory completion of this unit will be an advantage to further studies in the Performing Arts at SACE Stage 1.
MUSIC A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course is a semester course, designed to give students the opportunity to play a variety of instruments, in an ensemble setting. Students can select it for one semester, or both semesters. The course content varies fro each semester, so students who choose it for the full year, will be covering different topics.

The class is set up to accommodate for a varied skill level, ranging from beginners, to advanced players.

Other topics covered are; Basic theory notation, various research topics related to music, and music technology topics.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.
Assessment tasks will vary throughout the course, and include;
- Practical tasks
- Performances
- Written and research tasks
- Reflection tasks.

COSTS
$10 levy for instrumental costs

PATHWAYS
Stage 1 Music
THE ARTS
DANCE A
DANCE B
DIGITAL ART
DRAMA AS AN ART A and/or B
MUSIC A and/or B
VISUAL ARTS - ART A and/or B
VISUAL ARTS - DESIGN A and/or B

DESIGN & TECHNOLOGY
DIGITAL PHOTOGRAPHY
FOOD AND NUTRITION
FOOD FOR ENTERTAINING
MEDIA STUDIES A and/or B
METAL CONSTRUCTION
WOOD CONSTRUCTION

HEALTH & PE
CHILD STUDIES
HEALTH
OUTDOOR EDUCATION
PHYSICAL EDUCATION A and/or B
RECREATIONAL PHYSICAL EDUCATION
VOLLEYBALL A and/or B

MATHS
SPECIALIST MATHEMATICAL STUDIES

LANGUAGES
JAPANESE 1 AND 2

VISUAL ART - ART A and/or B

SUBJECT DESCRIPTOR
This course can be a single semester or whole year course. It is aimed at developing practical skills in, and awareness and understanding of the Visual Arts in preparation for further studies in this area.
There will be an emphasis on drawing and visual planning and students will also have the opportunity to explore a range of media and techniques which may include painting, sculpture, ceramics, printmaking, digital and mixed media.
Students will be expected to experiment widely with ideas and be creative in their approach to making works of Art. They will be encouraged to express personal opinions and viewpoints through their work.
An understanding of visual art from a diversity of cultures and the role of the artist in contemporary society is an essential aspect of the course.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPiB criteria.
- 70% practical - final artwork and developmental folio
- 30% theory - students respond to a variety of visual art works both orally and in written form.

COST
A material fee of $30

PATHWAYS
Satisfactory completion leads to further studies in the Design/Visual Art at SACE Stage 1 and Stage 2.
VISUAL ART - DESIGN A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This course can be a single semester or whole year course. It is aimed at developing an awareness of the design process in graphic, product and environment design, thereby enabling students to make informed decisions as future designers and/or consumers of design products.

Students will gain an understanding of a range of traditional and contemporary design materials and technologies while working within a variety of problem-solving approaches.

There will be an emphasis on the role of design and designers in societies past, present and in the future.

COST
A material fee of $30.00

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.

Practical – final pieces and developmental folio 70%

Theory – Students respond to a variety of design works both orally and in written form. 30%

PATHWAYS
Satisfactory completion leads to studies in Design at SACE Stage 1.
DIGITAL PHOTOGRAPHY
This is a one semester course

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will be involved in gaining the skills and knowledge of using a digital camera and associated software to capture images. They will be involved in understanding how image capture works and aspects of photographic composition. Students will also be involved in the ability to manipulate, modify and enhance images using Photoshop software.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria:
• Practical - a folio of work
• Research - set tasks on equipment, materials, processes and photographic protocols
• Design - students to design and create a poster using Photoshop

COSTS
$20.00 for materials and colour printing.

PATHWAYS
Stage 1 Digital Photography
FOOD AND NUTRITION

This is a one semester course.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Topics covered in this subject will include:
- Food Groups, Nutrients
- Australian Dietary Guidelines, Australian Guide to healthy eating
- Lifestyle Diseases
- Convenience and fast foods
- Analysis of diet and energy requirements.

COSTS
$50.00 to cover the cost of food.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria.
A variety of Assessment Tasks, including research tasks, group work and practicals.

PATHWAYS
Stage 1 and Stage 2 Food & Hospitality.
FOOD FOR ENTERTAINING

This is a one semester course.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Topics covered in this subject will include:
- Food safety and hygiene
- Multiculturalism and Food
- Menu planning
- Table Setting and Service
- Modern Australian Food
- The role of food in entertaining.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Task 1; Design Your Own Pizza
Task 2: Create Your Own 2 Course Meal.
A variety of Assessment Tasks, including research tasks, oral presentation, group work and practicals.

COSTS
$50.00

PATHWAYS
Stage 1 and Stage 2 Food & Hospitality.
MEDIUM STUDIES A and/or B

This course can be a single semester or a whole year course.

PREREQUISITES
Interest in the Media (Film/Tv/Music/Animations etc)

SUBJECT DESCRIPTOR
Introduces the student to the constantly changing world of the Media. Students will develop an understanding of the way in which the Media industry works, both in theory & practice.

Possible Topics Covered:
- Camera skills
- Storyboards & editing
- Advertising
- Soaps
- Stereotypes
- Music Videos
- Documentaries

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Tasks will be approximately 50% theory and 50% practical and involve Research assignments; Orals; Video Productions; Surveys.

COST
$10 per person (equipment levy).

PATHWAYS
Stage 1 Media Studies, Information Processing & Publishing, Information Technology
METAL CONSTRUCTION

PREREQUISITES
Year 9 Metal Work preferred.

SUBJECT DESCRIPTOR
- Oxy Acetylene welding
- Machining using the lathe
- Metal forming techniques
- Design processes

COSTS
$50.00.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Written assignment, practical projects and tests.
Projects may include toolbox, folding shovel and Centre Punch.

PATHWAYS
Stage 1 Metal Construction.
Part Certificate II Wood & Metal Construction in the Community
TAFE Course
WOOD CONSTRUCTION

PREREQUISITES
Year 9 Woodwork preferred

SUBJECT DESCRIPTOR
• Timber Joints
• Framed and carcass construction
• Machining techniques using the power router
• Timber finishing (Stain, clear coat etc)
• The design process.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria.
Written assignments, practical tests and projects. Projects may include small blanket box.

COSTS
$50.00. (Larger projects will incur additional costs)
CHILD STUDIES

This is a one semester course.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Unit 1: Planned Parenthood
Unit 2: Antenatal Care and Development
Unit 3: Birth and the Newborn
Unit 4: The Developing Child

Topics covered in this subject will include:

• Parenting Skills
• Child development
• Nutritional needs
• Play/toys
• Clothing needs
• Pregnancy & Birth
• Simulated Care (Baby Think It Over Program).

ASSESSMENT TASKS
A variety of assessment tasks, including research tasks, group work and practicals.

COSTS
$40.00 to cover cost of food/craft/sewing requirements.

PATHWAYS
Stage 1 Caring for Kids.
Career in childcare, nursing and teaching.
HEALTH

One semester in length.

SUBJECT DESCRIPTOR
Students will focus on the health and well-being of individuals, communities, and societies in the environments they share. Students will take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They will also consider the physical, emotional, social, and spiritual dimensions of well-being.

Topics studied may include:
- Ways of defining health
- Health Literacy
- Health and participation in an active lifestyle
- The effects of alcohol, tobacco, and other drugs on health
- Health and the environment
- Health and relationships, and
- Mental and emotional health.

ASSESSMENT TASKS
Assessment in this subject will be based on the MYPiB criteria, and assessment tasks will include:
- Issues response
- Group activity, and
- Investigation.

PATHWAYS
Satisfactory completion in this subject may lead on to Stage 1 and Stage 2 Health
OUTDOOR EDUCATION

PREREQUISITES

SUBJECT DESCRIPTOR

ASSESSMENT TASKS

COSTS

PATHWAYS
PHYSICAL EDUCATION A and/or B

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will be involved in a range of Hitting, Kicking and Throwing sports. Lessons will involve skill development in practice and game situations, tactics and umpiring. Theory topics will also be covered, including:
Introduction to Exercise Physiology and Physical Activity A
Introduction to skills development and Biomechanics B
Fitness component

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria.
Assessment will be based on:
• Skills performance checklists
• Written assignments, labs, reports, tests

COSTS
$20.00 per semester equipment levy.
Hourly paid instructors and transport costs extra as required.

PATHWAYS
Satisfactory completion will lead to Stage 1 Physical Education.
Year 10 Choice Subjects

THE ARTS
DANCE A
DANCE B
DIGITAL ART
DRAMA AS AN ART A and/or B
MUSIC A and/or B
VISUAL ARTS - ART A and/or B
VISUAL ARTS - DESIGN A and/or B

DESIGN & TECHNOLOGY
DIGITAL PHOTOGRAPHY
FOOD AND NUTRITION
FOOD FOR ENTERTAINING
MEDIA STUDIES A and/or B
METAL CONSTRUCTION
WOOD CONSTRUCTION

HEALTH & PE
CHILD STUDIES
HEALTH
OUTDOOR EDUCATION
PHYSICAL EDUCATION A and/or B
RECREATIONAL PHYSICAL EDUCATION
VOLLEYBALL A and/or B

MATHS
SPECIALIST MATHEMATICAL STUDIES

LANGUAGES
JAPANESE 1 AND 2

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RECREATIONAL PHYSICAL EDUCATION

This is a one semester course and can only be chosen for one semester.

PREREQUISITES
Nil

SUBJECT DESCRIPTOR
This course is designed to extend the range of activities that students may have covered in previous courses in Years 6-9. It provides opportunities for involvement in sports and activities that are generally community based. It may include units of work on such activities as 10 Pin Bowling, Aquatics, Snooker, Lawn Bowls, Squash, Aerobics, Fitness, Self-Defense for example. The theory component will focus on issues related to personal and community fitness and health.

ASSESSMENT TASKS
Assessment in this subject is based on the MYPiB criteria.
40% attitude, cooperation and effort
40% physical performance
20% theory work

COSTS
An upfront cost of $60 per student for basic cover of transport, hire of instructors, facilities and equipment. Extra costs may be involved depending on options negotiated with students.

PATHWAYS
Stage 1 Sport Studies
Note: this subject is not a pathway to Stage 1 Physical Education
VOLLEYBALL A and/or B

PREREQUISITES
A genuine desire to improve their skills and understanding of Volleyball. This would benefit students who are wanting to represent the school at competitions and work towards competing at the National Schools’ Cup event in Melbourne at the end of the year.

EXPECTATIONS
Students are expected to participate 100% in ALL aspects of the course.

SUBJECT DESCRIPTOR
This is a specialist subject aimed at students wanting to excel at Physical Education. Students will further develop their skills and be encouraged to participate in a variety of interschool competitions and championships. Aspects of fitness components and their relevance to sports will be covered.

PRACTICAL:
• Skill development
• Team skills and tournament opportunities
• Other physical activities will be included in the program to prepare students for Senior School Physical Education and Volleyball

THEORY:
• Sports Injuries
• Game Analysis
• Rules and Umpiring
• Goal Setting
• Fitness Testing
• Health Education

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria, including a significant ‘Big Question’ assignment.

Students are assessed on a series of skills tests, assignments, worksheets, match performances and attendance. Compliance to Seaford 6-12 School Volleyball values and leadership development, through coaching and refereeing, attitude and intensity are expected.

COSTS
$20.00 per semester equipment levy. Students may order a playing top for $40 if they choose to train with school teams and represent the school at various competitions. Shorts and knee pads will also be available at a cost. Some extra costs may be involved for transport and tournaments throughout the year.
SPECIALIST MATHEMATICS STUDIES (Semester 2)

PREREQUISITES
This course is an additional mathematics subject designed to prepare students wishing to undertake Stage 1 Mathematical Studies A, B, C, D leading on to either Stage 2 Mathematical Studies and/or both Stage 2 Mathematical Studies & Stage 2 Specialist Mathematics.

SUBJECT DESCRIPTOR
This course aims to prepare students for the algebraic demands required to study a pure mathematics pathway. Units will be developed from the following strands:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability.

Focusing on the Australian Curriculum 10A descriptors.

ASSESSMENT TASK
Assessment in this subject is based on the MYPIB criteria. May include directed investigations, projects, book work, tests and homework to demonstrate understanding of the Australian Curriculum and meeting the requirements of the MYPIB objectives.

COST
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00). Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators. All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics. Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus.

PATHWAYS
In conjunction with Year 10 Mathematics, Stage 1 Mathematical Studies A, B, C, D and/or Mathematical Applications.
JAPANESE 1 and 2 - LANGUAGE B

PREREQUISITES
Successful completion of the full year of Year 9 Japanese and recommendation of the Middle School LOTE teacher.

SUBJECT DESCRIPTOR
- Personal Identity
- Leisure-Making Arrangements
- Working Life - Future Goals
- Living in Japan - School Life, Pop Culture.

SKILLS DEVELOPED
- Listening
- Speaking
- Reading
- Visual Interpretation
- Writing
- Cultural understanding and awareness.

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPiB criteria. Assessment will include a variety of written, spoken, reading, listening tasks and visual interpretation which continue to develop and improve the students’ ability to communicate in the target language and gain an understanding of Japanese culture.

LENGTH OF COURSE
Whole year course comprising of two semester units.

COSTS
School excursion to a Japanese restaurant (term 3 or 4) Approx $20.00.

PATHWAYS
Stage 1 Japanese.
INTRODUCTION TO THE SACE

WHAT IS THE SACE?

The South Australian Certificate of Education is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce. The certificate is based on two stages of achievement:

Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12).

Students who successfully complete the requirements are awarded the SACE certificate.

WHAT SUBJECTS CAN STUDENTS STUDY?

For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit: www.sace.sa.edu.au/subjects

HOW DO STUDENTS GET THE SACE?

Most students gain their SACE over three years of study.

There are two stages:

- Stage 1, which most students do in Year 11, except for the Personal Learning Plan, which most will do in Year 10
- Stage 2, which most students do in Year 12.
- Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2. To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2 requirements:
  - Personal Learning Plan (10 credits at Stage 1)
  - Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
  - Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2)
  - Research Project – an in-depth major project (10 credits at Stage 2)
  - Other Stage 2 subjects or courses totalling at least 60 credits.

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these to gain the SACE.
WHAT IS THE PERSONAL LEARNING PLAN (PLP)?

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations, and investigate career, training and further study choices to help them map out their future.

Students identify goals and plan how to achieve them through school and after finishing the SACE. They learn about and develop five capabilities through the subject:

- Personal Development
- Communication
- Citizenship
- Work
- Learning

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- explore personal and learning goals
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement.

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

WHAT IS VET AND HOW CAN I DO IT?

VET stands for Vocational Education and Training, and gives students skills for work, particularly in the trades and industry. Students are able to build pathways in the SACE using VET. VET options in the SACE encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

To complete the SACE, students must achieve 200 SACE credits, 180 of which can be gained through VET.

Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits).
Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2. For more information about VET, and to check the VET Recognition Register, visit: www.sace.sa.edu.au/subjects/recognised-learning.

See page 149 onwards for VET programs

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new course information becomes available. Self-directed Community Learning is gained through informal community activities such as coaching a sports 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.

For more information on community learning, visit: www.sace.sa.edu.au/subjects/recognised-learning

UNIVERSITY AND TAFE ENTRY

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to obtain an ATAR (Australian Tertiary Admission Rank) by achieving 80 credits at Stage 2, including at least 60 credits of Stage 2 subjects recognised by Universities. The final 20 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses. TAFE SA recognises the SACE as meeting the Minimum Entry Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Full details of university and TAFE entry requirements for 2013 onwards will be included in the Tertiary Entrance Booklet 2012, 2013, 2014 to be published by the South Australian Tertiary Admissions Centre in August 2012.

Visit the SATAC website for more information. www.satac.edu.au

WHAT IS AN ATAR?

SATAC is responsible for calculating the Australian Tertiary Admission Rank (or ATAR), which is an indication of how well you performed compared to other students who qualified for an ATAR in the same year. It was previously known as the Tertiary Entrance Rank (TER). In 2010, all Australian states and territories, except Queensland, introduced the name ATAR to describe their Year 12 rank. For SACE students, this represents a change in name only, as there is no change from the way in which the previous Tertiary Entrance Rank was calculated. You’ll need an ATAR to apply for university courses.
STUDENTS WITH DISABILITIES

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning. A student’s achievement in a modified subject will be reported as ‘Completed’, with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

For more information about modified subjects, visit: www.sace.sa.edu.au/the-sace/students-families/students-with-disabilities

SPECIAL PROVISIONS

Special provisions are special arrangements for students who may be in a situation where an illness, impairment, learning difficulty or unforeseen incident has made completing their assessment difficult. For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student’s eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.). Students applying for special provisions need to provide evidence of their impairment, learning difficulty, or unforeseen circumstance.

For more information about special provisions, visit: www.sace.sa.edu.au/the-sace/students-families/specialprovisions

INTERSTATE, OVERSEAS AND ADULT STUDENTS

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

For more information about the arrangements, visit: www.sace.sa.edu.au/the-sace/students-families

STUDENTS ONLINE

Students Online is a one-stop shop for information about an individual student’s SACE. It can help students:

• plan their SACE and look at different subject, or subject and course, combinations
• check their progress towards completing the SACE
• access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/students-online
FURTHER INFORMATION
Visit the SACE website at www.sace.sa.edu.au for more information about the SACE. To download a PowerPoint presentation about the SACE, visit the website listed below. A link to the PowerPoint presentation is listed in the right-hand navigation.
www.sace.sa.edu.au/the-sace/students-families/about-the-sace

EXAMINATION POLICY
We recognise that examinations are only one means of assessing student achievement. However, we believe that students need to experience examinations in order to develop skills needed in further study and in life outside of school. We have, therefore, a policy where students at SACE Stage 1 (Year 11) may have examinations at the end of each semester. At Stage 2 (Year 12), the policy of examinations in each subject is defined by SACE Board. The examination may be part of the 30% external assessment. We ensure that, in all subjects with an end-of-year examination, students are given an opportunity to practice working under examination conditions at some stage during the year.

LEARNING SUPPORT
The school addresses the needs of students identified as having disabilities by providing:
• Small classes where required
• In-class support in subject areas, depending on student need
• Advice and support for subject teachers who have students with learning difficulties in subject classes.

A Learning Support Coordinator is available to discuss options, and where possible, provide support and resources to assist students in their learning programs.

PARTNERSHIP WITH OTHER SCHOOLS – A STAGE 2 OPTION
YEAR 12 SCIENCE & MATHS IS BEING DELIVERED IN PARTNERSHIP WITH WILLUNGA HIGH SCHOOL.
An Orientation Day will be held for Year 11 students in the latter part of Term 4.
SOUTHERN ADELAIDE & FLEURIEU TRADE SCHOOL

The Southern Adelaide & Fleurieu Trade School (SAFTS) is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions south of Adelaide. Consisting of the following schools:

- Aberfoyle Park High School
- Christies Beach High School
- Hallett Cove School
- Eastern Fleurieu School
- Kangaroo Island Community Education - Pardana, Kingscote, Penneshaw
- Mount Compass Area School
- Reynella East High School
- Seaford 6-12 School
- Victor Harbor High School
- Willunga High School
- Wirreanda High School
- Yankalilla Area School

Students can access a range of vocational courses across the region hosted by local schools working with the local community and industry. At the same time, young people will be able to achieve their South Australian Certificate of Education (SACE) while learning skills and working toward industry-accredited qualifications. They will be better prepared to take on apprenticeships and skilled jobs in areas that include the areas we have identified skill shortages in - Health and Education, Agribusiness and Environmental, Advanced Manufacturing and Automotive, Construction, Food, Wine and Tourism.
Integrated Learning

**CHOOSE ONLY ONE AT STAGE 2 FOR ATAR**
**CHOOSE ONLY TWO FOR SACE COMPLETION**

Integrated Learning allows students to develop and apply their knowledge to real world tasks or events. The subject draws links between aspects of students’ lives and their learning is undertaken by students within a group. Students develop individual skills as well as teamwork and collaboration. Students may undertake a number of Integrated Learning courses at Stage 1 but can only take ONE 20 credit Integrated Learning at Stage 2.

We are offering Integrated Learning topics including:

- Café Seaford
- Mathematics Endeavours of a Numeracy Kind
- Writing and Authorship
- Sports Studies.

Assessment is through a practical activity, a group activity, the presentation of a folio and discussion and an individual project. The project is presented in the form of an exhibition, video, written report or a multimodal presentation. Written reports are a maximum of 2000 words and a spoken or media presentation of up to 12 minutes.

Course outlines for these topics are in the Stage 2 section.
ENGLISH

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students are required to read and respond to texts as well as produce texts.

Reading and Responding to Texts
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Producing Texts
Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

Extended Study
Students complete one of the extended study options:

- **Option 1**: Language Study students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

- **Option 2**: Connected Texts Study students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

- **Option 3**: Student-negotiated Study students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

COSTS
Nil

ASSESSMENT TASKS
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:
Text Analysis, Text Production and Extended Study (students select one of three options)

PATHWAYS
Stage 2 English Communications.
Stage 2 English Pathways.
ENGLISH STUDIES

10 OR 20 CREDITS

PREREQUISITES
Teacher recommendation based on Year 10 English results.

SUBJECT DESCRIPTOR
Stage 1 English Studies gives students the skills to analyse texts in depth by looking at the structural, conventional and stylistic features used by authors. Students will have the opportunity to compose texts to engage the reader or viewer and express ideas in a range of appropriate forms.

Text Analysis
Two texts will be studied from the genres of novel, anthology, film, play script or poetry.

Text Production
Two pieces of writing (or an oral) will be created using techniques studied in class.

Study of Paired Texts
Students will individually choose their texts in order to analyse the same idea, experience, emotion or opinion treated differently in each. Texts may be in the forms of a novel, film (one only), poetry, anthology.

ASSESSMENT TASKS
English Studies has a school-based assessment, which focuses on:
Text Analysis (2)
Text Production (2)
Study of Paired Texts (1)
(One assessment will be in the form an oral presentation of 5 minutes)

COSTS
Nil.

PATHWAYS
Leads to Stage 2 English Studies
ENGLISH PATHWAYS

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Stage 1 English Pathways can be studied as a 10-credit subject or a 20-credit subject.
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement, if 20-credit requirements are met.
The focus capabilities for this subject are communication, citizenship, personal development, work, and learning.

Text Analysis
Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

Students learn that texts and language are situated in social and cultural environments and the ways in which the study of texts supports them to establish and maintain community connections.

Producing texts
Students explore a range of text types for a range of purposes and audiences, and compose their own texts. They learn to recognise the linguistic codes and conventions of different text types, and use these to compose their own texts.

COSTS
Nil

ASSESSMENT TASKS
English Pathways is school-based assessment. Students demonstrate evidence of their learning through the following assessment types: Text Analysis and Text Production.

PATHWAYS
Stage 2 English Pathways.
LITERACY FOR WORK AND COMMUNITY LIFE

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills. This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development. Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

COSTS
Nil.

ASSESSMENT TASKS
Assessment is school based. Students will complete four or five assessments from the following assessment types: Text Analysis and Text Production.

- Assessment Type 1: Text Analysis; at least one text analysis assessment
- Assessment Type 2: Text Production; at least two text production assessments.
MATHEMATICS
Students will study Mathematical Applications A OR Mathematical Studies A OR Mathematical Studies A & B OR Numeracy for Work & Life in Semester 1.

Note: Ten credits for Mathematics is compulsory at Stage 1. Students must achieve a grade of C or better to meet the compulsory numeracy requirement of SACE. We recommend that students complete 2 units of Mathematics to keep all pathways open.

INTRODUCTIONS TO STAGE ONE MATHEMATICS

For SACE, 10 Credit Points around Numeracy is compulsory, meaning students must achieve a C grade or better for a semester in a Numeracy subject.

Mathematics is the only subject identified by SACE to meet this requirement.

At Seaford Stage 1 Mathematics is separated into 3 distinct pathways:
• Pure Mathematics (Mathematical Studies A, B, C, D).
• Applied Mathematics (Mathematical Applications A, B)
• Numeracy (Numeracy for Work & Life)

The Pure Mathematics pathway is for students who wish to keep all their options open for university. Students must have successfully passed Year 10 mathematics, to undertake Stage 1 of this pathway.

The Applied Mathematics pathway provides options through to TAFE, some university courses and it consolidates Mathematics for apprenticeships & trades. Students must have successfully passed Year 10 Mathematics to undertake Stage 1 of this pathway.

The Numeracy pathway only allows for students to complete the compulsory SACE numeracy 10 units. It does not provide students with a mathematics subject choice at Stage 2, as they may not have successfully completed a full year of Stage 1 Mathematics. Students may or may not have passed Year 10 mathematics to undertake Stage 1 of this pathway.

We advise students to select at least two units of Stage 1 Mathematics to keep their career options open. Students need to ensure their Stage 1 Mathematics choice does not preclude them from Stage 2 Mathematics choices.
MATHEMATICAL APPLICATIONS A

10 CREDIT POINTS

PREREQUISITES
Successfully pass Year 10 Mathematics (4 or better MYPIB result).

SUBJECT DESCRIPTOR
Mathematical Applications A introduces and develops the mathematics skills, knowledge and abilities as outlined in the SACE Mathematical Curriculum Stage 1. Units will be developed from the following contexts:

- Data in context
- Statistics
- Saving & Borrowing.

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria.
Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A full year of Stage 1 Mathematical Applications must be chosen to do Stage 2 Mathematical Applications.
MATHEMATICAl APPLICATIONS B

10 CREDIT POINTS

PREREQUISITES
Mathematics Applications A or Mathematical Studies A.

SUBJECT DESCRIPTOR
In Semester 2 Mathematical Applications B continues to develop student skills, knowledge and abilities in preparation for Stage 2 Mathematics Applications, as outlined in the SACE Mathematics Curriculum for Stage 1.

Units will be developed from the following contexts:
- Earning & Spending
- Measurement
- Trigonometry.

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria.
Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
Stage 2 Mathematical Applications.
MATHEMATICAL STUDIES A (Semester 1)

10 CREDIT POINTS

PREREQUISITES
Students must have achieved a MYPIB grade of 4 or better in both Mathematics & ideally in conjunction with Specialist Mathematical Studies at Year 10.

SUBJECT DESCRIPTOR
Mathematical Studies A introduces and develops the mathematics skills, knowledge and abilities as outlined in the SACE Mathematical Curriculum Stage 1. Units will be developed from the following contents:

- Functions & Graphs
- Quadratic & Other Polynomials
- Models of Growth.

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria.
Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A full year of Stage 1 Mathematical Studies A, B, C, D must be chosen to do either Stage 2 Mathematical Studies or both Stage 2 Mathematical Studies, Stage 2 Specialist Mathematics.
MATHEMATICAL STUDIES B (Semester 2)

10 CREDIT POINTS

PREREQUISITES
Students must have achieved SACE grade of C or better in Mathematical Studies A

SUBJECT DESCRIPTOR
Mathematical Studies B introduces and develops the mathematical skills, knowledge and abilities as outlined in the SACE Mathematical Curriculum Stage 1.

Units will be developed from the following contents:
- Networks & Matrices
- Statistics
- Simulating Random Processes.

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria.
Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A full year of Stage 1 Mathematical Studies A, B, C, D must be chosen to do either Stage 2 Mathematical Studies or both Stage 2 Mathematical Studies, Stage 2 Specialist Mathematics.
Stage 2 Mathematical Applications.
MATHEMATICAL STUDIES C (Semester 1)

10 CREDIT POINTS

PREREQUISITES
Students must have achieved a MYPIB grade of 4 or better in both Mathematics & ideally in conjunction with Specialist Mathematical Studies at Year 10. This course must study in conjunction with Stage 1 Mathematical Studies A.

SUBJECT DESCRIPTOR
Mathematical Studies C further extends the mathematical skills, knowledge and abilities developed in Mathematical Studies A & B as outlined in the SACE Mathematical Curriculum Stage 1.
Units will be developed from the following contents:
- Coordinate Geometry
- Planar Geometry

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria.
Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics.
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A full year of Stage 1 Mathematical Studies A, B, C, D must be chosen to do either Stage 2 Mathematical Studies both Stage 2 Mathematical Studies.
Stage 2 Specialist Mathematics.
Stage 2 Mathematical Applications.
MATHEMATICAL STUDIES D (Semester 2)

10 CREDIT POINTS

PREREQUISITES
This course must be studied in conjunction with Stage 1 Mathematical Studies A, B & C. Students ideally should have achieved a SACE grade of C or better in both Stage 1 Mathematical Studies A & C.

SUBJECT DESCRIPTOR
Mathematical Studies D further extends the mathematical skills, knowledge and abilities developed in Mathematical Studies A & C as outlined in the SACE Mathematical Curriculum Stage 1.

Units will be developed from the following contents:
- Trigonometry
- Periodic Phenomena

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria. Skills Assessment Tasks, Folio Tasks & Exam.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00). Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators. All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics. Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus.

PATHWAYS
A full year of Stage 1 Mathematical Studies A, B, C, D must be chosen to do Stage 2 Mathematical Studies and/or Stage 2 Specialist Mathematics. Stage 2 Mathematical Applications.
NUMERACY FOR WORK & LIFE A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
This subject is intended primarily for students who, through their personal learning plans, have identified numeracy skills as an area for development. This course can be chosen for a semester of or for the full year.

SUBJECT DESCRIPTOR
This course focuses on the development of numeracy skills in real life contexts. It takes a mathematic approach with the students engaging in rich tasks that focus on career pathways and or specific interests which are chosen in relation to Personalised Learning Plans (PLP). Numeracy for Work and Community Life is designed to build on knowledge & understanding of mathematics information and its relationship to everyday contexts. The course follows a thematic structure as outlined in SACE Numeracy for Work and Community Life Curriculum Stage 1. Based on the following 5 contexts:
- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- Negotiated Study.

ASSESSMENT TASKS
Assessment in this subject is based on SACE criteria. Skills Assessment Tasks, Folio Tasks. Student must achieve a C grade or better, to meet SACE Numeracy requirements.

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)

PATHWAYS
This subject has no pathway.
PATHWAYS AND FUTURES

10 CREDIT POINTS

PREREQUISITES
Nil. This subject is compulsory at Year 11 and aims to help students manage the transition through Senior School into work, further study and/or training.

SUBJECT DESCRIPTOR
• Getting organised, managing a busy life and study, setting positive goals.
• Dealing with stress, use and abuse of drugs.
• Family and personal relationships, sexuality.
• Juvenile justice, driver safety.
• Career Guidance, Course Counselling.
• TAFE, University, Apprenticeships, Traineeships.
• Work Experience, Work Placement.
• Job Seeking Skills, Occupational Health and Safety.
• Transition Portfolio, Resume.

COSTS
Nil.

ASSESSMENT TASKS
• Journal.
• Research task.
• Oral presentation.
• Course Counselling procedures.
• Work Experience OR Work Placement (compulsory).
ABORIGINAL STUDIES A and/or B
10 OR 20 CREDIT POINTS

PREREQUISITES
Pass in Year 10 Humanities is desirable but not essential; this subject is open to students from all cultures.

SUBJECT DESCRIPTOR
A 10 Credit subject consists of at least two of the topics below; a maximum of three is recommended.
A 20-credit subject consists of at least four of the topics below; a maximum of six is recommended.

- Topic 1: Coexistence and Reconciliation
- Topic 2: Aboriginal Cultures
- Topic 3: Aboriginal Lands
- Topic 4: Aboriginal Languages
- Topic 5: Aboriginal Sites
- Topic 6: Cultural Tourism
- Topic 7: Aboriginal People and the Law
- Topic 8: Aboriginal Arts and Literature
- Topic 9: Aboriginal Film
- Topic 10: Aboriginal People in the Media.

ASSESSMENT TASKS
The following assessment types enable students to demonstrate their learning in Stage 1 Aboriginal Studies:

- Assessment Type 1: Response
- Assessment Type 2: Text Production
- Assessment Type 3: Reflection.

COSTS
$10.00 at student’s expense for a field trip each Semester.

PATHWAYS
Stage 2 Aboriginal Studies, Modern History, Society & Culture & Humanities
ACCOUNTING A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Pass in Year 10 Mathematics is desirable but not essential.

SUBJECT DESCRIPTOR
The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical and regulatory considerations that affect financial decision-making in contemporary society.

In this subject, students are expected to:

- understand the role of accounting in society
- record and report financial information, using manual methods as well as information and communication technologies
- apply the principles and practices of recording and reporting financial information
- recognise and understand financial information for decision-making
- analyse, interpret, and communicate financial information, using accounting terminology
- apply effective decision-making skills, using financial and non-financial information
- recognise social, legal, regulatory, and/or ethical influences on financial recording and decision-making.

ASSESSMENT TASKS
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Investigation.

COSTS
$20.00 each Semester, for software and accounting tools.

PATHWAYS
Stage 2 Accounting, Business & Enterprise.
ANCIENT STUDIES

10 CREDIT POINTS

PREREQUISITES
Nil, but an interest in and curiosity about the world would be an advantage.

SUBJECT DESCRIPTOR
In Ancient Studies, students learn about the history, literature, society and culture of two ancient civilisations. Those studied may include Asia-Australia, the Americas, Europe (Greece or Rome), and Western Asia (China or Japan).

Students will explore an aspect of each culture such as architecture, religion, government, writings and artwork. The ideas of individuals and group identity will be examined and how both are shaped by the environment and social forces.

Students will read and discuss texts; analyse primary and secondary sources and develop a stronger awareness of their own beliefs, attitudes and values.

The focal capabilities connected with this study are communication, citizenship, personal development, work and learning.

ASSESSMENT TASKS
Students will present work independently or collaboratively according to this structure:
Assessment Type 1 – Folio
Assessment Type 2 – Source Analysis
Assessment Type 3 – Special Study

COSTS
Nil

PATHWAYS
Stage 2 Modern History, Society and Culture, English Communications
ARTS/CRAFTS AND DESIGN A and/or B

10 OR 20 CREDIT POINTS

This can be a semester or full year BUT recommended as FULL YEAR course within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES
A passion for any art, craft or design projects.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include:
- Art (painting, drawing, printmaking, sculpture, digital pieces, street art etc)
- Design (architecture, fashion, furniture/product design, decorative design for skateboard/surfboard, creative make-up design)
- Crafts (beading, jewellery, knitwear, scrapbooking etc)
- Photography
- Body Art
- Students will work towards an exhibition of their work.

COSTS
Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
- Contract of work
- Practical activity with evidence
- Presentation of project
- Reflection on project and learning
Stage One
Choice Subjects

BIOLOGY A and/or B
10 OR 20 CREDIT POINTS

PREREQUISITES
Nil

SUBJECT DESCRIPTOR
This course may be taken as either a single semester course or as a full year. Each topic has a focus on investigation skills and experimental design.

BIOLOGY A
This course has a public health focus. It addresses Cell Function and Physiology through the following topics:
• Cell Structure and Function
• Structure of DNA and Cell Division
• Pathogens and Disease
• Immune System Structure & Function
• Treatments of Disease
• Human Impact of Disease

BIOLOGY B
This course has an environmental focus. It addresses Physiology and Ecology through the following topics:
• Classification
• Adaptation & Diversity
• Natural Selection
• Physical and Biological characteristics of Ecosystems
• Ecological interactions
• Human Impact on Ecosystems

ASSESSMENT TASKS
Investigations Folio
Skills and Applications Tasks (includes semester exam)

COSTS
Nil.

PATHWAYS
Stage 2 Biology
It is strongly recommended that students intending to study Stage 2 Biology must do Biology A and Biology B at Stage 1.
BUSINESS ENTERPRISE A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise, and technology and their impacts locally, nationally, and globally. For a 10-credit subject, it is recommended that students undertake one core topic and two or three option topics.

Core Topics;
Topic 1; Introduction to business and Enterprise
Topic 2; Business and Enterprise in Practice

Option Topics;(two or three are chosen by teacher and students)
Establishing a Business; Business Plans; Business Management & Communication; Financial Planning & Management; Technology for Business; Marketing; Employment Relations; Entrepreneurship-The Enterprising Person, and Global Business.

Engaging in the world of business involves studying individuals, communities, and organisations; assessing their needs and problems; and generating solutions.

ASSESSMENT TASKS
- Assessment Type 1: Folio (Research and analyse issues, draw meaningful conclusions, and present possible solutions.)
- Assessment Type 2: Practical (Research into a business enterprise; Develop a Business Plan or a Teacher devised application)
- Assessment Type 3: Issues Study. (Students identify and investigate an emerging trend, development, or issue in business and enterprise.)

COSTS
$20.00 per Semester (for software and business solutions and/or excursion)

PATHWAYS
Stage 2 Business Enterprise or Accounting
CARING FOR KIDS

10 CREDIT POINTS
This is a one semester course.

PREREQUISITES
Nil, but Year 10 Child Studies would be an advantage

SUBJECT DESCRIPTOR
Task 1: Decisions parents make
Task 2: Make a gift for a baby
Task 3: Care Options
Task 4: Children and television
Task 4: Turning Food into Healthy meals

Topics covered in this subject will include:
• Child Development
• Parenting
• Children’s Play and Toys
• Nutrition
• Health and well-being of children
• Simulated baby
• Excursion to Childcare Centre

ASSESSMENT TASKS
A range of research tasks, practical activities and group work.

COSTS
$40.00

PATHWAYS
Early Childhood Studies at Stage 2, careers in Childcare
Stage One Choice Subjects

**CHEMISTRY A and/or B**

10 OR 20 CREDIT POINTS

Chemistry may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1. Chemistry A & B are one Semester courses taught in Semester 1 and Semester 2 respectively.

**PREREQUISITES**

An understanding of Year 10 Science, in particular The Periodic Table, Atoms and Chemical Reactions topics.

**SUBJECT DESCRIPTOR**

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

The courses are divided into topics:

- **Chemistry A**
  - Atomic Structure and the Periodic Table
  - Types of Chemical Reactions and Equations
  - Acids, Bases and pH values

- **Chemistry B**
  - Molecular Shapes
  - Redox
  - Chemical Calculations
  - Carbon Chemistry

- **Bonding**
- **Practical Skills 1**
- **Practical Skills 2**

In Semester one all students will visit the CSIRO education Centre with Stage 2 Chemistry class to undertake Chemistry experiments.

**ASSESSMENT TASKS**

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

- Investigations Folio 40%
- Skills and Assessment Tasks 60%
  (Including an exam in each semester)

**COSTS** Nil.

**PATHWAYS** Stage 2 Chemistry
Stage One
Choice Subjects

COMMUNITY LEARNING
10 OR 20 CREDIT POINTS

PREREQUISITES
Student must be involved in the community and committed to at least 60-120 hours of involvement.

SUBJECT DESCRIPTOR
Students may be involved in a range of activities which include
- Organised community groups such as CFS, Lifesaving, Scouts, Cadets
- Paid employment, career planning
- Volunteering
- Sports/Recreation Skills and management especially coaching, club administration
- Independent living
- Performance skills

Students attend class to document and provide evidence of their activity and learning. They then attend an interview to discuss their learning. In most cases students will then have this lesson time allocated to them as a Study Lesson to compensate the hours spent in their community activity.

COSTS
Costs are determined by the student’s involvement and are their own responsibility.

ASSESSMENT TASKS
- Completion of Application form
- Evidence (payslips, certificates, medals etc)
- Interview
COMMUNITY STUDIES A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES

Nil.

SUBJECT DESCRIPTOR

Students can choose projects from any of their subject areas or personal interests in order to meet their own needs and skills. They work with teachers to negotiate individual contracts, which are challenging yet achievable. Contracts include significant community involvement. Students may choose Community Studies for 1 or 2 semesters.

ASSESSMENT TASKS

- Take part in group development/preparatory activities
- Prepare a contract of work
- Keep a journal containing a record of evidence
- Complete a major assignment/project
- Collect feedback about the project from community members and complete a course evaluation

COSTS

Any costs involved are determined by the nature of the individual project and will be the responsibility of the student.

PATHWAYS

Stage 2 Community Studies, TAFE entry.
Stage One
Choice Subjects

DANCE A

10 CREDIT POINTS

PREREQUISITES
Those planning to do Year 12 Dance need to pick both Dance A & Dance B at Year 11
Satisfactory completion of Year 9, 10 Dance.

SUBJECT DESCRIPTOR
Students learn basic modern dance technique and terminology. They learn to create, improve and design dance choreography. Students work alone on compositional studies which they perform. They will review professional dance pieces.

COSTS
Live theatre performances and $20.00 for workshops.

ASSESSMENT TASKS
- Written assignments, homework.
- Group work.
- Practical Performance skills.

PATHWAYS
Stage 2 Dance (ATAR)
Stage 2 Community Studies - Performance (Non-ATAR)
DANCE B

10 CREDIT POINTS

PREREQUISITES
Those planning to do Year 12 Dance need to pick both Dance A & Dance B at Year 11
Satisfactory completion of Year 9, 10 or Dance A, or by interview/audition
Dance A or by interview/audition.

SUBJECT DESCRIPTOR
This unit enhances students’ basic knowledge of Dance by creating, presenting and perceiving. Students study complex Dance technique and choreograph and perform their own works. Students also participate in dance workshops. They will review professional dance pieces.

Content Includes:
- Technique
- Composition
- Performance or Presentation
- Reponses

COSTS
$20 to run workshops with outside choreographers.
Plus costs to see live theatre performances.

ASSESSMENT TASKS
Assessment will include practical work supported by folio development, written assignments and homework.

PATHWAYS
Stage 2 Dance (ATAR if complete A & B)
Stage 2 Community studies – Performance (Non-ATAR)
DESIGN TECHNOLOGY A and/or B

10 OR 20 CREDIT POINTS
This is a one semester course.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will create a series of works that will be then added as content for their website which they will create in Dreamweaver. These works include a research task looking at issues related to web 2.0, HTML coding tasks, Poster design for the Arts Show Case and animated website banner using Adobe Flash. The students will be involved in the design process to investigate, Design/Plan, Produce and Evaluate a product which they create. Students will learn both practical skills in using flash and aspects of programming using both Action Script 2 and ActionScript 3.

ASSESSMENT TASKS
• Skills and Application tasks
• Folio documenting the planning and investigating of a product (eg. An animated image slide show)
• The completion of a product

COST
$10.00 for materials and printing. Extra costs are determined by the nature of the project and are the responsibility of the student.
DIGITAL ART - GRAPHICS A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
it is desirable to have completed Digital Design at year 10.

SUBJECT DESCRIPTOR
Students have the opportunity to create and develop ideas that lead to original design works in the area of Graphic Design such as posters, packaging, advertising or illustration. Programs accessed will include Adobe Creative Suite – Photoshop, Illustrator and Indesign – all industry standard tools.

Students will be required to create a folio documenting the development of their works. Stage 1 Digital Design – Graphics is a 10-credit subject. A second semester may be studied following negotiation with the teacher.

The course has three components:
- ‘Visual Thinking’ documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, research, photographs, progressive screenshots and other means.
- ‘Practical Resolution’ will require students to produce two major design works for each semester of study. This section includes a ‘Practitioner’s Statement’ in which students will explain and evaluate their work.
- ‘Visual Arts in Context’ gives students the opportunity to examine aspects of design in a cultural, social, and/or historical context.

COSTS
$20 course surcharge for printing and excursions.

ASSESSMENT TASKS
‘Visual Thinking’ and ‘Practical Resolution’ account for 70% of the mark while ‘Visual Arts in Context’ cover the remaining 30%.

PATHWAYS
SACE Stage 2 Visual Arts - Art and/or Visual Arts – Design
DIGITAL PHOTOGRAPHY
10 CREDIT POINTS

PREREQUISITES
Year 10 Digital Photography preferred but not essential.

SUBJECT DESCRIPTOR
Students will create a folio of work beginning by developing an understanding of Photographic Themes, using various camera techniques to enhance an image and looking at the history of photography. Students will create one Tourist Campaign on the Noarlunga region along with backup work as a part of term 1. Student will create one Magazine Cover and folio as part of term 2. Both these tasks are summative.

ASSESSMENT TASKS
• Skills and Application tasks
• Folio documenting the planning and investigating of a product e.g. magazine cover
• The completion of the product

COSTS
$10.00 for materials and colour printing. Extra costs are determined by the nature of the project and are the responsibility of the student.
DRAMA A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITE
An interest in Drama.

SUBJECT DESCRIPTOR
The focus of the course will be negotiated with the students, however it usually commences with the topic “Soap Operas” which examines the student’s perceptions of Soap Operas. This is workshoped to performance. Other issues dealt with could include Comedy, Shakespearean Theatre and Australian Drama.

Key components include:
- Workshops / Improvisations
- Individual Project
- Analysis / Review / Research
- Group Production

COSTS
Attendance at least one live performance required for review writing purposes. Cost $20.00.

ASSESSMENT TASKS
- Performance
- Folio
- Investigation
- Presentation

PATHWAYS
Nil.
YOUR KITCHEN RULES: OUT OF HOME & COOKING FOR LIFE

10 OR 20 CREDIT POINTS

PREREQUISITES
An interest in cooking. This can be a semester or full year, BUT it is recommended as a FULL YEAR course within Community Studies. It is a highly practical course with a focus on budgeting and cooking for life. This subject is designed for you to build a range of skills and knowledge in cooking in order to be able to cook independently in your future. An interest in learning how to cook a range of foods is essential!

SUBJECT DESCRIPTOR
Students will develop and enhance their cooking skills through students establishing a contract of work including producing a folio, evidence through evaluations, recipes, photos & reflection.
- Hygiene & Safety
- Cooking methods, techniques and ‘tools of the trade’
- Cooking on different budgets
- Cooking for health and wellbeing
- Cooking for different occasions
- Redesigning or inventing new dishes
- Cooking for others (friends, family, partners)
- Cooking in season
- Cooking Vs takeout
- 30-minute meals
- Shopping smart to cook smart.

Students will be able to negotiate a topic depending on their needs and interests.

COSTS
$120 for a full year. Extra costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
- Contract of work
- Practical activity with evidence
- Presentation of folio
- Reflection on folio and learning.

PATHWAYS
TAFE, jobs in the Food and Hospitality Industry
FOOD AND HOSPITALITY A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Year 10 Home Economics food topics are an advantage.

SUBJECT DESCRIPTOR
Elements covered in this subject will include:
- Practising skills in food safety and hygiene
- Development of skills in food preparation and presentation
- Investigating meal planning and table setting
- Exploring aspects of catering - costing, ordering, packaging and marketing
- Investigating careers in the food and hospitality industry

ASSESSMENT TASKS
A range of research tasks, practical activities and group collaboration tasks.

COSTS
$60.00 per semester to cover the cost of food. Possible excursion.
Choice Subjects
Stage One

FOOD YEAR 11 – SEAFORD CAFÉ
10 OR 20 CREDIT POINTS

SUBJECT DESCRIPTOR
The aim of the course is to develop student skills in producing Café quality food students will be involved in the following:-
- Hygiene & Food Safety
- Accident prevention in the workplace
- Development of food preparation & presentation skills
- Producing café quality food
- Investigating essential skills of budgeting & advertising
- Developing barista skills in producing cappuccino, latte, & hot chocolate
- Reflecting on their learning.

ASSESSMENT TASKS
Practical 40%
Group Act 30%
Folio & Discussion 30%

COSTS
$50.00 to cover the cost of foods

PATHWAYS
TAFE, jobs in the Food and Hospitality Industry
GEORGRAPHY

10 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

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

Students study topics within four key themes: Location and Distribution, Natural Environments at Risk, People, Resources, and Development and Issues for Geographers.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through skills and application tasks, fieldwork, inquiry research and an investigation.

COSTS
$10.00 for a field trip

PATHWAYS
Stage 2 Geography, Modern History, Society & Culture
HISTORY

10 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

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

A minimum of two historical studies from topics such as: 1960's Civil Rights Movement/Women's Movement/Anti-war Protests, Youth Culture, Arab-Israeli Conflict, China and Japan, World War 2, Japan and Vietnam. The class will be asked to discuss their interests which will help decide which topics are studied.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis and an Investigation.

COSTS
Nil.

PATHWAYS
Stage 2 Modern History, Society & Culture
INFORMATION PROCESSING & PUBLISHING

10 CREDIT POINTS
This is a one semester course

PREREQUISITES
None

SUBJECT DESCRIPTOR
Students will develop skills as they design practical tasks such as web-based pages, digital presentations, advertisements and business documents. For each assessment, students complete a text-based product that demonstrates knowledge and use of the four parts of the design process: investigating, devising, producing, and evaluating. Students will also analyse and critique an issue related to information processing and publishing for a specific purpose.

ASSESSMENT TASKS
- Practical Skills
- Product and Documentation
- Issues Analysis

COSTS
$10.00 for materials and printing
JAPANESE - CONTINUERS A and/or B

10 OR 20 CREDIT POINTS

This can be a semester course, but the language progression is sequential; therefore undertaking Japanese only in semester 2 is not an option. A full year is required to continue into Stage 2.

PREREQUISITES:
Successful completion of Year 10 Japanese, as well as a passion and interest in Japan and its culture.

SUBJECT DESCRIPTOR

The Individual
- Personal identity
- Leisure
- Education

The Japanese-speaking Communities
- Life in Japan
- Visiting Japan

The Changing World
- Working Life
- Current Issues

ASSESSMENT TASKS
Assessment will include a variety of written, spoken, reading and listening tasks which will continue to develop and improve the students’ ability to communicate effectively in Japanese and gain an understanding of Japanese culture.

COSTS
Student workbook that accompanies the textbook ($35.00)

PATHWAYS
Stage 2 Japanese - continuers
Choice Subjects

Stage One

LEGAL STUDIES A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Pass in Year 10 Humanities is desirable

SUBJECT DESCRIPTOR
Legal Studies is the study of the Australian Legal System and the social rights and responsibilities to achieve social order. It brings an awareness of legal problems and solutions. Topic 1 is compulsory with three (3) other topics chosen by Teacher and/or Students.

Topics Covered include:
- Topic 1: Law and Society
- Topic 2: People, Structures, and Processes
- Topic 3: Law-making
- Topic 4: Justice and Society
- Topic 5: Young People and the Law
- Topic 6: Victims and the Law
- Topic 7: Motorists and the Law
- Topic 8: Young Workers and the Law

ASSESSMENT TASKS
- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation.

COSTS
$10.00 for a field trip each Semester.

PATHWAYS
Stage 2 Legal Studies, Modern History, Society & Culture
Stage One: Choice Subjects

MEDIA STUDIES A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil, however Year 10 Media is an advantage.

SUBJECT DESCRIPTOR
Media studies can be taken as either a semester or a full year course. Students will examine issues and topics related to the Media. Possible Topics Covered:
- Violence in the Media.
- Genre Studies.
- Advertising.
- Reality TV.
- Music and the Media.
- Script Writing.
- Short Movies.
- Documentaries.

ASSESSMENT TASKS
Tasks will include a Folio, Interaction Study and Product, and a 6 minute oral presentation. Practical tasks will involve working in groups to produce a filmed and edited movie using iMovie software.

COSTS
$10 per person (equipment levy).

PATHWAYS
Stage 2 Media Production & Analysis.
Multi Media course at TAFE.
Media Industry (electronic & print).
Journalism.
MOTOR VEHICLE MAINTENANCE AND DRIVER SAFETY

10 CREDIT POINTS

This is a semester course within Community Studies. The course contains both practical and theory components.

PREREQUISITES
A passion for cars and/or bikes, caring for them and driving safely.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include (eg)
• Investigating the purchase of a car
• Installing a sound system
• Learning basic maintenance of a vehicle
• Obtaining a Driver’s License
• Working part-time in the vehicle industry
• Doing work experience as a mechanic

Students will work towards a demonstration of their work which might be (eg) a video demonstrating new skills and achievements.

COST
Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
• Contract of work
• Practical activity with evidence
• Presentation of project
• Reflection on project and learning

PATHWAYS
TAFE
Choice Subjects

Stage One

MUSIC A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
To have selected classroom Music in Year 9 or 10, participated, and enjoyed it.

SUBJECT DESCRIPTOR
This course can be either taken as a single semester course or as a full year. Students will work in small groups, practising songs from a variety of genres, and styles.

- Learn to play an instrument within the class setting
- Play songs individually and in a band situation
- Understand music terminology, and review writing
- Expand their knowledge of music theory, musicians, and music in society

ASSESSMENT TASKS
- Practical assessments within solo and ensemble situations
- Live performances within the school community
- Units of written work

COSTS
$10.00

PATHWAYS
Stage 2 Music
OUTDOOR EDUCATION

10 CREDIT POINTS

PREREQUISITES
To be confident in the Outdoors managing oneself in a range of conditions and situations with a good level of fitness, a positive attitude and the ability to work with others are recommended.

Subject Descriptor

Practical
- Will experience a number of field trips plus participate in a 3-4 Day Bushwalk
- Camp cooking using trangias with gas converters
- Equipment maintenance – tents, rucksacks, kayaks, and accessories
- 8-Week Aquatic Unit
- Navigation and Map reading skills.

Theory
Students will participate in a number of lessons focusing on a range of topics that look at outdoor pursuits, low impact strategies, environmental issues and industry related professions.

ASSESSMENT TASKS
- Portfolio
- Participation
- Risk Assessment & Management
- Peer Assessment
- Performance Checklist
- 4-day Self Reliant camp
- Unit reports

COSTS
$120 for Senior First Aid course
$200.00. This will be used to subsidise most of the activities below
- Aquatics Unit
- Transport
- Camp deposit
- Equipment Hire

PATHWAYS
Certificate 2 Outdoor Education
PERFORMANCE (DRAMA, DANCE, MUSIC) A and/or B

10 OR 20 CREDIT POINTS

This can be a semester or full year course BUT recommended as a FULL YEAR course within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES

A passion for any of the performing arts.

SUBJECT DESCRIPTOR

Students negotiate from a range of topics which might include

- Music (as a band or solo performer, OR as part of a community group etc)
- Dance (as a small group or solo performer, OR as a member of a community Dance Studio)
- Drama (as a group or solo performer OR as a member of a community group)

Students will work towards a performance of their work. This might be through a school-organised event, such as Arts Showcase or Choreographic Awards, a community event such as a Dance Studio concert or a very intimate performance for a small group of friends and/or family.

COSTS

Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS

- Contract of work
- Practical activity with evidence
- Presentation of project
- Reflection on project and learning

PATHWAYS

TAFE

PLEASE NOTE: There will be some out of school commitments.
PHYSICAL EDUCATION A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES

Nil.

IMPORTANT NOTE: It is strongly recommended that students wishing to undertake PE in Stage 2 enrol in both Physical Education A & B at Stage 1. Active involvement and interest in sports & physical activity is also a must in this subject.

SUBJECT DESCRIPTOR

In Physical Education students study human physical activity and its place in the lives of individuals and groups of people. They examine not only the practical application of human physical skills, but also an analysis of the personal, community and global issues that surround the role of human physical activity in society.

ASSESSMENT TASKS

Theory 40%
Practical 60%

COSTS

$20.00 per semester equipment levy,
Hourly paid instructors and transport costs extra as required.

PATHWAYS

Satisfactory completion of Physical Education A & B will lead to Stage 2 Physical Education
PHYSICS A

10 CREDIT POINTS

Physics A is a one semester course taught in semester 1.

PREREQUISITES

Pass mark in Year 10 Science is advisable.
Recommended successful completion of Specialist Mathematical Studies at Year 10.

SUBJECT DESCRIPTOR

- Dynamics – Equations of motion
- Kinematics – Forces.
- Waves – Sound and Light.
- Electricity and Electrostatics

COSTS

A Scientific Calculator is compulsory for all students undertaking Physics (approximately $30.00)
This course encourages students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00)
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

ASSESSMENT TASKS

Test of concepts, assignments on problem solving, and investigation of Physics application.
Students are assessed on practical work.

PATHWAYS

Stage 2 Physics (Students need to attain good passing grades in both semesters of Stage 1 to study Stage 2 Physics)
PHYSICS B

10 CREDIT POINTS

Physics B is a one semester course taught in semester 2.

PREREQUISITES

Physics A in semester 1.

SUBJECT DESCRIPTOR

- Dynamics - Equations of motion.
- Projectile Motion
- Kinematics - Forces and Energy
- Electric & Magnetic Fields.

ASSESSMENT TASKS

Tests of concepts, assignments on problem solving, and investigation of Physics applications.

Students are assessed on practical work.

COSTS

A Scientific Calculator is compulsory for all students undertaking Physics (approximately $30.00)

This course encourages students to be proficient in using graphic calculators.

All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00)

Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS

Stage 2 Physics (Students need to attain good passing grades in both semesters of Stage 1 to study Stage 2 Physics).
PSYCHOLOGY A and B

20 CREDIT POINTS

PREREQUISITES
Good research, literacy and numeracy skills required.

SUBJECT DESCRIPTOR
Psychology is the systematic study of behaviour, the processes that underlie it and the factors that influence it. The Stage I course includes an introduction to Psychology and two of the following topics:

• Social Influence and Social Interaction.
• Intelligence.
• Cognition.
• Brain and behaviour.
• Human development.
• Emotion.

ASSESSMENT TASKS
• Assignments/Tests.
• Collaborative Investigation.
• An Individual Investigation.
• An Application Task.

COSTS
Nil.

PATHWAYS
Stage 2 Psychology.
It is strongly recommended that students wishing to undertake Psychology in Stage 2 enrol in Psychology Stage 1 A and B. Students can choose Psychology A as a stand alone, but must do A in order to do B.
Stage One Choice Subjects

RESEARCH PRACTICES

10 CREDITS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
This subject provides students with opportunities to:
• examine the purpose of research
• explore a range of research approaches
• develop their investigative and inquiry skills.
Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings, in a variety of formats, including multimodal. 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:
• demonstrate knowledge and understanding of the purpose of research
• demonstrate knowledge and understanding of research approaches
• develop specific research skills
• consider the appropriateness, uses, and limitations of specific sources
• interpret and analyse information and data.
Students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes.

COSTS
These will depend on the research topic chosen by student and will be considered when student and teacher discuss research proposal.

ASSESSMENT TASKS
The following assessment types enable students to demonstrate their learning in Stage 1 Research Practices:
• Assessment Type 1: Folio
• Assessment Type 2: Sources Analysis.
For this 10-credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
• one folio consisting of at least two assessment tasks
• at least two sources analysis assessments.
Stage One
Choice Subjects

SCIENTIFIC STUDIES A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Students need to have achieved a C or better in Year 10 Science

SUBJECT DESCRIPTOR
This course may be taken as either a single semester course (10 units) or as a full year (20 units). Each topic has a focus on investigation skills and experimental design.

Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways and everyday life.

An overarching theme or themes should provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

An example of topics that could be covered:
- Climate change
- Water conservation
- Recycling
- Air quality
- Sustainability
- Carbon trading

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio 60%
- Skills and Assessment Tasks 40%

PATHWAYS
Stage 2 Scientific Studies
It is strongly recommended that students intending to study Stage 2 Scientific Studies do a full year of Science at Stage 1.
SPORT STUDIES A and/or B

10 OR 20 CREDIT POINTS

This subject is for those students who are not planning on doing Stage 2 Physical Education and those students who may not be able to give performance required for Physical Education it can be studied for 1 Semester or a full year.

PREREQUISITES

A passion for sport, health, fitness and/or an area of recreation.

SUBJECT DESCRIPTOR

Students negotiate from a range of topics which might include (e.g.)

• Being involved in a community sporting or recreation team
• Coaching a junior sporting team
• Organising a personal health and fitness program
• Developing new skills in a recreation pursuit such as surfing, or horse riding
• Volunteering to support a recreation program for the disabled.

Students will work towards a demonstration of their work which might be (e.g.) a video demonstrating new skills and achievements.

ASSESSMENT TASKS

• Contract of work
• Practical activity with evidence
• Presentation of project
• Reflection on project and learning.

COSTS

Costs are determined by the nature of the project and are the responsibility of the student.

PATHWAYS

Stage 2 Sport Studies

Note: This subject is not a pathway to Stage 2 Physical Education
Stage One Choice Subjects

TOURISM A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
The subject consists of four themes and eleven topics. A 10-credit subject consists of three topics chosen by the class and teacher that are informed by the four themes.

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

Topics
- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic (applying to individuals only).

ASSESSMENT TASKS
Students demonstrate their learning through the following assessment types:
- Case Study
- Sources Analysis
- Practical Activity & Investigation

COSTS
$30.00 per semester for excursions.

PATHWAYS
Stage 2 Tourism
**VISUAL ARTS - ARTS A and/or B**

10 OR 20 CREDIT POINTS

A second semester may be studied - Visual Arts - Art B.

**PREREQUISITES**

It is desirable to have completed Visual Arts at Year 10.

**SUBJECT DESCRIPTOR**

Students have the opportunity to create and develop ideas that lead to original art works in a wide range of mediums including 2D (eg, drawing, painting, printmaking) and 3D (sculpture, ceramics, etc). Students are required to use folios to document the development of their works.

The course has three components:

- ‘VISUAL THINKING’ documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, sketches, research, photographs and other means.
- ‘PRACTICAL RESOLUTION’ will require students to produce two major art works for each semester of study. This section includes a ‘Practitioner’s Statement’ in which students will explain and evaluate their work.
- ‘VISUAL ARTS IN CONTEXT’ gives students the opportunity to examine the work of artists in a cultural, social, and/or historical context.

**ASSESSMENT TASKS**

‘Visual Thinking’ and ‘Practical Resolution’ account for 70% of the mark while ‘Visual Arts in Context’ cover the remaining 30%.

**COSTS**

$20 per semester course surcharge for materials and excursions. Extra costs are determined by the nature of the project and are the responsibility of the student.

**PATHWAYS**

SACE Stage 2 Visual Arts - Art and/or Visual Arts - Design
**VISUAL ARTS – DESIGN A and/or B**

**10 OR 20 CREDIT POINTS**

**PREREQUISITES**
It is desirable to have completed Visual Arts at Year 10.

**SUBJECT DESCRIPTOR**
Students have the opportunity to create and develop ideas that lead to original design works in a variety of areas such as Communication Design (posters, packaging), Product Design (fashion, furniture) or Environmental Design (architecture, interior design). Media used may include Computer Generated Imaging (CGI), model-making, as well as more traditional illustration materials. Students are required to use folios to document the development of their works.

Stage 1 Visual Arts - Design A is a 10 credit subject. A second semester may be studied - Visual Arts - Design B - following negotiation with the teacher.

The course has three components:
- **‘VISUAL THINKING’** documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, sketches, research, photographs and other means.
- **‘PRACTICAL RESOLUTION’** will require students to produce two major design works for each semester of study. This section includes a ‘Practitioner’s Statement’ in which students will explain and evaluate their work.
- **‘VISUAL ARTS IN CONTEXT’** gives students the opportunity to examine the work of designers in a cultural, social, and/or historical context.

**ASSESSMENT TASKS**
‘Visual Thinking’ and ‘Practical Resolution’ account for 70% of the mark while ‘Visual Arts in Context’ cover the remaining 30%.

**COSTS**
$30 per semester course surcharge for materials and excursions. Extra costs are determined by the nature of the project and are the responsibility of the student.

**PATHWAYS**
SACE Stage 2 Visual Arts - Art and/or Visual Arts - Design
Stage One Choice Subjects

**VOLLEYBALL A and/or B**

10 OR 20 CREDIT POINTS

**PREREQUISITES**
Volleyball is a Semester subject for those students who have successfully applied to be in the program.

**SUBJECT DESCRIPTOR**
Volleyball at Stage 1 involves learning how to play volleyball, coaching and officiating. This course is designed for students interested in sport as a career or for fun. It is expected that students will play for school teams at Indoor Volleyball. It is a very practical based course to improve student confidence in all aspects of sports administration.

In Volleyball, students study human physical activity, fitness and skill development. They develop their Volleyball skills to a high standard. It is expected that these students will help with the preparation and planning of tournaments, attend regular trainings and represent the school in carnivals and assist with training and developing junior students.

**RECOMMENDATIONS**
Students choosing this course are recommended to select it for both semesters to maximize learning outcomes

**ASSESSMENT TASKS**
Students are involved in a series of skills tests, assignments, worksheets, match performances and attendance. Compliance to Seaford 6-12 Volleyball values, leadership development - through coaching and refereeing, attitude and intensity are expected.

**COSTS**
$20.00 per semester equipment levy. Students may order a playing top for $40 if they choose to train and represent the school at various competitions. Shorts and knee pads will also be available at a cost. Some extra costs may be involved for transport and tournaments throughout the year.
WOOD & METAL CONSTRUCTION AND THE COMMUNITY A and/or B

10 OR 20 CREDIT POINTS

This can be a semester or full year course but recommended as a FULL YEAR within community Studies. The course contains both practical and theory components.

PREREQUISITES

A passion for working with wood and/or metal. Completion of Year 10 Wood or Metal preferred.

SUBJECT DESCRIPTOR

Students negotiate from a range of topics which might include (e.g.)

- Trade work experience
- Manufacturing fitness equipment (to be negotiated)
- Design and manufacture of outdoor furniture
- Design and manufacture of indoor furniture
- Design & build a motor bike stand.

Students may also negotiate to take part in appropriate VET course including White Card Basic Hand Tools & WHS at their own cost.

ASSESSMENT TASKS

- Take part in group development/preparatory activities
- Prepare a contract of work
- Keep a journal folio containing a record of evidence
- Complete a major assignment/project
- Collect feedback about the project from community members and complete a course evaluation.

COSTS

$50 for basic supplies
Extra cost are determined by each student’s individual project and are the responsibility of the student.

PATHWAYS

TAFE. Trade jobs/apprenticeships
WORK AND CAREER DEVELOPMENT A and/or B

10 OR 20 CREDIT POINTS

This can be a semester or full year course BUT recommended as FULL YEAR within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES

A desire to look at future career options and develop work-related skills.

SUBJECT DESCRIPTOR

Students negotiate from a range of topics which might include (e.g.)

- Career investigation using “myfuture” website
- Job preparation by preparing a resume, portfolio, etc.
- Case Study of career
- Work Experience and /or Casual Job
- Employability Skills, etc.

COSTS

Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS

Contract of work
Practical activity with evidence
Presentation of project
Reflection on project and learning

PATHWAYS

TAFE, employment
RESEARCH PROJECT B  ATAR SUBJECT
RESEARCH PROJECT A  NON ATAR

10 CREDITS

PREREQUISITES
Nil however Stage 1 Research Practices is an advantage

SUBJECT DESCRIPTOR
The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better. Students will:

• generate ideas to plan and develop a research project
• understand and develop one or more capabilities in the context of their research
• analyse information and explore ideas to develop their research
• develop specific knowledge and skills
• produce and substantiate a research outcome
• evaluate their research.

Students develop the Capabilities and apply the Research Framework

The 4 parts of the research framework are:

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

ASSESSMENT TASKS
All Stage 2 subjects have a school based assessment component (70%) and an external assessment component. Students will produce the following assessment types;

School based Assessment
Type 1; Folio (containing preliminary ideas and research proposal, research development and discussion): 30%
Type 2; Research outcome 40%

External Assessment
Type 3; Evaluation (including written summary) 30%

COSTS
These will depend on the research topic chosen by student and will be considered when student and teacher discuss research proposal.
Stage Two  Choice Subjects

ACCOUNTING  ATAR

20 CREDIT POINTS

PREREQUISITES
Pass in Stage 1 Accounting is desirable but not essential.

SUBJECT DESCRIPTOR
Stage 2 Accounting is a 20-credit subject. Students are required to study the following three sections:

• Section 1: The Environment of Accounting
• Section 2: Financial Accounting
• Section 3: Management Accounting.

In this subject, students are expected to:

• identify various accounting entities and the main users of financial information
• recognise, understand, record, report, and communicate financial information in a manner appropriate to the identified needs of the user
• understand and apply the process required to maintain financial information in order to report the results of business activity
• recognise that accounting concepts and standards determine the responsibilities and obligations of accounting entities to report financial information
• apply identified accounting concepts and standards to generate financial reports
• analyse and interpret financial and non-financial information for decision-making and problem-solving
• recognise that social, legal, regulatory, and ethical issues both influence and are influenced by business and accounting decisions.

ASSESSMENT TASKS

School Assessment 70%
• Assessment Type 1: Skills and Applications Tasks 50%
• Assessment Type 2: Report 20%

External Assessment 30%
• Assessment Type 3: Examination 30%

COSTS
$40.00

PATHWAYS
University Business and Commerce Degrees, TAFE
Choice Subjects

Stage Two

ARTS, CRAFTS & DESIGN  NON-ATAR

20 CREDIT POINTS
Recommended as a FULL YEAR course within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES
A passion for any art, craft or design projects.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include
- Art (painting, drawing, printmaking, sculpture, digital pieces, street art etc)
- Design (architecture, fashion, furniture/product design, decorative design for skateboard/surfboard, make-up design)
- Crafts (beading, jewellery, knitwear, scrapbooking etc)
- Photography
- Body Art
- Students will work towards an exhibition of their work.

COSTS
Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
- Contract of work
- Practical activity with evidence
- Presentation of project  70% total
- External assessment (Reflection on project and learning)  30%
**BIOLOGY ATAR**

**20 CREDIT POINTS**

**PREREQUISITES**
Full year of Stage 1 Biology recommended

**SUBJECT DESCRIPTOR**
Stage 2 Biology examines the structure and function of living things from the molecular level to the ecosystem level. It looks at the organisation of living things, how they are able to be selective, the flow of energy and how living things reproduce and evolve. There is a strong focus on awareness of the way human society impacts on and is impacted by developments in biological understanding.

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.

**ASSESSMENT TASKS**
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio 30%
- Skills and Assessment Tasks 40%
- Externally marked exam (3 hour) 30%

**COST**
Students will need to purchase a practical book ($20.00) and a revision guide ($30.00) approximately.

**PATHWAYS**
University/TAFE studies in Science, Medicine, Veterinary Science, Forensics, Biotechnology, Nursing, and Agriculture.
Choice Subjects

Stage Two

BUSINESS ENTERPRISE ATAR

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil, however, Stage 1 Business Enterprise would be an advantage

SUBJECT DESCRIPTOR
Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of seven option topics.

The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organisations.

For a 10-credit subject, it is recommended that students undertake the core topic and one option topic.

For a 20-credit subject, it is recommended that students undertake the core topic and two option topics.

ASSESSMENT TASKS

10-credit Subject

School Assessment 70%
Assessment Type 1: Folio 40%
Assessment Type 2: Practical 30%

External Assessment 30%
Assessment Type 3: Issues Study 30%

20-credit Subject

School Assessment 70%
Assessment Type 1: Folio 30%
Assessment Type 2: Practical 20%
Assessment Type 3: Issues Study 20%

External Assessment 30%
Assessment Type 4: Report 30%

COSTS
$40.00

PATHWAYS
University, TAFE, or your own small business
CHEMISTRY  ATAR
20 CREDIT POINTS
(IN PARTNERSHIP WITH WILLUNGA HIGH SCHOOL)

PREREQUISITES
A student should have achieved good passing marks in a full year of Year 11 (Stage 1) Chemistry. Sound mathematical skills are certainly an advantage.

SUBJECT DESCRIPTOR
The course is divided into 5 topics
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio 30%
- Skills and Assessment Tasks 40%
- Externally marked exam (3 hour) 30%

COST
Students will need to purchase a practical book ($20.00) and a revision guide ($30.00) approximately.

PATHWAYS
A wide range of tertiary courses can be chosen following successful completion of Year 12 Chemistry. Graduates can move into teaching, Forensic Science, mining, winemaking, and many other diverse areas.
DESIGN TECHNOLOGY ATAR

20 CREDIT POINTS

PREREQUISITES
It is preferable that students have studied this subject at Stage 1 level.

SUBJECT DESCRIPTOR
The focus of this course will be the use of Flash CS4 to produce Applications and/or elements of a webpage. Students will also be exposed to using Photoshop CS4 and Dreamweaver. The students will be involved in the design process to Investigate, Design/Plan, Produce and Evaluate a product in which they create. Students will learn both practical skills in using Flash and aspects of programming using both ActionScript 2 and ActionScript 3.

ASSESSMENT TASKS
Three skills and applications tasks 20%
Two products 50%

External Assessment Task
Two assessments for the folio 30%

COSTS
$10.00 for materials and printing

PATHWAYS
Web Design
Application Design
Multimedia design
EARLY CHILDHOOD STUDIES  

20 CREDIT POINTS  
This is a full-year course.

PREREQUISITES  
Year 10 Child Studies or Stage 1 Caring for Kids is an advantage.

SUBJECT DESCRIPTOR  
The topics covered in this subject will include:
• child development  
• value of play  
• concept of childhood and family  
• role of parents and caregivers  
• importance of behaviour management  
• child nutrition  
• health and wellbeing.

ASSESSMENT TASKS  
Practical and theory including action plans, practical applications and evaluations, group activities and investigations.  
Task 1: Environmental Influences on Antenatal development  
Task 2: Children and Vegetables  
Task 3: Importance of Child Safety  
Task 4: Cognitive Development  
Task 5: Children and Special Needs  
Task 6: Special Study  
Task 7: Children, Language and Literacy Skills  
Task 8: Healthy Party for Pre-School Children

COSTS  
$40.00 for full year.

PATHWAYS  
Nursing, Childcare, Teaching – Kindergarten, Junior Primary.
ENGLISH COMMUNICATIONS  ATAR

20 CREDIT POINTS

This is a whole year subject.

PREREQUISITES
An interest in English and satisfactory completion of Stage 1 English.
NB Subject can be completed as two separate units within a year.

SUBJECT DESCRIPTOR
Students are expected to complete:
• A communication study
• A text study, focusing on three texts
• A text production study comprising three different types of writing
• Externally assessed text and writer’s statement.

ASSESSMENT TASKS
Communication – 2 tasks 20%
Text Responses – 3 tasks (including an oral presentation) 20%
Text Production – 3 tasks 30%
Moderation occurs throughout the year.

COST
Trips to the movies, the theatre and to hear speakers.

PATHWAYS
University/TAFE.
ENGLISH PATHWAYS  ATAR

20 CREDIT POINTS

PREREQUISITES
Satisfactory completion of Stage 1 English Pathways or English

SUBJECT DESCRIPTOR
In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. In this course, students will engage with texts and use language skills to interact and work effectively with other people, and to solve problems.

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

School-based Assessment
- Text Analysis  40%
- Text Production  30%

External Assessment
- Language Study  30%

COSTS
Nil. Students may negotiate with teacher to undertake relevant excursions which may have a transport cost.
FOOD AND HOSPITALITY  ATAR

20 CREDITS

This is a full year course.

PREREQUISITES
Success at Year 11 Food.

SUBJECT DESCRIPTOR
Topics covered in this subject will include:
- Contemporary approaches and issues in the industry
- Safe work practices
- Trends in Food and Hospitality
- Cultural Foods
- Consumer protection
- Nutritional impact of healthy eating
- Current management practices
- Develop skills in food preparation and presentation techniques.

ASSESSMENT TASKS
Practical and theory including action plans, practical applications and evaluation, group activity and investigation.

COSTS
$120.00 for a full year. Extra costs are determined by the nature of the project and are the responsibility of the student.

PATHWAYS
Jobs in the Food and Hospitality Industry.
CAFÉ SEAFORD INTEGRATED LEARNING

ATAR (if only ONE Integrated Learning subject chosen)

20 CREDITS
This is a full year course. It does gain points for University and TAFE entry.

PREREQUISITES:
Successful at Year 11.

SUBJECT DESCRIPTOR:
The aim of this course is to involve students in the development and running of a short-term café for staff and senior students at Seaford 6-12 School.
Students will be involved in the following:
• hygiene & food safety
• development of food preparation and presentation skills
• knowledge and understanding of café style foods
• management of health, safety and welfare issues
• development of a café concept for the school
• menu planning and costing
• financial management of a café
• advertising
• barista skills
• working collaboratively with others
• front of house duties (food service)
• back of house duties (food preparation)
• reflection about their learning.

ASSESSMENT TASKS
Practical 30%
Group Activity 20%
Folio and Discussion 20%
Research Project 30%

COSTS
$60.00 Extra costs are determined by the nature of the project and are the responsibility of the student.
YOUR KITCHEN RULES: OUT OF HOME & COOKING FOR LIFE  
NON-ATAR

20 CREDIT POINTS
Recommended as a FULL YEAR course within Community Studies.

PREREQUISITE
This subject is designed for you to build a range of skills and knowledge in cooking in order to be able to cook independently in your future. An interest in learning how to cook a range of foods is essential!

Subject Descriptor
Students will develop and enhance their cooking skills through a range of possible units, which could include:
• Cooking methods, techniques and ‘tools of the trade’
• Hygiene & safety
• Cooking on different budgets
• Cooking for health and wellbeing
• Cooking for different occasions
• Redesigning or inventing new dishes
• Cooking for others (friends, family, partners)
• Cooking in season
• Cooking vs takeout
• 30-minute meals
• Shopping smart to cook smart.

Students will be able to negotiate from a range of topics to best suit the skills and abilities they bring with them and their needs and interests. Students will work towards producing a folio of evidence and present their learning to a community person. This might involve planning, shopping and preparing a week’s worth of meals on a given budget, or designing an interactive recipe guide for young people starting out on their own. This will be negotiated with students.

COSTS
$120 for a full year. Extra costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
• Contract of work
• Practical activity with evidence
• Presentation of project
• Reflection on project and learning

PATHWAYS
TAFE, jobs in the Food and Hospitality Industry
INFORMATION PROCESSING & PUBLISHING  ATAR

20 CREDIT POINTS

PREREQUISITES
It is preferable that students have studied this subject at Stage 1 level.

SUBJECT DESCRIPTOR
Students apply the design process and layout principles in planning, producing, and evaluating text-based products. Students also analyse an issue related to one or both of the focus areas they have studied. Students complete a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.

ASSESSMENT TASKS
Five practical skills tasks 40%
One or two Issues Analysis tasks 30%
External Assessment Task
One Product & Documentation 30%

COSTS
$10.00 for materials and printing

PATHWAYS
Web Design
Application Design
Multimedia design
Stage Two
Choice Subjects

LEGAL STUDIES  ATAR

20 CREDIT POINTS

PREREQUISITES
Minimum of semester of Legal Studies Stage 1 or other Stage 1 Humanities subjects recommended.

SUBJECT DESCRIPTOR
A study of the four topics provides an exploration of the Australian legal system for the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation. Central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

• Topic 1: The Australian Legal System
• Topic 2: Constitutional Government
• Topic 3: Law-Making
• Topic 4: Justice System

ASSESSMENT TASKS
The following assessment types enable students to demonstrate their learning in Stage 2 Legal Studies:

School Assessment
Assessment type 1: Folio  50%
Assessment type: Inquiry  20%

External Assessment
Assessment Type 3: Examination   30%

COSTS
$40 for excursions

PATHWAYS
University/TAFE studies in Arts, Commerce, Accountancy, Social Science, Law & Justice studies, Business Studies.
**MATHEMATICAL APPLICATIONS**  ATAR

20 CREDIT POINTS

**PREREQUISITES**
Students must have achieved a SACE grade of C or higher in either Mathematical Applications or Mathematical Studies in Stage 1 for a full year. Students can not choose this subject if they have only successfully completed 10 Credit Points of mathematics at Stage 1.

**SUBJECT DESCRIPTOR**
Mathematical Applications as outlined in the SACE Stage 2 Mathematics Curriculum enables students to appreciate experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. This course is for students who want to develop mathematical skills for solving real life problems in situations from enterprise, business trade and the community.

Students study four of the topics listed below (two topics in each semester)
- Applied Geometry
- Matrices
- Optimisation
- Share Investments
- Investment and Loans
- Maths and Small Business
- Statistics & Working data.

**ASSESSMENT TASKS**
- Folio: 40%
- Skills and Assessment Tasks: 30%
- Students undertake a 1½ hour Externally Set Exam at the end of Semester 1 and Semester 2: 30%

**COSTS**
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)

Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators. All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) Students who do not have their own graphics calculator may be able to hire one for the year for $60.00 ($20 cost and $40 refundable).

Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus.

**PATHWAYS**
A range of University and TAFE dependent on course prerequisites and total ATAR achieved.

Mathematics Applications does not lead to further studies in Mathematics based University courses.
Stage Two Choice Subjects

MATHEMATICAL STUDIES ATAR

20 CREDIT POINTS

PREREQUISITES
Students must have achieved a SACE grade of C or higher in Stage 1 Mathematical Studies A, B, C, D.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Studies as outlined in the SACE Stage 2 Mathematics Curriculum allows students to explore, describe and explain aspects of the world around them in a mathematical way. This course is for students who want to explore and develop the skills for modelling different aspects of the world around them and using these models to justify decisions.

Stage 2 Mathematical Studies consists of the following three topics:
- Working with Statistics
- Working with Functions and Graphs Using Calculus
- Working with Linear Equations and Matrices.

ASSESSMENT TASKS
- Folio 25%
- Skills and Assessment Tasks 45%
- Externally Set & Exam (3 hour) 30%

COSTS
A Revision Guide (approximately $24).
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) Students who do not have their own graphics calculator may be able to hire one for the year for $60.00 ($20 cost and $40 refundable).
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus.

PATHWAYS
A range of studies at University and TAFE.
Choice Subjects

Stage Two

SPECIALIST MATHEMATICS

ATAR

20 CREDIT POINTS (IN PARTNERSHIP WITH WILLUNGA HIGH SCHOOL)

PREREQUISITES
Students must have achieved a SACE grade of C or higher in Stage 1 Mathematical Studies A, B, C, D.
Can only be chosen if also choosing Mathematical Studies at Stage 2.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Studies as outlined in the SACE Stage 2 Mathematics Curriculum enables students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment. This course is for students interested in following the pathway that will lead them to become designers and makers of technology, or pathways into Mathematical Science, Engineering, Computer Science, Physical Sciences and Surveying.

Stage 2 Mathematical Studies consists of the following five topics:
- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors & Geometry
- Calculus
- Differential Equations.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Folio 25%
- Skills and Assessment Tasks 45%
- Externally marked & Exam (3 hour) 30%

COSTS
A Revision Guide (approximately $24).
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) Students who do not have their own graphics calculator may be able to hire one for the year for $60.00 ($20 cost and $40 refundable).
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A range of studies at University and TAFE.
MATHEMATICS ENDEAVOURS OF A NUMERACY KIND  INTEGRATED LEARNING
ATAR (if only ONE Integrated Learning subject chosen)

20 Credit Points
This is a full year course. It does gain points for University and TAFE entry.

PREREQUISITES
A passion for learning more, through the lens of mathematics, especially if numeracy is identified as an area needing growth on their PLP.

SUBJECT DESCRIPTOR
The aim is to involved students in the development of the course either looking at Event Management (planning an event to be held at the school late in the year) or working together to put forward a proposal of a Schoolyard Blitz (developing a proposal to the grounds committee to improve an identified area of the school yard). Students will be involved in the following:
• Budgeting their group project
• Time Scheduling and Planning around their group project
• Collecting and Analysing Data around their group project
• Conducting their group project
• Conducting their own research around an area of interest within the constraints of the negotiated group project
• Numeracy & Mathematics Skills developed
• Budgeting and use of spreadsheets
• Time Management
• Measurement
• Data collection & representation & analysis

ASSESSMENT TASKS
Practical 30%
Group activity 20%
Folio and discussion 20%
Research Project External Assessment 30%

COSTS
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00) Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators. All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) especially if they plan to go on to Stage 2 Mathematical Applications/Studies & Specialist Mathematics. Students who do not have their own graphics calculator may be able to hire one for the year for $60.00 ($20 cost and $40 refundable). Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus.
MEDIA STUDIES  ATAR

20 CREDIT POINTS

PREREQUISITES
It is preferable that students have studied this subject at Stage 1 level.

SUBJECT DESCRIPTOR
Students investigate a range of topics related to the media, under the four key concepts of media representations, conventions, organisations, and audiences. Students identify and outline the topic they want to study and then choose the form in which they present their findings. The Investigation component of this course is designed to give students the opportunity to study a current media issue and to present their findings. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society.

ASSESSMENT TASKS
Folio: two media exploration tasks & one media interaction study  30%
Two media products        40%

External Assessment Task
One investigation            30%

COSTS
$10.00 for materials and printing

PATHWAYS
Web Design
Application Design
Multimedia design
Modern History

20 Credit Points

Prerequisites
A keen interest in the study of History. It would be an advantage to have studied History at Year 10 and/or Year 11 in order to be able to read with understanding.

SubjectDescriptor
Students will acquire knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c.1500 up to the present. The course consists of three components:

• Course work
• Individual essay
• External examination (3 hours)

Topics Covered

Depth Study (one only)
• Public and Private Lives: A Social and Political History of Women since c.1750
• The War to End All Wars: The First World War and its consequences c.1870-1929
• An Age of Catastrophes: Depressions, Dictators and the Second World War c.1945
• Post War Rivalries and Mentalities: Superpowers and Social Change since c.1945
• Persecution and Hope: Power and Powerlessness in Society since c.1500.

Thematic Study (one only)
• Pain and Gain: Modernisation and Society since c.1500
• Intruders and Resistors: Imperialism and its Impact since c.1500
• A Sense of Belongings: Groups and Nations since c.1500
• The Captives, the Unwanted, and the Seekers: Forced and Free Migration since c.1500
• Revolution and Turmoil: Social and Political Upheavals since c.1500
• Slaves, Serfs, and Emancipations: Forced Labour since c.1500

Individual History Essay (choice from one of the eleven topics)

Assessment Tasks
• Folio 50%
• Individual History Essay 20%
• External Examination 30%

Costs
May include excursions.

Pathways
University/TAFE.
Stage Two Choice Subjects

Music ATAR

20 CREDIT POINTS

PREREQUISITES
To have participated in, enjoyed, and passed Stage 1 Music.

SUBJECT DESCRIPTOR
Students have the opportunity to choose from the following components from the course outline. Each component is worth 10 credit points.

Stage 2 Music is a full year subject, which consists of choosing two of the following three components.

Music Individual Study and Ensemble Performance are the two most common combinations for Stage 2 Music at Seaford. It is advised that students looking to choose music for Stage 2 consult their current music teacher for some advice.

Music Individual Study (10 Credit Points)
Students choose a topic based on music, and present this topic, along with a folio, detailing their journey. The folio will include DVD footage of the project, regular journal entries, and an overview.

Common topics include; Guitar Restoration, Instrumental Tutoring, Event Management, and topics related to the Music Industry.

Ensemble Performance (10 Credit Points)
- Full year course
- Students rehearse regularly on their chosen instrument, or voice, in an ensemble.
- Learn 20 minutes of music throughout the year, performing this music on three occasions during the year for formative assessment.

Solo Performance (10 Credit Points)
- Full year course
- Students rehearse regularly on their chosen instrument, or voice.
- Learn 20 minutes of music throughout the year, performing this music on three occasions during the year for formative assessment.

COSTS
$10.00

PATHWAYS
University and TAFE
OUTDOOR EDUCATION  ATAR

20 CREDIT POINTS

PREREQUISITES
Stage 1 Outdoor Education will provide a sound foundation of Outdoor

SUBJECT DESCRIPTOR
Outdoor Education is the study of the human connection to natural environments through outdoor activities. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development.

In this subject, students are expected to:
• Demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces
• Investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts
• Demonstrate initiative, self-reliance, leadership, and a sense of responsibility towards other people in a natural environment
• Choose, apply, and evaluate personal and group risk and safety management practices
• Identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments
• Investigate, critically analyse, and reflect on the activities and strategies needed to achieve the sustainable use of natural environments, including, for example, Indigenous perspectives
• Reflect on the personal, group, social, and environmental outcomes of participation in an outdoor journey.

ASSESSMENT TASKS

School Assessment 70%
Assessment Type 1: Folio 20%
Assessment Type 2: Group Practical 30%
Assessment Type 3: Individual Practical 20%

External Assessment 30%
Assessment Type 4: Investigation 30%

COSTS
$200.00. This will be used to subsidise most transport, equipment hire, and camp deposits.
PERFORMANCE (DRAMA, DANCE, MUSIC)  NON-ATAR

20 CREDIT POINTS
Recommended as a FULL YEAR course within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES
A passion for any of the performing arts.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include
- Music (as a band or solo performer, OR as part of a community group etc)
- Dance (as a small group or solo performer, OR as a member of a community Dance Studio)
- Drama (as a group or solo performer OR as a member of a community group)
Students will work towards a performance of their work. This might be through a school-organised event, such as Arts Showcase or Choreographic Awards, a community event such as a Dance Studio concert or a very intimate performance for a small group of friends and/or family.

COSTS
Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
- Contract of work
- Practical activity with evidence
- Presentation of project 70% total
- External assessment (Reflection on project and learning) 30%

PATHWAYS
TAFE
PhYsical education   atar
20 CREdIT PoINTS

PREREQUISITES
Stage 1 PE will provide a sound foundation of both theory and physical skills, which will be built upon in Stage 2.

SUBJECT DESCRiPTION
The course is divided equally into practical and theory and allows students to extend their knowledge and understanding of human physical activity and its place in the lives of individuals and groups of people. This course will be externally moderated 30% external 70% school based.

Theory    50%
• Physical Activity & Exercise Physiology
• Skill Development and Biomechanics
• Issues Analysis Report.

Practical  50%
Students negotiate from the following:
• Volleyball
• Sailing
• Badminton
• Indoor Soccer
• Touch Football.

ASSESSmEnT T ASkS
THeory     Portfolio, Assignments, Lab Reports, Tests, SACE Board Examination (2 hours).
PRACTICAL  SACE Moderation, Performance Checklists, Portfolio.

COSTS
$120.00 plus food for 3 day sailing camp (Murraylands Aquatic Centre).

PATHWAYS
University Entrance.
Fitness Industry.
PhYSICS   ATAR

20 CREDIT POINTS (IN PARTNERSHIP WITH WILLUNGA HIGH SCHOOL)

PREREQUISITES
A student should have achieved good passing marks in a full year of Year 11 (Stage 1) Physics. Sound mathematical skills are certainly important.

SUBJECT DESCRIPTOR
The course is divided into 4 sections:
• Motion in Two Dimensions
• Light and Matter
• Electricity and Magnetism
• Atoms and Nuclei.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
Investigations Folio 40%
Skills and Assessment Tasks 30%
Externally marked exam (3 hour) 30%

COSTS
Students will need to purchase a practical book ($20.00) and a revision guide ($30.00) approximately.

PATHWAYS
A student who successfully completes Year 12 Physics will have a wide range of tertiary courses available.
PSYCHOLOGY ATAR

20 CREDIT POINTS

PREREQUISITES
Stage 1 Psychology recommended

SUBJECT DESCRIPTOR
Psychology is the systematic study of behaviour and how it can be explained in terms of biological, psychological and socio-cultural processes and individual differences. The course also considers the research methods and ethical issues associated with studying behaviour.

Topics covered:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio 30%
- Skills and Assessment Tasks 40%
- Externally marked exam (2 hour) 30%

COSTS
Students will need to purchase a revision guide ($25.00 approximately).

PATHWAYS
University / TAFE
SCIENTIFIC STUDIES  ATAR

20 CREDIT POINTS

PREREQUISITES
Full year of stage 1 science (biology, chemistry, scientific studies or physics) is recommended.

SUBJECT DESCRIPTOR
Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways and everyday life.

An overarching theme or themes should provide opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts.

An example of topics that could be covered include:
- Recycling
- Genetic modification of plants
- Genetic modification of animals
- Nuclear power
- Alternative energy.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio 30%
- Skills and Assessment Tasks 40%
- External Practical Investigation 30%

PATHWAYS
University/TAFE studies in Science, Medicine, Veterinary Science, Forensics, Biotechnology, Nursing, Agriculture.
SOCIETY AND CULTURE  ATAR

20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students will explore three topics from a list of eleven, which cover a broad canvas of issues such as globalization, social ethics, youth culture and the role of power in our lives. Students will analyse how societies work and sometimes fail; the forces that affect an individual’s choices and how societies change, for example as a result of the technological revolution. Systematic investigation, active participation and experience-based inquiry methods will enable students to examine the difference between lived reality and social constructions. In other words, how we believe we shape our lives but how our lives are often shaped for us by society.

ASSESSMENT TASKS
Students will show evidence of what they have learnt by three types of assessment:
• Assessment Type 1: Folio  (50%)
• Assessment Type 2: Interaction  (20%)
• Assessment Type 3: Investigation (30%) (External)

COSTS
Nil
SPECIALIST MATHEMATICS ATAR

20 CREDIT POINTS (IN PARTNERSHIP WITH WILLUNGA HIGH SCHOOL)

PREREQUISITES
Students must have achieved a SACE grade of C or higher in Stage 1 Mathematical Studies A, B, C, D.
Can only be chosen if also choosing Mathematical Studies at Stage 2.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Studies as outlined in the SACE Stage 2 Mathematics Curriculum enables students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment. This course is for students interested in following the pathway that will lead them to become designers and makers of technology, or pathways into Mathematical Science, Engineering, Computer Science, Physical Sciences and Surveying.
Stage 2 Mathematical Studies consists of the following five topics:
- Trigonometric Preliminaries
- Polynomials and Complex Numbers
- Vectors & Geometry
- Calculus
- Differential Equations.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
- Folio 25%
- Skills and Assessment Tasks 45%
- Externally marked & Exam (3 hour) 30%

COSTS
A Revision Guide (approximately $24).
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $30.00)
Stage 1 & 2 Mathematics courses require students to be proficient in using graphic calculators.
All students are encouraged to purchase their own Texas Instruments TI-84 Plus (approximately $180.00) Students who do not have their own graphics calculator may be able to hire one for the year for $60.00 ($20 cost and $40 refundable).
Please check the SACE Board website for other approved graphics calculator brands before purchasing a different brand to the TI-84 Plus

PATHWAYS
A range of studies at University and TAFE.
STAGE TWO  Choice Subjects

SPORT STUDIES  INTEGRATED LEARNING
ATAR (if only ONE Integrated Learning subject chosen)

20 CREDIT POINTS
Recommended as a FULL YEAR course within Integrated Learning. It is a highly practical course with minimum theory.

PREREQUISITES
A passion for sport, health, fitness and/or an area of recreation.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include (e.g.)
• Being involved in a community sporting or recreation team
• Coaching a junior sporting team
• Organising a personal health and fitness program
• Developing new skills in a recreation pursuit such as surfing, or horse riding
• Volunteering to support a recreation program for the disabled.

Students will work towards a demonstration of their work which might be (e.g.) a video demonstrating new skills and achievements.

ASSESSMENT TASKS
Contract of work
Practical activity with evidence
Presentation of project  70% total
External assessment (reflection on project and learning)  30%

COSTS
Costs are determined by the nature of the project and are the responsibility of the student.
TOURISM ATAR

20 CREDIT POINTS

PREREQUISITES

Nil.

SUBJECT DESCRIPTOR

The subject consists of four themes and eleven topics. A 20-credit subject consists of three topics that are informed by the four themes.

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

TOPICS (Three of these to be chosen for study by the teacher and students)

- Applications of Technology in Tourism
- Establishing a Tourism Venture
- Management of Local Area Tourism
- Marketing Tourism
- Responsible Travel
- Tourism Industry Skills
- The Economics of Tourism
- Indigenous People and Tourism
- The Impacts of Tourism
- Special Interest Tourism
- The Role of Governments and Organisations in Tourism
- Negotiated Topic

ASSESSMENT TASKS

School based assessment 70%
- Assessment Type 1 Folio 20%
- Assessment Type 2 Practical Activity 25%
- Assessment Type 3 Investigation 25%

External Assessment 30%
- Assessment Type 4 Examination 30%

COSTS

$40.00 for excursions.

PATHWAYS

University or TAFE
VISUAL ARTS - ART  ATAR

20 CREDIT POINTS
Not to be taken with Visual Arts - Design ATAR

PREREQUISITES
It is desirable to have completed Stage 1 Visual Arts - Art or Stage 1 Visual Arts - Design

SUBJECT Descriptor
Students have the opportunity to create and develop ideas that lead to original art works in a wide range of mediums including 2D (eg, drawing, painting, printmaking) and 3D (sculpture, ceramics, etc). Students are required to use folios to document the development of their works.

The course has three components:
- ‘VISUAL THINKING’ documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, sketches, research, photographs and other means. At Stage 2, Visual Thinking will communicate a student’s personal visual aesthetic.
- ‘PRACTICAL RESOLUTION’ will require students to complete between 2 and 3 major art works over the course of the year. This section includes at least 2 ‘Practitioner’s Statements’ in which students will explain and evaluate their works.
- ‘VISUAL STUDY’ gives students the opportunity to work independently to examine one or more styles, ideas, concepts, media, methods, techniques or technologies from within the visual art world. The Visual Study takes the form of a written or electronic presentation (approximately 2000 words) and a research folio and will be externally assessed.

ASSESSMENT TASKS
‘Visual Thinking’ accounts for 30% of the final grade, ‘Practical Resolution’ for 40% while ‘Visual Study’ covers the remaining 30%.

COSTS
$60 course surcharge for materials and excursions. Extra costs are determined by the nature of the project and are the responsibility of the student.

PATHWAYS
Tertiary level (TAFE or university) studies in Visual Arts or Design.
Stage Two Choice Subjects

VISUAL ARTS – DESIGN ATAR

20 CREDIT POINTS
Not to be taken with Visual Arts - Art ATAR

PREREQUISITES
It is desirable to have completed Stage 1 Visual Arts - Art or Design

SUBJECT DESCRIPTor
Students have the opportunity to create and develop ideas that lead to original design works in a variety of areas such as Communication Design (posters, packaging), Product Design (fashion, furniture) or Environmental Design (architecture, interior design). Media used may include Computer Generated Imaging (CGI), model-making, as well as more traditional illustration materials. Students are required to use folios to document the development of their works.

Stage 2 Visual Arts - Design is a 20 credit subject studied over two semesters.

The course has three components:

- **‘VISUAL THINKING’** documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, sketches, research, photographs and other means. At Stage 2, Visual Thinking will communicate a student’s personal visual aesthetic.

- **‘PRACTICAL RESOLUTION’** will require students to complete between 2 and 3 major design works over the course of the year. This section includes at least 2 ‘Practitioner’s Statements’ in which students will explain and evaluate their works.

- **‘VISUAL STUDY’** gives students the opportunity to work independently to examine one or more styles, ideas, concepts, media, methods, techniques or technologies from within the world or the designer. The Visual Study takes the form of a written or electronic presentation (approximately 2000 words) and a research folio and will be externally assessed.

ASSESSMENT TASKS
‘Visual Thinking’ accounts for 30% of the final grade, ‘Practical Resolution’ for 40% while ‘Visual Study’ covers the remaining 30%.

COSTS
$60 course surcharge for materials and excursions. Extra costs are determined by the nature of the project and are the responsibility of the student.

PATHWAYS
Tertiary level (TAFE or university) studies in Visual Arts or Design.
VISUAL ART - DIGITAL ART

20 CREDIT POINTS
Not to be taken with Stage 2 Art (ATAR) or Stage 2 Design ATAR

PREREQUISITES
Successful completion of Stage 1 Digital Design and Graphics or similar and an interest in the use of computer aided art and design.

SUBJECT DESCRIPTOR
Students undertaking this course will use a range of electronic media to create visual art or design products. These may include the use of photographic and video editing software, 3D modelling programs, graphics tablets and other rendering tools.

The course is a 20 credit subject and is studied over 2 semesters. It has three components:

• ‘VISUAL THINKING’ documents the development of ideas, preliminary/preparatory studies and evidence of progress through written notes, sketches, research, photographs and other means. At Stage 2, Visual Thinking will communicate a student’s personal visual aesthetic.

• ‘PRACTICAL RESOLUTION’ will require students to complete between 2 and 3 major works over the course of the year. This section includes at least 2 ‘Practitioner’s Statements’ in which students will explain and evaluate their works.

• ‘VISUAL STUDY’ gives students the opportunity to work independently to examine one or more styles, ideas, concepts, media, methods, techniques or technologies from within the world of the designer. The Visual Study takes the form of a written or electronic presentation (approximately 2000 words) and a research folio and will be externally assessed.

ASSESSMENT TASKS
Visual Thinking accounts 30%
Practical Resolution 40%
Visual Study 30%

PATHWAYS
Tertiary level (TAFE or university) studies in Visual Arts or Design.
WOOD & METAL CONSTRUCTION AND THE COMMUNITY  NON-ATAR

20 CREDIT POINTS
This is a FULL YEAR course within Community Studies. The course contains both practical and theory components.

PREREQUISITES
A passion for working with wood and/or metal. Preference will be given to students who have completed at least one semester of Wood & Metal construction at Stage 1.

SUBJECT DESCRIPOTOR
Students negotiate to undertake the production of a range of products of various sixes and level of complexity. These may include furniture construction (indoor/outdoor) metal fabrication and trade work experience.
Students may also negotiate to take part in appropriate VET course including White Card Basis Hand Tools & OHSW at their own cost.

ASSESSMENT TASKS
• Take part in group development/preparatory activities
• Prepare a contract of work
• Keep a journal containing a record of evidence
• Complete a major assignment/project
• Collect feedback about the project from community members and complete a course evaluation.

COSTS
$50 for basic supplies
Extra cost are determined by each student’s individual project and are the responsibility of the student

PATHWAYS
TAFE: Trade jobs/apprenticeships
WORK AND CAREER DEVELOPMENT  NON-ATAR

20 CREDIT POINTS
Recommended as a FULL YEAR course within Community Studies. It is a highly practical course with minimum theory.

PREREQUISITES
A desire to look at future career options and develop work-related skills.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include (e.g.)
- Career investigation using “myfuture” website
- Job preparation by preparing a resume, portfolio, etc.
- Case Study of career
- Work Experience and /or Casual Job
- Employability Skills, etc.

COSTS
Costs are determined by the nature of the project and are the responsibility of the student.

ASSESSMENT TASKS
Contract of work
Practical activities with evidence (including resume, portfolio etc)
Presentation of project 70% total
External assessment (Reflection on project and learning) 30%

PATHWAYS
TAFE, employment
There are three focus areas of study of this subject:

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

Students must include the following areas of study:

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

For the Industry and Work Knowledge component, students study three or more topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topic.

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

**School Based**
- Folio 25%
- Performance 25%
- Reflection 20%

**External Assessment (see sidebar)**
- Investigation 30%

**INVESTIGATION**
The Investigation may be either a practical investigation or an issues investigation.

**PRACTICAL INVESTIGATION**
Students undertake a practical investigation based on a product, task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating. The report should be up to a maximum of 2000 words, if in written form, or the equivalent in other forms.

**ISSUES INVESTIGATION**
Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or more of the topics studied. The issues investigation may be presented in written, oral or multimodal form. The report should be up to a maximum of 2000 words, if in written form, or the equivalent in other forms.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.
WRITING AND AUTHORSHIP INTEGRATED LEARNING

ATAR (if only ONE Integrated Learning subject chosen)

20 CREDIT POINTS

This is a full year course. It does gain points for University and TAFE entry.

PREREQUISITES

Nil. This is a Year 12 subject. Year 11 students can negotiate to do this subject.

SUBJECT DESCRIPTOR

The aim of this course is to involve students in the development of Writing and Authorship skills. Students may choose to be involved in one or more of the following;

• Planning and developing writing skills
• Group Authorship focus groups
• Field Trip to publishing house
• Investigation of a successful author’s method of authorship
• Development of writing skills associated with Business and Research
• Production skills associated with a small magazine

SKILLS DEVELOPED

• Practical Authorship skills
• Group interaction skills and Teamwork
• Communication skills
• Investigation skills

ASSESSMENT TASKS

• Practical 30%
• Group Activity 20%
• Folio and Discussion 20%
• In addition students will undertake a project worth 30%

There is no exam in this subject.

COSTS

$30.00

If students choose to produce a published piece then additional stationery costs may occur.
I Vocational Education and Training (VET) Courses

INTRODUCTION

VET stands for Vocational Education and Training.

It simply means studying topics and/or undertaking programs, which prepare you for the workforce. Seaford 6-12 School is most fortunate in being able to offer students a wide range of VET programs. In particular, we have 3 main types for our senior students:

- Seaford ‘stand alone’ subjects, (which are VET Certificate courses)
- Southern Adelaide & Fleurieu (S.A.F.) Trade School programs, (which are mainly VET certificate courses)
- Regional Short Courses, (which are part of VET Certificate courses)

The first section will give the details of our 7 Seaford ‘stand alone’ VET subjects. This means that they are timetabled as part of our formal program and have scheduled lessons during the week. They all gain SACE credits as well as being nationally accredited VET programs, which lead to employment and/or further training.

The first 6 are all accredited as Stage 1 according to the SACE VET Register – the Certificate 3 counts towards Stage 2 of SACE
VET CERTIFICATE I AUTOMOTIVE – Stage 1 Accreditation

This is a 2-semester course available to Year 11 and 12 students.

PREREQUISITES
An interest in pursuing a career in the Automotive Industry is an advantage. Year 10 Metal Construction would be an advantage.

SUBJECT DESCRIPTOR
This course aims to develop skills in automotive workshop techniques and an understanding of the dangers and responsibilities of the workplace. It is divided into 2 parts:

- 8 core units (or competencies)
- 3 elective competencies.

The core competencies are:

- Apply safe working practices
- Identify environmental regulations and best practices in the workplace
- Carry out workshop activities
- Inspect & service cooling systems
- Test, service, and maintain battery storage systems
- Carry out servicing operations
- Use and maintain workplace tools and equipment
- Use and maintain measuring devices

Students are required to complete 4 weeks of Work Placement in a variety of worksites.

ASSESSMENT TASKS
VET programs are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course. Successful completion will result in students gaining 20 SACE credits and their nationally accredited Certificate I.

COSTS
$200.00 for specialist training materials plus it is necessary to purchase your own safety clothing (overalls and boots).

PATHWAYS
Leads to a variety of jobs in the Automotive Industry, as well as an apprenticeship in Automotive.
Further education and training leads to Certificate II & III.
VET CERTIFICATE III CHILDREN’S SERVICES – Stage 2 Accreditation

This is a 2 – Semester course available only to Year 11 & 12 students.

PREREQUISITES
Genuine interest in pursuing a career in Childcare, Family Day Care, Nannying or Playgroup Supervisor is a must. Year 10 Child Studies and/or Year 11 (Stage 1) Caring for Kids would be an advantage.

SUBJECT DESCRIPTOR
This course is divided into 2 parts:
• 11 core or compulsory units (or competencies) • 4 elective units

The core competencies are:
• Identify and respond to children and young people at risk.
• Ensure the health and safety of children
• Provide care for children
• Contribute to the provision of nutritionally balanced food in a safe and hygienic manner
• Work within a relevant legal and ethical framework
• Support the development of children
• Interact effectively with children
• Provide experiences to support children’s play and learning
• Develop understanding of children’s interests and developmental needs.
• Apply First Aid
• Contribute to OHS processes.

• Students are required to complete 22 days of Work Placement in appropriate worksites.

ASSESSMENT TASKS
VET programmes are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course. Successful completion will result in students gaining 80 SACE credits (according to which electives they choose) and their nationally accredited Certificate III.

COSTS
This highly specialised training is delivered by the reputable and nationally accredited Enable College at our school and will be subsidised heavily (80%) by the governments Training Guarantee. Students only need to pay $784.

PATHWAYS
This high level VET certificate leads straight into the occupations of Child Care Assistant, Child Care Worker, Playgroup Supervisor, Family Day Care Worker, Nanny, and Outside School Hours Care Assistant.
VET CERTIFICATE II CREATIVE INDUSTRIES (MULTIMEDIA) - Stage 1 Accreditation

This is a 2 – Semester course available only to Year 11 & 12 students. (Counts only towards Stage 1 SACE)

PREREQUISITES
Year 10 / Year 11 Digital Design and /or Stage 1 Design Technology would be an advantage.

SUBJECT DESCRIPTOR
This course is designed to prepare students for the role of assistants in the Multimedia industry. The course is divided into 2 sections:

- 4 core units
- 4 elective units

The core competencies are:

- Apply critical thinking techniques
- Work effectively with others
- Develop & apply industry knowledge
- Follow health, safety & security procedures.

Students must then do 5 elective competencies, and are advised to do 1 week of Work Placement in an appropriate worksite.

ASSESSMENT TASKS

VET programmes are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course.

Successful completion will result in students gaining 35 SACE credits and their nationally accredited Certificate II.

COSTS

$100 for training materials & necessary software.

PATHWAYS

Further education & training at TAFE leads to higher level certificates’ (III & IV) which allows direct entry into the Multimedia Industry.
VET CERTIFICATE II ENGINEERING (Part – Core and some electives)  
- Stage 1 Accreditation

This is a 2-semester course available to Year 11 and 12 students.

PREREQUISITES
Year 10 Metal Construction or Stage 1 Metal Construction and Machining would be an advantage.

SUBJECT DESCRIPTOR
The aim of this course is to provide students who have a genuine basic interest in the metal trades with a wide range of basic skills and techniques used in a workshop from welding to using power tools.

The course is divided into 2 sections:
• 4 core units (or competencies).
• 10 elective units.

The core competencies are:
• Apply principles of occupational health & safety in the work environment.
• Plan to undertake a routine task.
• Apply Quality procedures.
• Work with others in a manufacturing, engineering or related environment.

Students must then do 10 elective competencies and 1 week of Work Placement to complete the course, and a First Aid Course, and a White Card Course is strongly recommended (cost is $120).

ASSESSMENT TASKS
VET programs are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course.

Successful completion will result in students gaining 30 SACE credits and their nationally accredited Certificate I.

COSTS
$250.00 for training materials plus it is necessary for students to purchase safety/protective clothing (boots and overalls).

PATHWAYS
Leads to a wide range of skilled metal trades including boiler making, fitting and machining, sheet metal fabrication, tool making and welding.

Further education and training leads to higher level certificates (II & III)
VET CERTIFICATE II FOOD PROCESSING - Stage 1 Accreditation

This is a 2-semester course available to Year 11 & 12 students.

PREREQUISITES
Year 10 Food & Nutrition and/or Year 11 (Stage 1) Food & Hospitality would be an advantage.

SUBJECT DESCRIPTOR
The aim of this course is to provide students who have a passion for cooking with specific skills & techniques to hygienically prepare a variety of foods.

The course is divided into 2 sections:

5 core competencies

8 elective units

The core competencies are:

- Implement the food safety program & procedures
- Participated in OH&S process
- Apply Quality systems & procedures
- Provide & apply workplace information
- Participate in environmentally sustainable work practices.

Students then do 5 electives from 3 main specialist areas:

- Baking
- Confectionary
- Cooking Processes

ASSESSMENT TASKS
VET programs are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course. Successful completion will result in students gaining 30 SACE credits and their nationally accredited Certificate II which is recognised by industry.

COSTS
$200 for training materials & consumables

PATHWAYS
This course leads to the higher level Certificate III at TAFE and/or a range of vocations in the rapidly growing food, beverage & hospitality industry.
VET CERTIFICATE I FURNISHING – Stage 1 Accreditation

This is a 2-semester course available to Year 11 and 12 students.

**PREREQUISITES**
Year 10 Wood construction would be an advantage; also Stage 1 Wood Construction.

**SUBJECT DESCRIPTOR**
The aim of this course is to provide students with the necessary background knowledge and skills for further study and a career pathway in cabinet making, carpentry and furnishing trades.

The course is divided into 2 sections:
- 4 core units (or competencies)
- 2 elective units

The core competencies are:
- Follow Safe Working Policies & Practices
- Communicate in the Workplace
- Carry out Measurements & Calculations
- Work Effectively with others

Students must do then do 2 electives specializing in constructing a timber Furnishing product and are recommended to do at least 1 week of Work Placement in the Furnishing Industry.

**ASSESSMENT TASKS**

VET programs are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course.

Successful completion will result in students gaining 30 SACE credits and their nationally accredited Certificate I which is recognised by industry.

**COSTS**
$200.00 for training materials plus it is necessary to for students to have their own protective clothing (i.e. boots & overalls)

**PATHWAYS**
This course leads to careers in the cabinet making, carpentry and furnishing trades and/or higher level Certificates (II & III) at TAFE.
VOCATIONAL EDUCATION AND TRAINING

VOCATIONAL EDUCATION AND TRAINING

VET CERTIFICATE II TOURISM OPERATIONS - Stage 1 Accreditation

This is a 2 semester course available to Year 11 or 12 students.

PREREQUISITES
Stage 1 Tourism would be an advantage.

SUBJECT DESCRIPTOR
This stand alone VET course is a doorway into the hospitality and tourism industry or further study at TAFE.

The core competences are:
- Develop and update tourism industry knowledge
- Work with colleagues and customers
- Work in a socially diverse environment
- Follow health, safety and security procedures
- Students would benefit by doing Work Placement in the industry.

ASSESSMENT TASK
VET programs are assessed differently to other school subjects; it is called competency-based assessment and involves a strong practical focus on students applying knowledge and demonstrating skills developed throughout the course.

Successful completion will result in students gaining 30 SACE credits and their nationally accredited VET Certificate II.

COSTS
$200.00 for training materials and one major excursion.

PATHWAYS
Preparation for entry in the rapidly expanding Tourism industry and/or leads to Certificate III and IV at TAFE.
Vocational Education and Training

II  Southern Adelaide & Fleurieu (S.A.F.) Trade School

Seaforth 6-12 School is situated on the Fleurieu Peninsula and as such is an integral part of the S.A.F.

S.A.F. is a collaboration of state schools in the southern region to form an alliance to deliver a wide range of career & vocational pathways to students of the Fleurieu Peninsula.

The S.A.F. Trade School is an important factor in widening educational options for students, as it is financially and logistically impossible for any one individual school to deliver an all-encompassing range of vocational options. Therefore, through an alliance of schools such as Christies Beach High School, Willunga High School and Seaforth 6-12 School students have access to a greater number of opportunities, resources and skilled mentors. As the courses will be delivered by the host school using their facilities and staff the cost of S.A.F. Trade School VET offerings will be considerably less than courses offered by external training organizations such as TAFE.

In 2014 S.A.F. schools are looking to widen the offerings available and provide a structure by which students may move between educational worksites with the minimum disruption to their mainstream subjects at their home school. In order to facilitate this it has been agreed that VET offerings delivered by schools in the region be timetabled for Wednesdays to allow for minimal disruption. This should see considerable movement of students between school sites throughout the region as it did in 2013 when the 12 schools in the region offered over 50 courses.

For further information refer to S.A.F. Trade Schools brochure (available at Course Counselling in Week 5 of Term 3).

ABERFOYLE PARK
Certificate I Construction
Certificate I Elect-technology
Certificate II Sport & Recreation

CHRISTIES BEACH HIGH SCHOOL
Certificate II Business
Certificate II Community Services
Certificate II Health Support Services
Certificate I Hospitality
Certificate I I.T.
Certificate II Outdoor Education
Certificate I & II Retail
Certificate II Tourism

HALLETT COVE HIGH SCHOOL
Certificate I Elect-technology
Certificate II Elect-technology
Certificate I Plumbing
Certificate II Plumbing

MOUNT COMPASS AREA SCHOOL
Certificate I Rural Operations

REYNELLA EAST HIGH SCHOOL
Certificate I Allied Health
Certificate II Community Services
Certificate I Construction

SEAFORD 6-12 SCHOOL
Part of Certificate II Engineering

WILLUNGA HIGH SCHOOL
Certificate I Tourism
Certificate I Hospitality (Kitchen Operations)
Certificate I Hospitality (Operations - Front of House)
Certificate II Wine Industry Operations

YANKALILLA AREA SCHOOL
Certificate II Hairdressing
Vocational Education and Training

III VET Short Courses 2014

S.A.F. has offered a series of VET Short Courses to secondary school students for the past eleven years. They are intended for students who may want to follow certain vocational pathways and find that their school doesn’t cater for this, or they want to increase their exposure to training in specific vocational areas. Other courses such as hospitality allow students to complete the Certificate qualification, which may increase their chances of being accepted into a TAFE course at the next level. Most of our short courses are offered through TAFE Institutes or private RTO’s (Registered Training Organisations).

Students MUST attend regularly to be able to meet the competency standards. Passing is based on the student demonstrating that they are competent in all aspects of the units. If they don’t pass, they will not gain the SACE credits indicated. By passing competency units, the student will gain SACE credits towards their SACE Certificate. 35 hours of stand alone VET = 5 SACE credits (but only if the student is declared competent by the trainer).

DISCLAIMER: We can not guarantee that the courses mentioned in the Short Course brochure will run, as this depends on:
1. The ability of the RTO (Registered Training Organisation, e.g. TAFE) to provide training,
2. The COSTs involved in the courses,
3. The number of students, who will definitely undertake the training,
4. TAFE and school arrangements.

Also RTos retain the right to increase course costs from time to time, and as such any prices quoted here may be subject to change at short notice.

Note: There is a no-refund policy within TAFE and private RTO’s with regards to tuition fees. Courses must be paid up front, and there will NOT be a refund if the student withdraws after the commencement of the course.

HOW TO APPLY?
To apply for any of these courses, Students must complete a TAFE registration form that is available from the VET Coordinator. Classes will be set up and courses established once there are sufficient students to make a viable class.

MOST POPULAR SHORT COURSES
The following short courses have been very popular in recent years, and are most likely to be offered again:-
- Auto-Electrical
- Café Operations
- Coffee
- First Aid
- Fitness
- Forklift (only 18-yr olds)
- Graphic Design
- Hair & Beauty
- Information Technology
- Liquor Service (only for Year 12’s)
- Make-up & Beauty
- Nail Technician
- Retail
- White Card

COSTS
All VET Short Courses are heavily subsidised for school students. The costs range from $300 to over $900 for highly specialised courses. They all gain dual accreditation, i.e. the student gains SACE credits as well as a VET qualification that is nationally recognized by employers and industry.