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INTEGRATED LEARNING
VOCATIONAL EDUCATION AND TRAINING
This Curriculum Guide is designed to provide you with information about subject and course offerings for 2013. 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
In selecting your course for 2013, 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 2013
- Subject Teacher Recommendation Form for 2013

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

Seaford 6-12 SCHOOL PURPOSE

AT SEAFOORD 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
- TRAINEE-SHIPS
- 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

<table>
<thead>
<tr>
<th>YEAR 6, 7 &amp; 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
</tr>
</thead>
</table>
| Middle School Visual Art
| Visual Art - Art
| Visual Art - Design
| Visual Art - Design A and/or B
| Visual Art - Design A and/or B |
| Visual Art - Art A and/or B |
| Digital Design |
| Digital Design |
| Visual Art - Design |
| Visual Art - Design |
| Visual Art - Art |
| Visual Art - Design |

Note: Shaded Stage 2 Subjects are NON-ATAR
Design & Technology

YEAR 6, 7 & 8
- Tech Studies
  - Woodwork
    - Metalwork
  - Home Economics
    - Food Nutrition
      - Food as a Socialiser
      - Child Studies

YEAR 9
- Woodwork
  - Wood Construction
  - Metalwork
  - Food Nutrition

YEAR 10
- Wood Construction
  - Engineering VET
    - Auto VET

STAGE 1
- Wood Construction

STAGE 2
- Wood Construction
  - Engineering VET
    - Auto VET

Topics are rotated and skill levels taught at appropriate middle school years 6, 7, 8.

Note: Shaded Stage 2 subjects are non-ATAR
Design & Technology

Information
Communication
And
Technology
Flow Chart

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

YEAR 9
- Multimedia Studies (internal flow)
- Digital Photography
- Media Studies A and/or B

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

STAGE 1
- Media Studies A and/or B

STAGE 2
- Cert II Creative Industries (Multimedia) VET

Note: Shaded Stage 2 Subjects are NON-ATAR
Health & Physical Development Flow Chart

YEAR 6, 7 & 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Recreational Physical Education

Sport & Recreation

Sport & Recreation

Physical Education A and/or B

Physical Education A and/or B

Physical Education

Physical Education

Outdoor Education Choice Semester 2

Volleyball A and/or B

Volleyball A and/or B

Outdoor Education

Note: Shaded Stage 2 Subjects are NON-ATAR
Home Economics

YEAR 6, 7 & 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

Food & Nutrition

Food as a Socialiser

Caring for Kids

Early Childhood Studies

Food & Hospitality A and/or B

Your Kitchen Rules

Child Studies

Your Kitchen Rules

Note: Shaded Stage 2 Subjects are NON-ATAR
LOTE (Language B)

YEAR 6, 7 & 8
Japanese

YEAR 9
Japanese

YEAR 10
Japanese

STAGE 1
Japanese - Continuers A and/or B

STAGE 2
Not available in 2013
Maths

Mathematics Flow Chart

YEAR 6, 7 & 8

YEAR 9

YEAR 10

STAGE 1
- Mathematical Studies A, B, C
- Specialist Maths

STAGE 2
- Specialist Maths
- Mathematical Studies A and B
- Mathematical Applications A and/or B
- Mathematical Pathways A and/or B
- Numeracy for Work & Life A and/or B
Science Flow Chart

Science

YEAR 6, 7 & 8
Science

YEAR 9
Science

YEAR 10
Science

STAGE 1
Biology
A and/or B

Chemistry A or
A and B

Physics A or
A and B

Psychology
A and/or B

Scientific Studies
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.
Middle School Curriculum

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 SEAFORD 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 SEAFORD 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.

SEAFORD 6-12 SCHOOL MYPIB CERTIFICATE
Students who meet the following criteria are eligible for the award of the Seaford 6-12 School MYPIB Certificate. These students must:

- be registered in at least one subject for each of the eight curriculum areas of the MYPIB
- 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 SEAFORD 6-12 SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language A</td>
<td>English</td>
</tr>
<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>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<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>
</tr>
</tbody>
</table>

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>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
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<tr>
<td></td>
<td>Science</td>
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<tr>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Technology – (Home Economics, Materials Systems)</td>
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<tr>
<td></td>
<td>Performing Arts- (Drama, Music, Dance)</td>
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<tr>
<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 Curriculum

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

**CHOICE SUBJECTS**

Students must choose at least ONE subject from the Arts Learning Area. (Minimum 50 hours equivalent to 1 Semester)

<table>
<thead>
<tr>
<th>The Arts 1</th>
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</thead>
<tbody>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>or Digital Design</td>
</tr>
<tr>
<td>or Drama</td>
</tr>
<tr>
<td>or Music</td>
</tr>
<tr>
<td>or Visual Arts</td>
</tr>
</tbody>
</table>

**CHOICE SUBJECTS**

Students must choose at least ONE subject from Technology Learning Area (Minimum 50 hours equivalent to 1 Semester)

<table>
<thead>
<tr>
<th>Technology</th>
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</thead>
<tbody>
<tr>
<td>Digital Photography</td>
</tr>
<tr>
<td>or Food &amp; Nutrition</td>
</tr>
<tr>
<td>or Multimedia Studies</td>
</tr>
<tr>
<td>or Metalwork</td>
</tr>
<tr>
<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.

COST
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.
JAPANESE - LANGUAGE B

SUBJECT DESCRIPTOR
• Personal Identity
• Leisure-Making Arrangements
• Living in Japan-school life
• Travel

SKILLS DEVELOPED
• Listening
• Speaking
• Reading
• Visual Interpretation
• Writing
• Cultural understanding

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.

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

SUBJECT DESCRIPTOR
Mathematics aims to further develop the mathematical skills, knowledge and abilities as outlined in the Australian Curriculum Framework for Year 9 and the objectives of Year 4 of MYPIB criteria. Projects and investigations based around real life situations will enhance learning and develop problem-solving skills. Units will be developed from the following content: Number and Algebra, Measurement and Geometry and Statistic and Probability.

COSTS
Students must have their own scientific calculator (approximately $20.00).

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
May include directed investigations, projects, bookwork, tests, and homework to demonstrate understanding of the Australian Curriculum content 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.

PATHWAYS
Year 10 Health & 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.

COSTS
Nil.
**DANCE**

**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.

**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

**PATHWAYS**
YEAR 10 Dance
Visual Arts - Design

Prerequisites
None

Subject Description
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
DRAMA

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
The concepts/activities covered in this course include:
• Script Writing
• Stage Craft including
  • Lighting, set and costume design
• Performance Skills including
  • Characterisation
  • Improvisation
  • Vocalisation
• Major Production

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

PATHWAYS
YEAR 10 Drama
MUSIC

PREREQUISITES
Have a desire to learn to play a musical instrument, or sing in a band to a basic level.

SUBJECT DESCRIPTOR
• Learn to play an instrument, or sing within the class setting
• Play songs in a band situation
• Understand music terminology, and review writing
• Expand their knowledge of music theory, musicians, and music in society, through various assignments

ASSESSMENT TASKS
• Practical assessment within an ensemble setting
• Live performances within the school community, usually to the class
• Units of written work
choice subjects

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
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
- 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
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, cutting out tools and the bending and folding machines to manufacture a small metal pencil case with a lid and a waste paper bin.

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.

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.

COSTS
$25.00
**WOODWORK**

**PREREQUISITES**
Nil.

**SUBJECT DESCRIPTOR**
In this course, students will learn how to shape and join timber materials using safe recognised techniques. They will be covering topics including:
- Joining techniques
- Timber materials
- Environmental issues
- Design process

Students will construct a range of set projects and construct one featuring their own design ideas. Students will be introduced to the use of the:
- Safety
- Wood lathe
- Drill press
- Sanding disc
- Various portable power tools

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

**COSTS**
$25.00
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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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.
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

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.

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

PATHWAYS
Stage 1 Japanese.
MATHEMATICS

SUBJECT DESCRIPTOR
Mathematics aims to further develop the mathematical skills, knowledge and abilities as outlined in the Australian Curriculums content Framework. Projects and investigations based around real life situations will enhance learning and develop problem solving skills. Units will be developed from the following strands: Numbers & Algebra, Measurement & Geometry, Statistics & Probability.

COSTS
Students must have their own scientific calculator (approximately $20.00).
Stage 1 & 2 Mathematics Courses require students to be proficient in using Graphics Calculators. We encourage students to purchase their own Texas Instruments TI-84. (Approximately $180.00)

ASSESSMENT TASKS
Assessment in this subject is referenced based on the MYPIB criteria.
May include investigations, projects, bookwork, tests, and homework to demonstrate achievement of outcomes.

PATHWAYS
Stage 1 Mathematics Studies A, B and C.
Stage 1 Mathematical Applications.
Stage 1 Mathematics Pathways.
Stage 1 Numeracy for Life & Work.
PATHWAYS AND FUTURES
PERSONAL LEARNING PLAN (PLP)

COURSE LENGTH
Full year course during Pathways and Futures lessons.

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 program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life.

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. Students learn how to develop, implement, review, and adjust personal learning goals and choices to prepare for their education and their future career and life pathways.

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 in this subject is referenced based on the Stage 1 Performance Standards of the Personal Learning Plan (PLP).

COST
Nil.
Year 10 Compulsory Subjects

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.
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.
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.

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.
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 DESIGN

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 second half of the course introduces students to a variety of 3D Modelling programs that will help them to understand how Computer Aided Design can develop products, figures and environments. Students also gain a familiarity of software such as ‘InDesign’ to better their understanding of design principals.

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 Design.
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**

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

**PREREQUISITES**
Enjoyed and participated in middle school music classes. Desire to learn an instrument to a basic level.

**SUBJECT DESCRIPTOR**
- Learn to play an instrument within the class situation and/or individual instrument instructor
- Understand the basics of music technique
- Play songs individually and in a band situation.
- Compose music using computer software packages.
- Understand music terminology and review writing.
- Expand knowledge of music, musicians and music in society

**ASSESSMENT TASKS**
Assessment in this subject is based on the MYPiB criteria.
- Practical assessments within solo and ensemble situation.
- Units of written work including review writing and research tasks.
- Composition using computer packages.
- Live performances to other classes, assemblies and Arts Showcase

**COST**
$20 levy per semester for instrumental costs.

**PATHWAYS**
Stage 1 Music
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

COST
$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
- Lifestyle Diseases
- Convenience and fast foods
- Packaging and Labelling

COST
$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, oral presentations, group work andpracticals.

PATHWAYS
Stage 1 and Stage 2 Food & Hospitality.
FOOD AS A SOCIALISER

This is a one semester course.

PREREQUISITES
Nil.

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

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

PATHWAYS
Stage 1 and Stage 2 Food & Hospitality.

COST
$50.00
MEDIA 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.
**METAL CONSTRUCTION**

**PREREQUISITES**
Nil.

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

**COST**
$40.00.

**ASSESSMENT TASKS**
Assessment in this subject is based on the MYPIB criteria. Written assignment, practical projects and tests.

**PATHWAYS**
Stage 1 Metal Construction. Certificate I Engineering, TAFE Course
WOD CONSTRUCTION

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
- Framed and carcass construction
- Machining techniques using the power router
- Timber finishing
- The design process

ASSESSMENT TASKS
Assessment in this subject is based on the MYPIB criteria.
Written assignments, practical tests and projects.

COST
$50.00. (Larger projects will incur additional costs)
CHOICE SUBJECTS

Year 10

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

DESIGN & TECHNOLOGY
- DIGITAL PHOTOGRAPHY
- FOOD AND NUTRITION
- FOOD AS A SOCIALISER
- MEDIA STUDIES A and/or B
- METAL CONSTRUCTION
- WOOD CONSTRUCTION

HEALTH & PE
- CHILD STUDIES
- PHYSICAL EDUCATION A and/or B (CORE)
- RECREATIONAL PHYSICAL EDUCATION
- VOLLEYBALL A and/or B

MATHS
- SPECIALIST MATHEMATICAL STUDIES

CHILD STUDIES

This is a one semester course.

PREREQUISITES

Nil.

SUBJECT DESCRIPTOR

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)

COST

$30.00 to cover cost of food/craft/sewing requirements.

ASSESSMENT TASKS

A variety of assessment tasks, including research tasks, oral presentations, group work and practicals.

PATHWAYS

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

COST
$10.00 per semester equipment levy.
Hourly paid instructors and transport costs extra as required.

PATHWAYS
Satisfactory completion will lead to Stage 1 Physical Education.
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

COST
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.
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.

**COST**
$15.00 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 Mathematical Studies A and/or B

Prerequisites
This course is an additional mathematics subject to the compulsory mathematics requirements designed to prepare students wishing to undertake Specialist Math’s Stage 1 & 2.

Subject Description
This course aims to further develop student skills, abilities and Quadratic and Other Polynomials, Coordinate Geometry and Functions & Graphs.

Assessment Tasks
Assessment in this subject is based on the MYPIB criteria.
Skills Assessment and Folio Tasks.

Cost
Scientific calculators are compulsory for all students undertaking Mathematics (approx. $20.00).
All students are encouraged to purchase their own Texas Instruments TI-84 Graphics Calculator (approximately $180.00). Graphics calculators are also available for hire from the Seaford library which involves a $60.00 deposit with $40.00 refund when the calculator is returned.

Pathways
Stage 1 Mathematical Studies A, B and C.
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).
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 ACADEMY AT FLINDERS UNIVERSITY (SMAF)
The SMAF is a partnership between southern schools and Flinders University, and aims to provide an exciting, collaborative venture designed to enhance and ensure Stage 2 Physics, Chemistry and Specialist Mathematics is taught by dedicated teachers in a competitive environment, closely aligned with pathways to University, while providing a secure safety net for school aged students. Students will be taught at Flinders University by highly skilled teachers selected from the participating schools. Students will become Associate Flinders University students able to access the Flinders University site, library and resources.

An Orientation Day will be held for Year 11 students in the latter part of Term 4.
As part of the Year 12 SMAF, parents will have an opportunity to visit the campus to see where students will be learning, talk with Flinders University staff and students and discover the different pathways available for students to study at Flinders.

**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.
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.

COST
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 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.

COST
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.

COST
Nil

ASSESSMENT
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.
**Stage One**

**Compulsory Subjects**

**MATHEMATICS**

Students will study Mathematical Applications A OR Mathematical Studies A OR Numeracy for Work & Life or Mathematics Pathways 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.

**MATHEMATICAL APPLICATIONS A**

10 CREDIT POINTS

**PREREQUISITES**

Nil.

Note: One Unit of Mathematics is compulsory at Stage1. We advise students that 2 units of Maths is preferable.

**SUBJECT DESCRIPTOR**

Skills will be developed in earning and spending, measurement, data in context and negotiated topics.

**ASSESSMENT TASKS**

Skills Assessment and Folio Tasks.

**COST**

Scientific calculators are compulsory for all students undertaking Mathematics (approx. $20.00).

All students are encouraged to purchase their own Texas Instruments TI-84 Graphics Calculator (approximately $180.00) if they plan to go on to Stage 2 Maths.

**PATHWAYS**

Stage 1 Mathematical Applications B.
MATHEMATICAL APPLICATIONS B

10 CREDIT POINTS

PREREQUISITES
Mathematical Applications A or Mathematical Studies A.

SUBJECT DESCRIPTOR
This course continues to develop student skills, abilities and knowledge in preparation for Stage 2 Mathematical Applications. The focus is on Geometry, Networks and Matrices and Open Topics. An emphasis will be on writing reports in preparation for Stage 2.

ASSESSMENT TASKS
Directed Investigations, projects skills Assessment Tasks and exam.

COST:
All students who choose Mathematical Applications are expected to purchase a Scientific Calculator and are encouraged to purchase their own Texas Instruments TI-84 Graphics Calculator (approximately $180.00).

PATHWAYS
Stage 2 Mathematical Applications.
MATHEMATICAL STUDIES A

10 CREDIT POINTS

PREREQUISITES
Students must have achieved a 4 or greater grade in year 10.

SUBJECT DESCRIPTOR
This course aims to further develop student skills, abilities and knowledge in Statistics, Geometry & Mensuration, Models of Growth, Quadratic and Other Polynomials, Coordinate Geometry and Functions & Graphs

ASSESSMENT TASKS:
Skills Assessment and Folio Tasks.

COST
Scientific calculators are compulsory for all students undertaking Mathematics (approx. $20.00).
All students are encouraged to purchase their own Texas Instruments TI-84 Graphics Calculator (approximately $180.00)

PATHWAYS
Stage 2 Mathematical Studies B.
Stage 2 Mathematical Studies B & C.
Stage 2 Mathematical Applications B.
Stage 2 Specialist Mathematics
MATHEMATICAL STUDIES B

10 CREDIT POINTS

PREREQUISITES
Successful completion of Mathematical Studies A.

SUBJECT DESCRIPTOR
This course continues to develop student skills, abilities and knowledge in preparation for Stage 2 Mathematics.

ASSESSMENT TASKS
Directed Investigations, projects, skills Assessment Tasks and exam.

COST
All students who choose Mathematical Studies are expected to purchase their own Texas Instruments TI-84 (approximately $180.00).

PATHWAYS
Stage 2 Mathematical Studies.
Stage 2 Mathematical Applications.
Stage 2 Mathematical Methods.
Stage 2 Specialist Mathematics
**MATHEMATICAL STUDIES C**

10 CREDIT POINTS

N.B. This course must be studied in conjunction with Stage 1 Mathematical Studies A & B.

**PREREQUISITES**

Successful completion of Mathematical Studies A.

**SUBJECT DESCRIPTOR**

- Students who wish to pursue careers in mathematical sciences, engineering, computer science, physical science and surveying should select this course.
- Students who intend to continue with Stage 2 Mathematical Studies should choose Stage 1 Mathematical Studies C (and B).
- Students who intend to study both Mathematical Studies and Specialist Mathematics at Stage 2 must select Stage 1 Mathematical Studies C.

This course aims to further develop students’ skills, abilities, knowledge and understanding of Planar Geometry and Periodic Phenomena.

**ASSESSMENT TASKS**

Directed investigations, projects, skills Assessment Tasks, and exam.

**COST**

All students who choose Mathematical Studies are expected to purchase their own Texas Instruments TI-84 (approximately $180.00).

**PATHWAYS**

Stage 2 Specialist Mathematics.
Stage 2 Mathematical Studies.
Stage 2 Mathematical Applications.
Stage 2 Specialist Mathematics.
MATHEMATICS PATHWAYS A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Topics covered in this subject will include:
• Skills will be developed in Earning and Spending, Measurement
• Saving and Borrowing, and negotiated topics

ASSESSMENT TASKS
Skills and Application Tasks, Folio Tasks.

COST
Scientific calculators are compulsory for all students undertaking Mathematics (approx. $20.00).

PATHWAYS
Stage 1 Mathematical Applications B if students wish to complete 20 credits for Mathematics.
NUMERACY FOR WORK & LIFE A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil

SUBJECT DESCRIPTOR
This course focuses on the development of numeracy skills in real life contexts. It takes a thematic 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).

ASSESSMENT TASKS
Skills and Application Assessment Tasks, Folio Tasks

COST
Scientific calculators are required costing approx. $20.00
**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.

**COST**
Nil.

**ASSESSMENT TASKS**
- Journal.
- Research task.
- Oral presentation.
- Course Counselling procedures.
- Work Experience OR Work Placement (compulsory).
ABORIGINAL STUDIES

10 CREDIT POINTS

PREREQUISITES

Nil.

SUBJECT DESCRIPTOR

In Aboriginal Studies, students draw on elements of sociology, arts, literature, politics and history. They develop knowledge and understanding of the critical importance of contemporary and historical Aboriginal cultures to Australia’s heritage. Students develop their knowledge and understanding of the diversity of Aboriginal peoples, the Dreaming, Aboriginal histories and contemporary cultures.

A 10 credit course will choose at least 2 of the following topics and a 20 credit course will cover at least 4.

- Coexistence and Reconciliation
- Aboriginal Cultures
- Aboriginal Lands
- Australian Languages
- Aboriginal Sites
- Cultural Tourism
- Aboriginal People and the Law
- Aboriginal Arts and Literature
- Aboriginal Film
- Aboriginal People in the Media

ASSESSMENT TASKS

A variety of Assessment Tasks, including research tasks, oral presentations and group work.

COST

Excursion costs where appropriate.

PATHWAYS

Stage 2 Modern History, Society & Culture
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

COST
Nil

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

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.

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
Stage 1 Choice Subjects

BIOLOGY A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
Nil

SUBJECT DESCRIP'TOR
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 do both Biology A and Biology B at Stage 1.
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
Topics covered in this subject will include:
• Child Development
• Parenting
• Children’s Play and Toys
• Nutrition
• Health and well-being of children

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

COST
$40.00

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

CHEMISTRY A or A and B

10 OR 20 CREDIT POINTS

Chemistry A & Chemistry B are one semester courses taught in Semester 1 and Semester 2 respectively.

PREREQUISITES

An understanding of Year 10 Science, in particular the Chemistry sections.

SUBJECT DESCRIPTOR


ASSESSMENT TASKS

Investigations Folio, Skills and Applications Tasks..

COST

Nil.

PATHWAYS

Stage 2 Chemistry.
COMMUNICATION PRODUCTS – DIGITAL PHOTOGRAPHY

10 CREDIT POINTS

PREREQUISITES
Year 10 Digital Photography preferred but not essential.

SUBJECT DESCRIPTOR
• Skills and knowledge in the use of digital cameras and other hardware
• An understanding of image capture and photographic composition
• An ability to modify and enhance images using Photoshop software
• An awareness of computer use in digital imaging and publishing
• An opportunity to take photographs on chosen topics out of school

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

COST
$10.00 for materials and colour printing. Extra costs are determined by the nature of the project and are the responsibility of the student.
COMMUNITY LEARNING NON-ATAR

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.

COST
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

COST
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.
DANCE A

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, improvise and design dance choreography. Students work alone on compositional studies which they perform. They will review professional dance pieces.

COST
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

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

COST
$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 & COMMUNICATIONS PRODUCTS A

10 CREDIT POINTS

This is a one semester course

PREREQUISITES

None

SUBJECT DESCRIPTOR

The focus of this course will be the use of Flash CS4 to produce Applications. Students will also be exposed to using Photoshop CS4. 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 DESIGN
10 CREDIT POINTS

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 second half of the course introduces students to a variety of 3D Modelling programs that will help them to understand how Computer Aided Design can develop products, figures and environments.

ASSESSMENT TASKS
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. Extra costs are determined by the nature of the project and are the responsibility of the student.

PATHWAYS
Nil.
DRAMA A and/or B

PREREQUSITE
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 workshopped 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

COST
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

PREREQUISITE
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 minimum theory. 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’
- 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 a ‘production/project’ of their learning. 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.

COST
$100 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
FOOD AND HOSPITALITY A and/or B

10 OR 20 CREDIT POINTS

This is a one semester course.

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.

COST
$60.00 per semester to cover the cost of food. Extra costs are determined by the nature of the project and are the responsibility of the student.
GEOGRAPHY

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.

COST

$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.

COST
Nil.

PATHWAYS
Stage 2 Modern History, Society & Culture
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
LEGAL STUDIES

10 CREDIT POINTS

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

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.

Topics Covered include:
• Law and Society
• Law Making
• Justice and Society
• Young People and the Law.

ASSESSMENT
• Assignments/tests
• Collaborative investigation
• Individual investigation

COST
$10.00 for a field trip.

PATHWAYS
Stage 2 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 DESCRIPTION**
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.

**COST**
$10 per person (equipment levy).

**PATHWAYS**
Stage 2 Media Production & Analysis.
Multi Media course at TAFE.
Media Industry (electronic & print).
Journalism.
MUSIC A and/or B

10 OR 20 CREDIT POINTS

PREREQUISITES
To have selected classroom Music in Year 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

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

COST
$200.00. This will be used to subsidise most of the activities below; (there may be some additional costs):
- Aquatics Unit
- Transport
- Camp deposit
- Equipment Hire

PATHWAYS
Nil
PERFORMANCE (DRAMA, DANCE, MUSIC)

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.

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

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.

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
Theory  40%
Practical  60%

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

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

COST
NIL

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.

COST
Nil.

PATHWAYS
Stage 2 Physics (Students need to attain good passing grades in both semesters of Stage 1 to study Stage 2 Physics).
Psychology

10 Credit Points

Prerequisites
Good research, literacy and numeracy skills required.

Subject Description
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.

Cost
Nil.

Pathways
Stage 2 Psychology.
It is strongly recommended that students wishing to undertake General Psychology in Stage 2 enrol in Psychology Stage 1.
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 AND RECREATION

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

SUBJECT DESCRIPTOR

Students negotiate from a range of topics which might include (eg)

• 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 (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, jobs in the fitness industry
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 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
- Investigating Tourism Markets
- Tourism Industry Skills
- Negotiated Topic

ASSESSMENT TASKS

Students demonstrate their learning through the following assessment types:

- Case Study
- Sources Analysis
- Practical Activity & Investigation

COST

$30.00 per semester for excursions.

PATHWAYS

Stage 2 Tourism
choice Subjects

Stage One

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%.

Cost

$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.

Paths

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%.

COST
$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
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
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.

COST
$15.00 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 CONSTRUCTION

10 OR 20 CREDIT POINTS

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

PREREQUISITES

A passion for working with wood and/or metal

SUBJECT DESCRIPTOR

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

- Trade work experience
- Design and manufacture of outdoor furniture
- Design and manufacture of indoor furniture

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

COST

$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

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 (eg)

- Being involved in part-time work
- Working towards a promotion at work
- Undertaking a career counselling and development program
- Developing new skills in an area of volunteering or work experience

Students will produce a product (eg power point, CD, portfolio) outlining their achievements and learning.

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, employment
RESEARCH PROJECT

10 CREDITS

PREREQUISITES
Nil

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.

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE) from 2011.

Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better.

Students will:
• choose a topic of interest; it may be linked to a SACE subject or course, or to a workplace or community context.
• learn and apply research processes and the knowledge and skills specific to their research topic.
• record their research and evaluate what they have learnt.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

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

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.

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

ASSESSMENT
All Stage 2 subjects have a school based assessment component (70%) and an external assessment component. Students will produce the following assessment types:
• Folio (containing preliminary ideas and research proposal, research development and discussion): 50%
• Research outcome (20%)
• Evaluation (including written summary) 30%
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.

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 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.
Stage Two Choice Subjects

CHEMISTRY ATAR

20 CREDIT POINTS
(SMAF subject delivered at Flinders University)

PREREQUISITES
A student should have achieved good passing marks in 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.
COMMUNITY STUDIES  NON-ATAR

20 CREDIT POINTS

THIS SUBJECT DOES NOT GAIN POINTS FOR UNIVERSITY ENTRY.

PREREQUISITES
Nil.

SUBJECT DESCRIPTOR
Students can choose from 9 Areas of Study in order to meet their own needs, interest and skills. They work with teachers to negotiate individual contracts, which are challenging yet achievable. Contracts include significant community involvement. Areas of Study are a semester long, but can be taken for a full year.

Students can undertake:
- Arts and the Community.
- Business and the Community.
- Foods and the Community.
- The Community and the Environment.
- Design, Construction and the Community.
- Work and the Community.
- Communication and the Community.
- Technology and the Community.
- Health, Recreation and the Community.

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.
- Complete a course evaluation.

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

PATHWAYS
TAFE.
EARLY CHILDHOOD STUDIES  ATAR

20 CREDIT POINTS

This is a full-year course.

PREREQUISITES
None, but 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 behavior management
• child nutrition
• health and wellbeing

ASSESSMENT TASKS
Practical and theory including action plans, practical applications and evaluations, group activities and investigations.

COST
$40.00 for full year.

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

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 of at least four different types of writing.
• Applications (students to undertake 2).

ASSESSMENT TASKS

• Communication – 2 tasks (20%).
• Text Responses – 3 tasks (20%).
• Text Production – 4 tasks (30%).
• Applications – 4 tasks (30%) (2 of these are oral)
• Oral presentations are included within some tasks.
• 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. By examining texts created in a range of modes and by making their own texts, students develop skills that allow them to understand, communicate, and create meaning. Students learn how to engage with texts and use language skills to interact and work effectively with other people, and to solve problems.

COSTS
Nil, students may negotiate with teacher to undertake relevant excursions which may have a transport cost.

ASSESSMENT TASKS
Students demonstrate evidence of their learning through the following assessment types:
School-based Assessment
- Text Analysis 35%
- Text Production 35%
External Assessment
- Language Study 30%

COSTS
Nil.
Please note students may undertake class excursions depending on the topics studied
FOOD AND HOSPITALITY  ATAR

20 CREDITS

This is a full year course.

PREREQUISITES

None, but Year 10 or 11 Home Economics Food topics are a definite advantage.

SUBJECT DESCRIPTOR

Topics covered in this subject will include:

- Contemporary approaches and issues in the industry
- Safe work practices
- Trends in Food and Hospitality
- 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.

COST

$100.00 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.
YOUR KITCHEN RULES: OUT OF HOME & COOKING FOR LIFE   NON-ATAR

20 CREDIT POINTS

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

PREREQUISITE

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 minimum theory. 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’
• 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 a ‘production/project’ of their learning. 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.

COST

$100 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
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%)

COST
$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 completed a full year of Mathematical Applications or Mathematical Studies in Stage 1. Students are not recommended to choose this subject if they only complete one unit of mathematics at Stage 1.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Applications is a 20-credit subject. The subject is divided into seven topics. 
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:
Students demonstrate evidence of their learning through the following assessment types:

• Folio 30%
• Skills and Assessment Tasks 40%
• 2 Externally marked exams (1½ hour) 30%

Students undertake a 1½ hour Exam at the end of semester 1 and semester 2.

COST
It is expected that all students purchase their own Texas Instruments TI-84 (approximately $180.00). Students who do not have their own graphics calculator will be able to hire one for the year for $60 ($20 cost and $40 refundable)

PATHWAYS
A range of studies at University and TAFE
MATHEMATICAL PATHWAYS  ATAR

20 CREDIT POINTS

PREREQUISITES
Students must have completed Mathematical Pathways or Mathematical Applications in Stage 1.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Pathways is a 20-credit subject.
Topics covered in this subject will include:
- Investment and Loans.
- Maths and small business.
- Applied Geometry.
- Other negotiated topics.

Topics covered in this subject will include
- Earning and Spending.
- Saving & Borrowing.
- Measurement.
- Other negotiated topics.

ASSESSMENT TASKS:
Students demonstrate evidence of their learning through the following assessment types:
- Folio: 25%
- Skills and Assessment Tasks: 45%
- External Assessment: Investigation: 30%

COST
Scientific calculators are compulsory for all students undertaking Mathematics (approx. $20).

PATHWAYS
A range of studies at TAFE or Trades.
Stage Two Choice Subjects

MATHEMATICAL STUDIES ATAR

20 CREDIT POINTS

PREREQUISITES
Must have successfully completed Mathematical Studies A & B or A, B & C in Stage 1.

SUBJECT DESCRIPTOR
Stage 2 Mathematical Studies is a 20 credit subject that consists of the following three topics:
- Working with Statistics
- Working with Functions and Graphs Using Calculus
- Working with Linear Equations and Matrices.

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

COST
It is expected that all students purchase their own Texas Instruments TI-84 (approximately $180.00) and a Revision Guide (approximately $24.00). Students who do not have their own graphics calculator will be able to hire one for the year for $60 ($20 cost and $40 refundable).

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

MODERN HISTORY  ATAR

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 or be able to read with understanding.

SUBJECT DESCRIPTOR
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)
- 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.
- 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%.

COST
May include excursions.

PATHWAYS
University/TAFE.
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.

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 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 DESCRIPTOR
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

ASSESSMENT TASKS:
THEORY
Portfolio, Assignments, Lab Reports, Tests, SACE Board Examination (2 hours).
PRACTICAL
SABSA Moderation, Performance Checklists, Portfolio.

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

PATHWAYS
University Entrance.
Fitness Industry.
PHYSICS  ATAR
20 CREDIT POINTS  (SMAF SUBJECT DELIVERED AT FLINDERS UNIVERSITY)

PREREQUISITES
A student should have achieved good passing marks in 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  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 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%

COST
There will be a $10.00 resources fee and students will also need to purchase a revision guide ($24.00 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 but an interest in and curiosity about History would be an advantage.

**SUBJECT DESCRIPTOR**
Students will explore three topics from a list of eleven, which cover a broad canvas of issues such as globalization, social ethic, 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)

**COST**
Nil
SPECIALIST MATHEMATICS  ATAR

20 CREDIT POINTS    (SMAF SUBJECT DELIVERED AT FLINDERS UNIVERSITY)

PREREQUISITES
Must have successfully completed Mathematical Studies A & B or A, B & C in Stage 1.

SUBJECT DESCRIPTOR
Stage 2 Specialist Mathematics is a 20 credit subject that 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%

COST
It is expected that all students purchase their own Texas Instruments TI-84 (approximately $180.00) and a Revision Guide (approximately $24.00). Students who do not have their own graphics calculator will be able to hire one for the year for $60 ($20 cost and $40 refundable).

PATHWAYS
A range of studies at University and TAFE.
SPORT AND RECREATION  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 sport, health, fitness and/or an area of recreation.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include (eg)
• 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 (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  70% total
• External assessment (Reflection on project and learning)  30%

PATHWAYS
TAFE, jobs in the fitness industry
Stage Two

Choice Subjects

**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%.

**COST**
$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 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%.

COST
$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.
WOOD CONSTRUCTION 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 working with wood.

SUBJECT DESCRIPTOR
Students negotiate from a range of topics which might include (e.g)
- Trade work experience
- Design and manufacture of outdoor furniture
- Design and manufacture of indoor furniture

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

COST
$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 (eg)
- Being involved in part-time work
- Working towards a promotion at work
- Undertaking a career counselling and development program
- Developing new skills in an area of volunteering or work experience

Students will produce a product (eg power point, CD, portfolio) outlining their achievements and learning.

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 70% total
- External assessment (Reflection on project and learning) 30%

PATHWAYS
TAFE, employment
**WORKPLACE PRACTICES ATAR**

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.

**ASSESSMENT**

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%

**INFORMATION ON THE EXTERNAL ASSESSMENT**

**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.
An Introduction

**CHOOSE ONLY ONE AT STAGE 2**

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
- Writing and Authorship

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 follow.
“CAFÉ SEAFORD”  ATAR

20 CREDIT POINTS

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

PREREQUISITES:
None. Students may choose this subject at Year 11 or Year 12.

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:
• 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%)

COST:
$100.00 Extra costs are determined by the nature of the project and are the responsibility of the student.
WRITING AND AUTHORSHIP  ATAR

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.

COST

$30.00

If students choose to produce a published piece then additional stationery costs may occur.
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.
• Southern Adelaide & Fleurieu (S.A.F.) Trade School programs.
• Regional Short Courses.

The first section will give the details of our 6 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 5 are all accredited as Stage 1 according to the SACE (VET Register) – the Certificate 3 is Stage 2.
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 Small Engines would be an advantage.

SUBJECT DESCRIPTION
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).
• 1 elective competency.
The core competencies are:
• Apply safe working practices.
• Identify environmental regulations and best practices in the workplace.
• Work effectively with others.
• Apply basic communication skills.
• 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.

COST
$300.00 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
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:
- Identity and respond to children and young people at risk.
- Ensure the health and safety of children.
- Provide care for children.
- 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.
- 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 70 – 95 SACE credits (according to which electives they choose) and their nationally accredited Certificate III

COST
This highly specialised training is delivered by the reputable and nationally accredited Enable College at our school for $1,900.

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 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.

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.

COST
$200.00 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 DESCRIPTION
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.

COST
$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 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.

COST
$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.
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 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 4 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.

COST
$100 for training materials & necessary software.

PATHWAYS
Further education & training TAFE leads to higher level certificates’ (III & IV) which allows direct entry into the Multimedia Industry.
Southern Adelaide & Fleurieu (S.A.F.) Trade School

Seaford 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 Seaford 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 2012 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 2011 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).

SPECIAL NOTE: NEXT YEAR

Seaford 6-12 School will have their new purpose-built Auto/Engineering Trade Training Centre and we will host the high level Certificate III Automotive Mechanical Technology course. Please see descriptor on page 155.
III VET Short Courses 2013

S.A.F. has offered a series of VET Short Courses to secondary school students for the past nine 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 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
• Community Services
• 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.