

Glossop High School



Subject Selection Handbook Subject Selection Handbook Subject Selection Handbook

2017

SACE STAGE 1 AND 2 CURRICULUM HANDBOOK 2017

A clear objective of the Senior Campus is to allow all of our students to achieve the SACE. Given thoughtful and realistic subject selection and an honest effort we believe that every one of our students can succeed in this area. Please read the following information carefully so that you understand what needs to be achieved and then seek all the help you need from your mentor, teachers and parents so that you make choices that are suited to your interests and ability.



Principal's Introduction *to the* Stage 1 and 2 Curriculum Handbook 2017

Welcome to the 2017 subject selection process. This booklet will be your point of reference as you go through each stage of this very important process.

Every year, the Curriculum Leaders review the curriculum and the handbook reflects changes that have been recommended as a result of the review processes.

It is important that you choose a course which:

- You are capable of handling
- May lead to an appropriate higher level of study
- May lead to an appropriate vocational pathway
- You can enjoy



Various people can assist you in this process. They include:

- Your Parents
- Your Home Group teachers
- The Co-ordinators and Campus Head.

Please read this booklet carefully so that you make decisions based on solid information. Do not hesitate to seek advice. This is a very important process for you!

We look forward to meeting students and parents at the course counselling sessions and advise you to consider carefully the information provided in the handbook before you attend the course counselling.

Julie Ahrens
Principal



CONTENTS

	<i>Page</i>
An Overview from Year 8 to Year 12	1
Introduction	3
SACE Overview	4
Vocational Educational Programs	6
A Guide to University Entry	9
South Australian Aboriginal Sports Training Academy	11
Subject Selection	12
SACE Learning Areas	
The Arts	13
Business, Enterprise and Technology	20
Cross-disciplinary Programs	26
English	29
Health and Physical Education	32
Humanities and Social Sciences	40
Languages	44
Mathematics	46
Sciences	51
Community Learning	57
Useful Websites	60

An Overview from Year 8 – Year 12



SUBJECT	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
THE ARTS					
Visual Arts	Visual Arts	Visual Art A & B	Visual Art Specialist Art	Visual Art A & B	Visual Arts – Art
Media Art	Media Arts	Media Arts	Media Arts Design	Media Arts A & B Design A & B	Communication Products Visual Arts – Design
Performing Arts	Drama Music	Drama A & B Music	Drama A & B Music A & B	Drama A & B Music A & B	Drama Ensemble Performance Music Individual Study Musicianship Solo Performance
BUSINESS, ENTERPRISE & TECHNOLOGY					
Information Technology	Digital Technology	Digital Technology	Digital Technology	Information Processing & Publishing	Information Processing & Publishing
Design & Technology	Technology Studies	Technology Studies A & B Woodwork for Girls	Furniture Metalwork	Cabinet Making A & B Construction Certificate 1 & 2	Construction Certificate 3 Furniture Construction
Business Enterprise				Business and Enterprise Workplace Practices A & B	Business and Enterprise Workplace Practices
CROSS-DISCIPLINARY					
				Personal Learning Plan	Research Project (semester) Community Studies
ENGLISH					
	English (full year)	English (full year)	English (compulsory) Classic English Contemporary English	English Essential English	English Literary Studies English Essential English
HEALTH & PHYSICAL EDUCATION					
Health & Physical Education	Physical Education	Health & Phys. Education Physical Education A & B Physical Education (Girls)	Health & Phys. Education Physical Education A & B Physical Education (Girls) Specialist Football Specialist Netball	Health A & B Outdoor Education Physical Education A & B Specialist Football	Outdoor Education Physical Education Sport and Recreation Health
Home Economics	Home Economics	Food and Nutrition Food Technology & Fashion	Food and Nutrition Food Technology	Child Studies Food and Hospitality Independent Living World of Food	Child Studies Food and Hospitality



SUBJECT	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
HUMANITIES & SOCIAL SCIENCES					
	Geography History	Geography History	Geography History	Geography History Tourism	Geography Modern History Tourism
LANGUAGES					
	Greek Japanese Spanish Literacy of Life	Greek Japanese Spanish	Greek Japanese A & B Spanish A & B	Integrated Japanese Integrated Spanish	
MATHEMATICS					
	Mathematics (full year)	Mathematics (full year)	Maths Advanced Maths (General) Numeracy for Work, Life and Community	Specialist Maths Mathematical Methods General Mathematics	Specialist Mathematics Mathematical Methods General Mathematics
SCIENCE					
	Science (full year)	Science (full year)	General Science 1 & 2 Science Studies 1 & 2	Biology A & B Chemistry 1 & 2 Nutrition Physics 1 & 2	Biology Chemistry Nutrition Physics
Agricultural Science	Agricultural Science	Animal and Plant Production Market Gardening and Poultry	Sheep and Wheat Vineyard Management & Nursery Practice		
	All Year 8 subjects are a semester except where identified.	All Year 9 subjects are a semester with the exception of those identified.	All Year 10 subjects are semester length.	All Year 11 subjects are semester length.	All Year 12 subjects are a Full Year with the exception of those identified.



Introduction

The South Australian Certificate of Education (SACE)

A clear objective of the Senior Campus is to allow all of our students to achieve the SACE. Given thoughtful and realistic subject selection and an honest effort we believe that every one of our students can succeed in this area. Please read the following information carefully so that you understand what needs to be achieved and then seek all the help you need from your mentor, teachers and parents so that you make choices that are suited to your interests and ability.

The SACE is generally based on two years of full time study, but students may take more than two years.

THERE IS NO TIME LIMIT TO COMPLETE THE SACE BUT THERE ARE RESTRICTIONS REGARDING TERTIARY ENTRANCE.

Promotion into Stage 1

Course Promotion

Promotion from Year 10 to Stage 1 is automatic if a student gains an achievement level of C, or better, in the majority of subjects that lead to Stage 1.

Subject Qualification

Most subjects in Stage 1 require successful completion at Year 10. Faculty recommendation and a 'C' grade, or better, is normally the achievement level that qualifies a student for automatic promotion into the same, or related subject, at Stage 1 level. Other subjects without pre-requisites may be taken through negotiation with the relevant Learning Area Coordinator.

Promotion into Stage 2

Promotion from Stage 1 into a Stage 2 course is dependent upon a student gaining a 'C' grade or better in Stage 1 subjects as well as satisfying subject specific prerequisites for selected Stage 2 subjects.

Course Planning

Course planning and subject choice will be guided by the work undertaken in the Personal Learning Plan (PLP), and in consultation with parents and teachers.

You can download a course planner for the SACE at the SACE Board website. Follow the link below and use the related links on the right hand side scroll bar to find it.

<http://www.sace.sa.edu.au/the-sace/students-families>

Tertiary Entrance

If you are considering tertiary education there are additional requirements that you must consider. See the Institutions' Handbooks, or the guide published by SATAC, as well as the handbook section on A Guide to University Entry.

School Constraints

Please note that every effort will be made to accommodate student choices but student demand, timetable management, staff and resources may preclude some requests.

Changing Courses

Students may change their course selection at the semester break or within two weeks of commencing a unit, depending on the school constraints and only after consultation with parents, staff and the Learning Area Coordinator.



Home Group

All students are allocated to a Home Group with their Home Group teacher. The Home Group teacher is the first point of contact for matters relating to student progress and general student well-being.

Additional Cost for Subjects

The material and/or services related to SACE Courses are covered by the Material and Services Fee (i.e. School Fees). However, some subjects offer students the opportunity to undertake practical experiences which enrich the learning outcomes for students and these may incur additional costs which are not covered by the Material and Services Fee. Please read your subject choice information carefully to identify where additional costs associated with these selections.

Students with Disabilities

The SACE offers a range of modified subjects to provide opportunities for students with disabilities to demonstrate their learning. Modified subjects are intended for students who have any of the following:

- severe multiple disabilities
- moderate to profound intellectual disabilities
- mild intellectual disability

SACE Overview

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE 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 is being updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

For comprehensive information about the SACE requirements we recommend that you visit the SACE Board website www.sace.sa.edu.au.

Achieving the SACE

To gain the SACE, students complete about two years of full-time study.

There are two stages to the SACE:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students complete in Year 10.
- Stage 2, which **most students do in Year 12**.

Each subject or course successfully completed earns 'credits' towards the SACE. At least 200 credits are required for students to gain the certificate. Ten credits are equal to one semester, or two terms of study in a subject, and 20 credits are equal to a full-year subject.

Students will receive a grade from A to E (A+ to E- at Stage 2) for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.



SACE Course planner

SACE Pattern

Stage 1 – Years 10 & 11

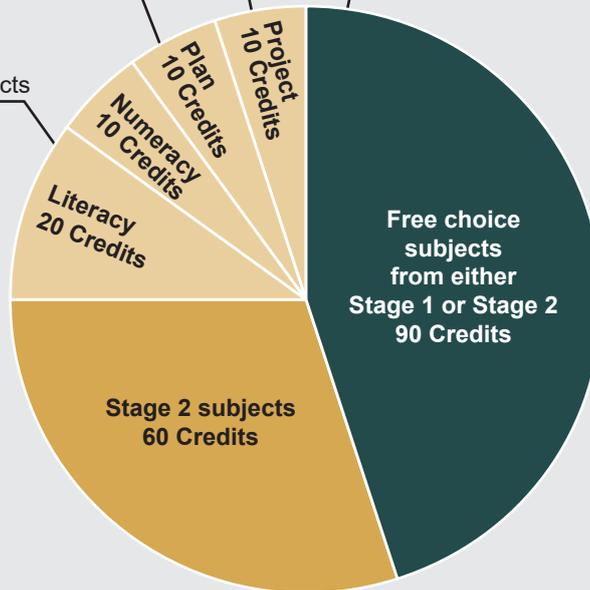
Stage 2 – Year 12

Personal Learning Plan (compulsory)

Research project (compulsory)

Numeracy (compulsory)
from a range of mathematics subjects

Literacy (compulsory)
from a range of English subjects



SACE = 200 Credits

- Compulsory Stage 1 = 40 Credits
- Compulsory Stage 2 = 70 Credits
- Free choice = 90 Credits

SACE Stage 1

Year 10 – Personal Learning Plan

This compulsory subject is the first step in the SACE and is usually undertaken in Year 10. In the **Personal Learning Plan**, students explore subject choices for Years 11 and 12, consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE. As this is a compulsory subject, students will need to achieve a C grade or better.

Year 11 – SACE Stage 1

Year 11 is the first full year of SACE study. Students are able to choose from the range of SACE Stage 1 subjects offered by the school. In addition to the Personal Learning Plan, there are two other compulsory requirements to complete in Stage 1 - a **full year of English** subjects and a **semester of maths**. Students can choose from a range of these subjects offered. Again, as these subjects are compulsory, students need to achieve a C grade or better. Stage 1 subjects are 100 per cent assessed by teachers at the school and cross-checked by external experts.



Year 12 – SACE Stage 2

Year 12 is the final year of SACE study.

Students are able to choose from the range of SACE Stage 2 subjects offered by the school.

The only compulsory subject at Stage 2 is the **Research Project**. This is a one semester (or 10 credit) subject which everyone has to complete. As with all compulsory subjects, students will need to achieve a C grade or better.

To achieve your SACE you must also pass (means C grade or better) **three full year subjects** (worth 20 points each) or the equivalent in VET training.

Teachers at each student's school will mark 70 per cent of work, while the remaining 30 per cent, will be assessed by experts outside of the school. These experts will also double-check the marks students get from their teachers, to make sure everyone is marked according to the same standards.

In Year 12, most students will do four, full-year subjects in addition to the research project.

What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

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

The new VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET. The new VET in SACE arrangements now allow a completed Cert III to be the fourth year 12 subject and can be counted towards an ATAR.

What is community learning?

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

<https://www.sace.sa.edu.au/learning/community-learning/community-developed-programs>

Vocational Educational Programs

School to Work Transition – Industry Pathways (VET)

Almost two-thirds of all jobs require a VET qualification. Students can start their career pathway while at school with VET as part of their SACE. (VET competencies can substitute school subjects for SACE credits.)

If you are a motivated student who has a real ambition to learn and gain Vocational skills in a specific employment area, then Glossop High – Senior Campus is offering a Subject Pathways Program which will allow you to still achieve your SACE, if required an ATAR and gain valuable hands on experience in the Workforce. A completed Cert III *can* count as a students' 4th Stage 2 subject, for an ATAR.

Entry Requirements

After nominating an expression of interest, entry to these courses will occur as a result of an Interview and the candidates must demonstrate to the Selection Panel that they have a real desire to pursue this Vocational Pathway. **In some cases there may be extra costs not covered by the school fees. An administration fee of \$100 is charged for VET programs.**

These programs must **not** be viewed as an escape from Academic commitment. They will involve a day a week of training and may include Work Placement. They are designed to allow students to gain real



experience in the workplace and to give employers the opportunity to assess a students' commitment to the Industry and their potential for further Employment and Training opportunities. Many of these courses are Regional and travel may be required to another Riverland school or venue. Bus transport is provided.

Many students have gained School-Based Apprenticeships / Traineeships as a result of beginning this program.

Vet Options

The list below shows the main Vocational Pathways Glossop High students currently have access to. We are always reviewing courses offered and cannot guarantee that all courses will run due to changes in Government Funding and student interest. Further enquiries can be made by contacting: Senior Pathways Coordinator Ms Lyn Sweeney or Trade School Assistant Principal Mr Clint Frankel. All students that choose a VET option will have a VET Mentor to manage their VET/school timetable and will be required to attend VET Mentor sessions.

- Animal Studies (Cert III)
- Auto Engineering
- Business Admin. (Cert III)
- Commercial Cookery (Cert I, II & III)
- Construction (Cert I, II & III)
- Early Childhood Education (Cert III or Diploma)
- Engineering Technical CAD/CAM (Cert III)
- Electronics (Electrical Pathway) (Cert II)
- Fitness (Cert III)
- Food Processing (Cert II)
- Hairdressing Beauty Pathway (Cert II)
- Horticulture / Rural Operations
- Hospitality (Cert III)
- IT (Cert III)
- Media (Cert III)
- Nursing (Aged/Disability Care Cert III, & IV)
- Wine Operations
- *Others by negotiation

To Apply

To indicate that you have applied for such a course you must fill in the appropriate box on the Subject Selection Sheet. The employment areas currently covered include:

Animal Studies: Completed Cert III (Animal Care & Husbandry)

Automotive / Engineering: Students can choose a pathway in Auto or Engineering. This program takes place at the Berri TAFE and can be continued in Year 12.

Business: Completed Cert III Examples of job roles include Administration Assistant, Clerical worker, Data entry operator, Information desk clerk, Office junior, Receptionist.

Commercial Cookery (Kitchen Operations): Students study an intensive course to complete a Cert I and 2 of Kitchen Operations. This can lead to at the Cert III the following year.

Construction: Students study a Cert I in Building Construction. This covers a wide range of skills ranging from paving, brick and cement work and many other construction forms. It leads to a Year 12 course which includes Cert III Carpentry Competencies.

Early Childhood Education: Completed Cert III. Leads to employment in pre-school and childcare centres. Diploma will be offered the following year.

Electronics / Electrical Pathway: This course is a good foundation for both electrical and electronics.

Engineering Technical CAD/CAM: Completed Cert III It provides a starting point for a career as a technician in the manufacturing, engineering and related industry areas, the skills outcome will enable



the student to be involved in Computer Aided Drafting (CAD) and Design including the use of (CNC) Computer Controlled equipment.

Fitness (Personal Trainer): Completed CIII. There are a number of pathway options for studying in this area.

Food Processing

Hairdressing – Beauty Pathway: Students have the opportunity to study to Cert II level. This is an ideal background for anyone wishing to gain an apprenticeship in hair or beauty.

Horticulture / Rural Operations: Students study aspects of soils, water and crops, operate tractors, machinery maintenance, and irrigation systems.

Hospitality: Completed CIII

Information Technology: Completed CIII. Provides the skills and knowledge in introductory ICT technical functions, networking & web design.

Media: Completed CIII. Entry level qualification for those looking to enter the creative digital media industry. This course is designed to provide an introduction to media-related industries obtaining skills in a variety of digital media software.

Nursing (Aged and Disability Care): Completed CIII. This allows students to gain employment in the aged care industry and can be used as a pathway for study as an Enrolled Nurse. There is also opportunity to undertake a Cert IV the following year.

Wine Operations

Training Guarantee / Work Ready

Eligible students over 16 years of age may be able to apply for subsidised training. This will be offered through the school.

Australian School Based Apprenticeships (ASBA's)

These are pathways to career opportunities that involve students completing their SACE while at the same time beginning their "apprenticeship training." Students may have an employer willing to offer a school-based Traineeship or school-based Apprenticeship. In this case, the related apprenticeship training can contribute up to 150 credits towards the SACE. These are coupled with passes in the compulsory subjects (PLP, Literacy, Numeracy and Research Project).

Students need to pick subjects that allow flexibility to their timetables where possible and should indicate Workplace Practices (Stage 1) or Workplace Practices (Stage 2) in their programme.

Workplace Practices

Students with a clear career goal should consider Workplace Practices at Stage 1 leading to Workplace practices at Stage 2. This subject is highly recommended if you are doing one of the VET options or a school based apprenticeship / traineeship.

Students should use the work placement opportunities associated with Stage 1 Workplace Practices as the ideal way to introduce themselves and their abilities to potential employers.



A Guide to University Entry

Qualifying for university entry

Students studying for the South Australian Certificate of Education and applying for entry into university in 2017 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an Australian Tertiary Admission Rank (ATAR).

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC), <http://www.satac.edu.au>. SATAC publishes the SATAC Guide each year, which lists cut off scores (in ATAR), as well as prerequisites and assumed knowledge, for each Uni course. You must get a 'C' for any listed prerequisite subject before being eligible for that uni course, whereas it is just advisable to do any Assumed Knowledge subject. SATAC also publishes the SATAC Tertiary Entrance booklet which explains current entry rules and other relevant information.

The SACE

The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE, students must earn 200 credits and achieve a C- or better in compulsory SACE subjects including the Stage 2 Research Project.

Credits

Ten credits are equivalent to one semester or six months' study in a particular SACE subject. Twenty credits are equivalent to two semesters or a full year's study.

University entry subjects

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. Sixty out of the 90 credits at Stage 2 (Year 12) level must be approved full year university entry subjects. Of the other thirty needed credits, 20 credits may come from alternatives to full-year school-based subjects.

Prerequisite requirements

To be able to apply for some university undergraduate courses, particularly in the areas of science, engineering, mathematics and computer science, students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet.

Australian Tertiary Admission Rank

Students need an Australian Tertiary Admission Rank (ATAR) to apply for university courses. The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State. The higher you're ATAR the more likely you are to be accepted into a particular course.

Calculating the Australian Tertiary Admission Rank

The ATAR is calculated from the grades you receive in your Stage 2 subjects, including the Research Project. This will include three full year, 20 point Stage 2 subjects and either a fourth similar subject or two half subjects combined or a completed Certificate III. Different Universities allow different combinations.



Bonus Points

The two bonus point schemes are the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Bonus Scheme. The new schemes will be administered by SATAC based on rules provided by the universities.

Any bonuses applied by the universities will be added to the university aggregate from which selection ranks are calculated. The Universities Equity Scheme awards 5 bonus points for eligible students, and the Universities Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes.

Will subjects be scaled for university selection?

All results (i.e. subject achievement scores) for SACE subjects contributing to a student's Australian Tertiary Admission Rank (ATAR) will continue to be scaled. Scaling is a process which converts students' subject scores into tertiary entrance points in each of their SACE Stage 2 (Year 12) subjects so that the achievements in different subjects can be compared. This means that when different subjects are used to calculate an Australian Tertiary Admission Rank, the process is fair to all students.

VET and an ATAR

A completed Cert III can be used as the 4th Stage 2 subject towards an ATAR, being averaged from the other 3 subjects completed.

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards university entrance, generally because the subjects are similar. These are called "precluded combinations". Also there are limits on how many subjects in the same area can count even if the subjects aren't precluded combinations. These are called "counting restrictions". Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet.

Can "related pairs" of subjects count towards the ATAR?

Yes. Two related half-year (10-credit) Stage 2 subjects can be counted as one full-year (20-credit) Stage 2 subject to count towards university entrance and an Australian Tertiary Admission Rank (ATAR). These are known as "valid pairs" and are listed each year in SATAC's Tertiary Entrance booklet.

How long will subjects completed as part of the SACE be able to count towards the Australian Tertiary Admission Rank (ATAR)?

Current SACE subjects will always be able to count towards a student's Australian Tertiary Admission Rank (ATAR). However, the ATAR can only be calculated using results from a student's best three years of Stage 2 SACE studies.

TAFE Studies

TAFE prerequisites can be found by the going to the TAFE website or through the SATAC website.



South Australian Aboriginal Sports Training Academy (SAASTA)

This course is a choice subject for Aboriginal students only. Typically students are enrolled to study in two SAASTA subjects which have been developed specifically for them. All subjects count toward the attainment the SACE.

SAASTA curriculum is delivered in a structured and highly supported environment which includes the use of mentors, coaches, key teachers and industry experts.

For more information please visit: www.saasta.sa.edu.au

Integrated Learning Units

Students undertaking the SAASTA program complete two semester long subjects; The Aboriginal Power Cup and the SAASTA Shield.

Aboriginal Power Cup (Integrated Learning Unit 1)

Integrated Learning Stage 1&2

Aimed at both male and female students the Aboriginal Power Cup (APC) subject offers a dynamic curriculum which culminates in the annual Aboriginal Power Cup Carnival. The three-day event focuses on cultural activities, health, career and tertiary pathways and the much hyped 9-A-Side football competition which is hotly contested by each of our academies.

Each academy receives expert coaching, mentoring and support by players from the Port Adelaide Power Football Club and in the lead up to the carnival students are required to work both individually and in teams to complete a series of set curriculum tasks. All tasks are judged on a points system with the highest ranked male and female teams earning the right to play off in the Grand Final at Adelaide Oval before a Port Adelaide Power home game.

For more information, please visit: www.aboriginalpowercup.com.au

SAASTA Shield (Integrated Learning Unit 2)

Integrated Learning Stage 1&2

This subject has been developed to follow on from the Aboriginal Power Cup. Like the APC, this subject culminates in a two-day sporting carnival where academies will compete in a round-robin format to claim the SAASTA Shield. In the lead up to the carnival students receive advice, mentoring and coaching from industry experts to develop their skills in a variety of sports, recreational and health activities.

SAASTA Certificate III in Sport & Recreation

SAASTA has developed a VET subject, the SAASTA Certificate III in Sport & Recreation, which provides academy students with a direct sporting pathway through the SACE. It is delivered in week long segments through the Regency TAFE, Adelaide, at the end of each term. All costs are covered by the SAASTA program.

The course is aimed at sports minded students and will equip students with the skills, knowledge and qualifications to enter into further studies and/or assist in gaining employment in the sports industry as well as the potential to further enhance elite sporting careers.

There are fourteen modules in this subject which are mainly sporting based with a particular focus on skill developed, tactics, physical conditioning and the attainment of the Senior First, Occupational Health, Safety & Welfare and various Base Level Coaching certificates.

Academy students who successfully complete all modules will receive a nationally accredited qualification as well as approximately 50 SACE credits.



Subject Selection

It is important to realize that the school CANNOT guarantee to run every subject that is offered. Whenever low student numbers choosing a subject limits class viability or the transfer of a teacher means we do not have a teacher for a subject, we will ask you to choose another alternative.

Extra cost is incurred in some subjects such as Geography camps, Outdoor Education excursions and Self Defence training, Sport & Recreation Certificate Courses (e.g.: First Aid), Physical Education practicals. However the school may be able to assist with some costs by means of funding to minimise costs for all students. There may also be costs incurred with Vocational Pathways, including course costs, and safety uniforms.

Making Your Choices at Stage 1 (Year 11)

Before making your selections you need to check the requirements of any career you have in mind. If you are unsure of what you wish as a career, and this is most common, then consult your teachers and parents with a view to keeping your options open. Your work completed in PLP should help with this.

Stage 1 students must choose two units of English, and at least one unit of Mathematics. These subjects are compulsory and require a 'C' grade or better if the SACE is to be achieved. Students are then required to select a further nine subjects. The key to selecting the correct subjects is to consider what the student wishes to do on leaving school, then work back to what subjects are most appropriate in Year 12, and consequently choose the Stage 1 subjects that provide the best pathway.

Where students have not completed the compulsory Personal Learning Plan (PLP) at a 'C' grade or better in Year 10, they will be enrolled in a prescribed SACE course.

Students undertaking VET courses will be advised of the impact this may have on their subject selections.

Making Your Choices at Stage 2 (Year 12)

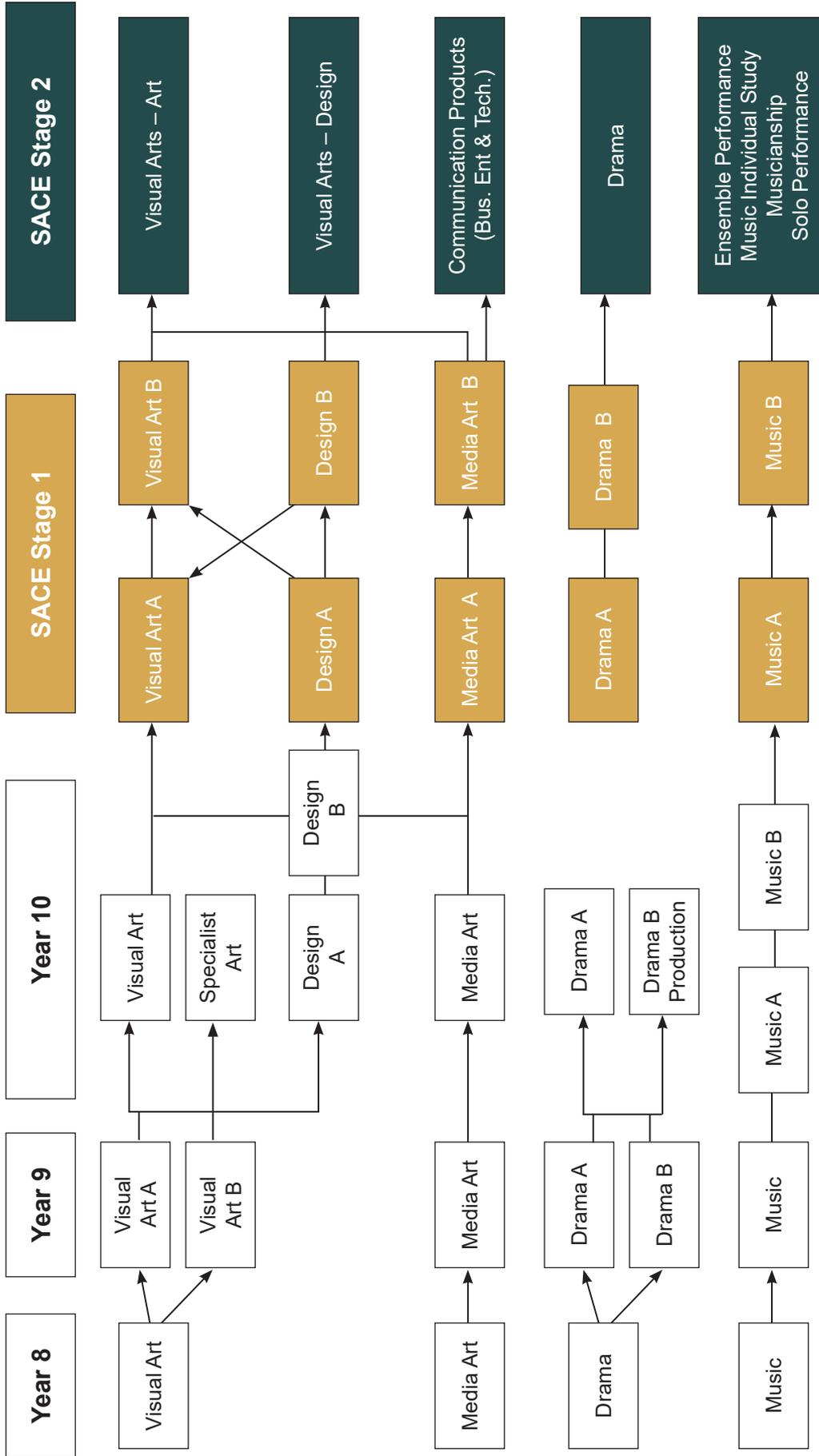
Your first need is to establish what your aim is in terms of career. You can then choose the subjects that lead to your chosen career and which match your interest, ability and skills. Reviewing your Year 11 results will also serve as a guide.

To achieve the SACE, Stage 2 students need to choose three full year subjects and the Research Project. For tertiary entrance and an ATAR, a fourth Stage 2 subject needs to be selected. If this is not a consideration, then the additional unit(s) worth a total of 20 credits may be at either Stage 1 or 2 levels.

Students undertaking VET courses will be advised of the impact this may have on their subject selections.



The ARTS





SUBJECT	Design A or B	Credits	10 (half year)
	Design A and B	Credits	20 (full year)
Learning Area	The Arts		Stage 1
Pre-requisites	C grade or better in Year 10 Art or Design		
Description	<p>Students wishing to study Yr 12 Visual Arts or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts or Design</p> <p>Students will explore the design process involved in graphic, product and environmental design. The course concentrates on developing problem solving/decision making skills along with drafting, drawing, rendering, illustrating, scaling and presentation skills. The use of computer assisted drawing and designing programs may be involved. Design B will further develop students' skills and knowledge in an area of design of their choice. Students may select Design A, Design B or Design A and B for a full year.</p>		
Assessment	Folio 20%; Practical 40%, Visual Study 40%		
Further Study	Stage 2 Visual Arts – Arts, Stage 2 Visual Arts – Design		
Additional Cost	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.		
Contact Teachers	Mr Frankel		

SUBJECT	Visual Arts A or B	Credits	10 (half year)
	Visual Arts A and B	Credits	20 (full year)
Learning Area	The Arts		Stage 1
Pre-requisites	C grade or better in Year 10 Art or Design		
Description	<p>Students wishing to study Yr 12 Visual Arts or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts or Design</p> <p>Students will be introduced to a variety of 2 + 3 dimensional art techniques including painting, drawing, printmaking, sculpture, clay, textiles etc. Students will explore the qualities of various materials, develop skills and techniques to produce finished works. Conceptual development of Visual Arts ideas and Art analysis, criticism and history studies will be introduced as a transition to Stage 2 Art. Visual Art B will develop students' skills and knowledge in areas of personal interest. Students may select Visual Art A, Visual Art B or Visual Art A and B for a full year.</p>		
Assessment	Folio 20%; Practical 40%, Visual Study 40%		
Further Study	Stage 2 Visual Arts – Arts, Stage 2 Visual Arts – Design		
Additional Cost	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.		
Contact Teachers	Mr Frankel		



SUBJECT	Drama A or B	Credits	10 (half year)
	Drama A and B	Credits	20 (full year)
Learning Area	The Arts		Stage 1
Pre-requisites	Year 10 Drama preferred		
Description	<p>A strong commitment to this course is necessary as out of hours rehearsals are required.</p> <p>Students participate in the planning, rehearsal, and performance of a production. Students adopt the role of an on-stage or off-stage practitioner to develop performance works that are presented to an audience. They review and evaluate the processes and outcomes of their group production and of live theatre.</p> <p>Students explore the ways in which theories and practices have shaped, and continue to shape, drama. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics covered.</p> <p>Students choose and investigate an area of study in the dramatic arts that is of interest to them.</p>		
Assessment	Folio 30%, Investigation and Presentation 30 %, Performance 40 %		
Further Study	Stage 2 Drama		
Additional Cost	May involve attendance at live plays, theatre presentations etc		
Contact Teachers	Ms Nicholson		

SUBJECT	Media Arts A or B	Credits	10 (half year)
	Media Arts A & B	Credits	20 (full year)
Learning Area	The Arts		Stage 1
Pre-requisites	C grade or better in Year 10 Art, Design or Media Arts		
Description	<p>Students wishing to study Yr 12 Visual Arts or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts or Design</p> <p>Students will be introduced to electronic media equipment, software and techniques suitable for developing and creating graphic design and visual artworks. This could include video, animation, digital photography and electronic imaging. The structure of the course will include tutorials, idea generation, creative storyboarding, equipment use, editing and analysis. Media Arts B will further develop students' skills in areas of personal interest. Students may select Media Arts A, Media Arts B or Media Arts A and B for a full year.</p>		
Assessment	Folio 20%; Practical 40%, Visual Study 40%		
Further Study	Stage 2 Visual Arts – Arts, Stage 2 Visual Arts – Design, Communication Products		
Additional Cost	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.		
Contact Teachers	Mr Frankel, Ms Morrow Middle Campus: Mr Baldock		



SUBJECT	Music A or B	Credits	10 (half year)
	Music A and B	Credits	20 (full year)
Learning Area	The Arts		Stage 1
Pre-requisites	C grade or better in Year 10 Music. Students need to have been learning their chosen instruments for at least 2 years.		
Description	<p>Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills.</p> <p>This subject is concerned with studies in harmony, arranging, composition and performance as a soloist and in an ensemble. This provides preparation for the study of Year 12 Music units.</p>		
Assessment	Practical 50%, Tests 25%, Folio 25%		
Further Study	Stage 2 Ensemble Performance, Stage 2 Music Individual Study, Stage 2 Musicianship, Stage 2 Solo Performance		
Additional Cost	May involve attendance at live performances.		
Contact Teachers	Mr Baldock		

SUBJECT	Drama	Credits	20 (full year)
Learning Area	The Arts		Stage 2
Pre-requisites	C grade or better in one unit of Stage 1 Drama		
Description	Stage 2 Drama is designed for students who have successfully completed Stage 1 Drama. It is a language rich subject which requires prior knowledge and understanding of specific genres and practices, along with developed performance and presentation skills. This course is flexible and involves a number of tasks that allow the students to decide how they will present their assessment tasks.		
Assessment	<p>School-based Assessment</p> <p><i>Group Presentation</i> 20%</p> <p>Students take part in a group presentation, but are assessed individually. Students demonstrate their knowledge of play-script or dramatic innovator through the process of practical application.</p> <p><i>Folio</i> 30%</p> <p>Students undertake 1 report and at least 2 reviews. One review must be of live theatre; the other may be of a current film. The report focuses on the students' own experiences of making dramatic work. Maximum of 4000 words if written OR 20 minutes if oral.</p> <p><i>Interpretive Study</i> 20%</p> <p>Students who decide to investigate and respond to a play-script will adopt the role of a director, actor or designer.</p> <p>Students who decide to investigate and respond to a dramatic innovator will create a question that they answer through their study. Maximum of 1500 words if written OR 8 minutes if oral.</p> <p>External Assessment</p> <p><i>Group Performance or related off-stage Presentation or An Individual Performance</i> 30%</p>	Weighting	
Additional Cost	May involve attendance at live plays, theatre presentations etc.		
Contact Teachers	Ms Nicholson		



SUBJECT	Ensemble Performance (Music)	Credits	10 (half year)
Learning Area	The Arts		Stage 2
Pre-requisites	See Description		
Description	<p>Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.</p> <p>Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.</p> <p>When preparing for performance, teachers and students must ensure that the program includes:</p> <ul style="list-style-type: none"> * either works of contrasting character or an extended work with a number of contrasting sections * works that allow students to extend their performance techniques on their instrument or voice * a minimum of 20 minutes of repertoire. <p>Students who study Ensemble Performance and/or Solo Performance may perform on the same instrument in all subjects.</p>		
Assessment	<p>School-based Assessment</p> <p>Assessment type 1: First Performance</p> <p>Assessment type 2: Second Performance</p> <p>External Assessment</p> <p>Assessment type 3: Final Performance</p>		<p>Weighting</p> <p>30%</p> <p>40%</p> <p>30%</p>
Additional Cost	May involve attendance at live performances.		
Contact Teachers	Mr Baldock		

SUBJECT	Music Individual Study (Music)	Credits	10 (half year)
Learning Area	The Arts		Stage 2
Pre-requisites	See Description		
Description	<p>Stage 2 Music Individual Study is a subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning.</p> <p>Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.</p>		
Assessment	<p>School-based Assessment</p> <p>Assessment type 1: Folio</p> <p>Assessment type 2: Product</p> <p>External Assessment</p> <p>Assessment type 3: Report</p>		<p>Weighting</p> <p>30%</p> <p>40%</p> <p>30%</p>
Additional Cost	May involve attendance at live performances.		
Contact Teachers	Mr Baldock		



SUBJECT	Musicianship (Music)	Credits	10 (half year)
Learning Area	The Arts		Stage 2
Pre-requisites	Satisfactory pass in Stage 1 Music		
Description	<p>The following three areas of study are covered:</p> <p>Theory, Aural Recognition, and Musical Techniques: Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.</p> <p>Harmony: Students learn to harmonise a melody by applying theoretical knowledge</p> <p>Arrangement: Students develop their musical imagination and ability to write musical arrangements. They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills. Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the Musical intention of, the arrangement.</p>		
Assessment	<p>School-based Assessment</p> <p>Skills Development 30%</p> <p>Arrangement 40%</p> <p>External Assessment</p> <p>Examination 30%</p>	Weighting	
Additional Cost	Nil.		
Contact Teachers	Mr Baldock		

SUBJECT	Solo Performance (Music)	Credits	10 (half year)
Learning Area	The Arts		Stage 2
Pre-requisites	See Description		
Description	<p>This subject develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. Students must present their program on an instrument chosen from a specific list. Students prepare and present public performances, of a minimum of 18 minutes of repertoire.</p> <p>Students are required to participate in regular rehearsals and performances, some of which may be outside school hours. Students who undertake this subject are assumed to have attained a performance standard that reflects at least 3 years of development on their chosen instrument or their voice. Students without this background may have difficulty in successfully meeting the performance standards for this subject.</p>		
Assessment	<p>School-based Assessment</p> <p>Assessment type 1: First Performance 30%</p> <p>Assessment type 2: Second Performance 40%</p> <p>External Assessment</p> <p>Assessment type 3: Final Performance 30%</p>	Weighting	
Additional Cost	Nil.		
Contact Teachers	Mr Baldock		

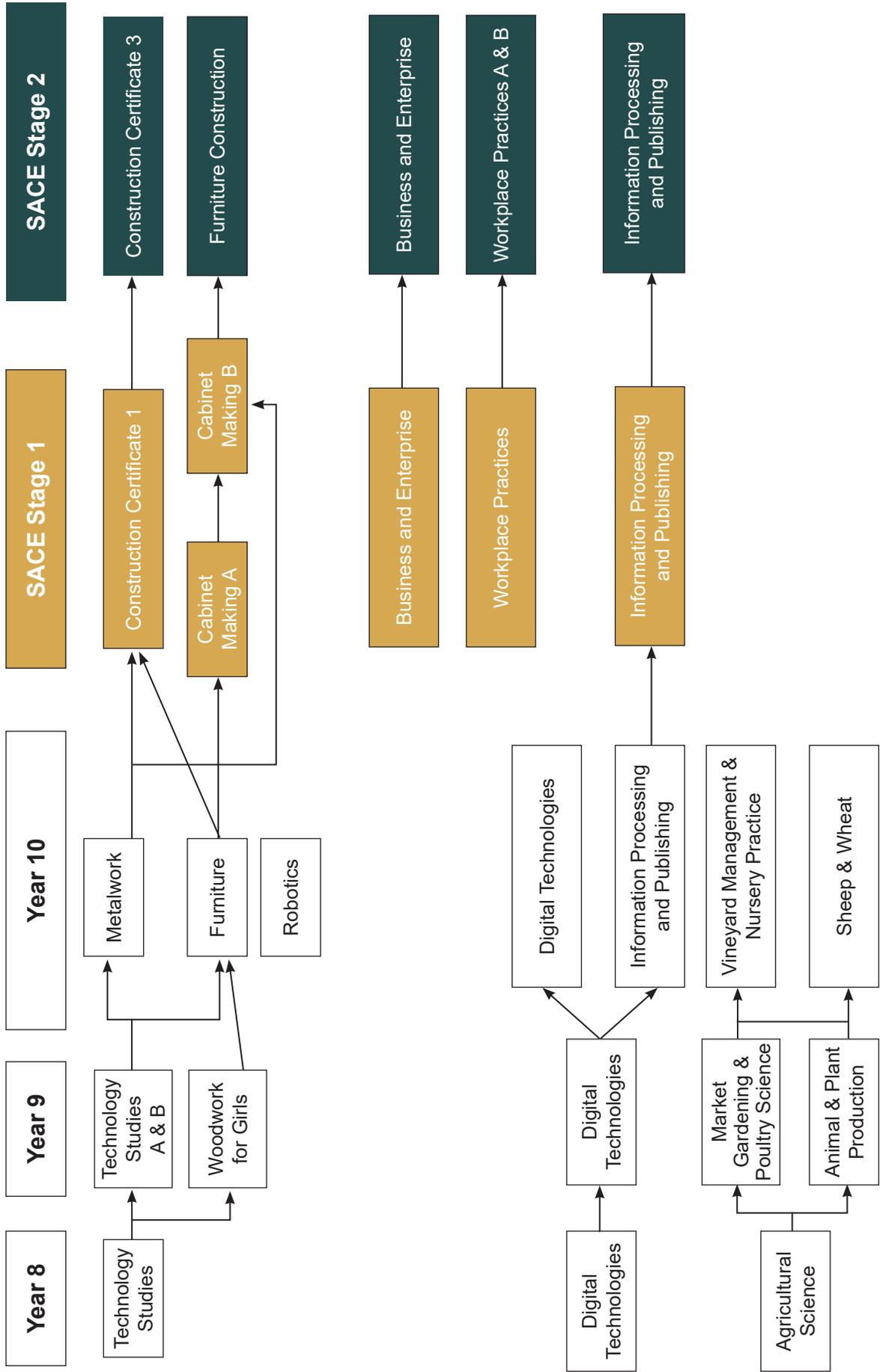


SUBJECT	Visual Arts - Art	Credits	20 (full year)
Learning Area	The Arts		Stage 2
Pre-requisites	C grade or better in two units of Stage 1 Visual Art, Design or Electronic Media		
Description	<p>In the Visual Arts – Art, students express ideas through practical work using a variety of media and techniques including drawing, models, prototypes, photographs, etc leading to resolved Art pieces. Students also research, understand and reflect upon art works in their cultural and historical contexts.</p> <p>The broad area of 'Art' includes both the construction of artworks and the documentation of the development of ideas, research, analysis, and experimentation through to the finished piece.</p>		
Assessment	<p>School-based Assessment</p> <p>Folio – Experimental & support work for the 2 practicals</p> <p>Practical - 2 practical works</p> <p>External Assessment</p> <p>Visual Study</p>		<p>Weighting</p> <p>40%</p> <p>30%</p> <p>30%</p>
Additional Cost	Nil.		
Contact Teachers	Mr Frankel		

SUBJECT	Visual Arts - Design	Credits	20 (full year)
Learning Area	The Arts		Stage 2
Pre-requisites	C grade or better in two units of Stage 1 Visual Art, Design or Electronic Media		
Description	<p>In the Visual Arts – Design, students express ideas through practical work using a variety of visual techniques including drawing, model making, prototypes, photographs etc. leading to resolved Design pieces. Students also research, understand and reflect upon 'Design works' in their cultural and historical context.</p> <p>The broad area of 'Design' includes graphic and communications design, environmental studies and product design. Emphasis is on The Design process including problem solving approaches, generation of solutions and final resolutions.</p>		
Assessment	<p>School-based Assessment</p> <p>Folio – Experimental & support work for the 2 practicals</p> <p>Practical - 2 practical works</p> <p>External Assessment</p> <p>Visual Study</p>		<p>Weighting</p> <p>40%</p> <p>30%</p> <p>30%</p>
Additional Cost	Nil.		
Contact Teachers	Mr Frankel		



BUSINESS, ENTERPRISE & TECHNOLOGY





SUBJECT	Business and Enterprise	Credits	10 (half year)
Learning Area	Business, Enterprise and Technology		Stage 1
Pre-requisites	Nil		
Description	Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts. Students will develop communication, problem solving, decision making, technological and group work skills while investigating factors that influence businesses and society. Students will have the opportunity to prepare a marketing plan or investigate and run their own small business as a part of their practical component. This course provides a good background for Stage 2 Business and Enterprise.		
Assessment	Reports, test, practical, an issue study and an end of semester exam.		
Further Study	Stage 2 Business and Enterprise		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Mrs Muller Middle Campus: Miss Sweeney		

SUBJECT	Cabinet Making A or B	Credits	10 (half year)
	Cabinet Making A and B	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 1
Pre-requisites	C Grade or better in Year 10 Cabinet Making		
Description	<p>The SACE Board focus area for this subject is Material Products B</p> <p>Cabinet Making is a course that can be offered to students for a semester or alternatively studied for the entire year. This course also has the ability to accommodate for students who wish to join half way through the year at the beginning of Semester 2</p> <p>Cabinet Making involves students manufacturing traditional timber joints using both hand and power tools along with workshop machinery. They will gain experience of safe work practises throughout the course and further their designing abilities in their major product which will be a coffee table.</p> <p>Students who choose to study this course for the full year will further their ability to create a product according to plan and look at more complex timber joinery through the manufacturing process of a Hallway table.</p>		
Assessment	There are two written assignments along with an evaluation of each practical task. Their major project will comprise 50% of their final grade.		
Further Study	Stage 2 Furniture Construction		
Additional Cost	Each student will be responsible for providing an accurate cutting and costing list for their major product for which they will be required to pay.		
Contact Teachers	Mr Porter		



SUBJECT	Information Processing and Publishing	Credits	10 (half year)
Learning Area	Business, Enterprise and Technology		Stage 1
Pre-requisites	Nil		
Description	<p>A course that offers students an opportunity to be creative and innovative, Information Processing and Publishing focuses on the application of practical skills to design and implement creative solutions. Students create hard copy and electronic text-based publications, identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts.</p> <p>Students who are interested in developing information processing and publishing skills to apply to other areas will benefit from taking this subject.</p>		
Assessment	Practical Skills 50%, Designing and Skills Application 30%, Issue Analysis 20%		
Further Study	Stage 2 Information Processing and Publishing		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Mrs Muller Middle Campus: Mrs Riley		

SUBJECT	Workplace Practices	Credits	10 (half year)
Learning Area	Business, Enterprise and Technology		Stage 1
Pre-requisites	Nil		
Description	<p>In Workplace Practices students will be given the opportunity to broaden their experience of the world of work. They will be involved in activities that promote confidence and initiative and be able to develop negotiation skills. They will investigate factors that influence your lifestyle and the skills needed to live and work in society. An opportunity to develop interpersonal skills by working both independently and in small groups and by participation in the decision making process will be developed.</p>		
Assessment	Includes keeping a journal and a research assignment. These are worth 20% to 40% of the final assignment. Other tasks will include tests, written assignments, oral presentations, group activity, work experience, problem solving activities, and life-style related activities		
Further Study	Stage 2 Workplace Practices		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Miss Sweeney Middle Campus: Miss Sweeney		



SUBJECT	Business and Enterprise	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 2
Pre-requisites	Nil		
Description	<p>Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. This course allows students to develop an understanding on how business affects the lives of all people. It prepares students to analyse, initiate, manage, evaluate, and respond to change within the business environment. It is concerned with the study of the production, marketing, and distribution of goods and services through the use of resources. This course allows students to study an existing local business or to assess the feasibility of a business idea and establish, run and evaluate the success of this small business.</p>		
Assessment	<p>School-based Assessment</p> <p>Folio 30%</p> <p>Practical 20%</p> <p>Issues Study 20%</p> <p>External Assessment</p> <p>Report 30%</p>	Weighting	
Additional Cost	Nil.		
Contact Teachers	Mrs Muller		

SUBJECT	Communication Products	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 2
Pre-requisites	Nil		
Description	<p>This course continues the focus of analysing, designing and creating advanced digital products including digital photography, print (magazine, posters etc), short films, video games/ /iPhone apps, website design, animation (2D or 3D). Students will use digital literacy and design principals to create professional quality products for clients or targeted audiences.</p> <p>Students are encouraged to find a real life client/business or competition for which they will create a Major Product. In the past this has included the possibility of students being paid by the client for their work.</p> <p>This subject also allows students access to industry standard equipment such as digital SLR cameras and broadcast quality video cameras, blue screens, studio lighting etc. This course aims to prepare students for paid freelance style employment in the industry.</p>		
Assessment	<p>School-based Assessment</p> <p>Skills and Applications Tasks 20%</p> <p>Major and Minor Product 50%</p> <p>External Assessment</p> <p>Folio 30%</p>	Weighting	
Additional Cost	Nil.		
Contact Teachers	Mrs Morrow		



SUBJECT	Furniture Construction	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 2
Pre-requisites	C Grade or better in Year 11 Cabinet Making		
Description	<p>The SACE Board focus area for this subject is Material Products</p> <p>Stage 2 Furniture Construction provides students with a greater opportunity to further develop their designing, making and evaluating skills of small skills tasks and a major product. They use traditional and contemporary joinery techniques in specialised skills tasks and also begin to develop a conscious mind with respect to the society and environment and any consequences that the cabinet making industry imposes.</p> <p>The course provides students with the freedom to design and make an item of furniture such as an Entertainment Unit, Trophy Cabinet etc. using framing and/or carcass construction. Each practical assessment will involve the use of workshop machinery and hand tools, which will prepare them for the final major product.</p> <p>Written assignment regarding the use and application of various materials, strength testing and evaluations of all practical tasks will be assessed.</p>		
Assessment	<p>School-based Assessment</p> <p>Skills and Applications Tasks</p> <p>Timber joints exercise</p> <p>Produce a Breadbox</p> <p>Materials Investigation</p> <p>Major Project – Item of furniture</p> <p>Minor Project – Doors and/or drawers</p> <p><i>These assessment items account for 70% of the school grade</i></p> <p>External Assessment</p> <p>Folio – Product design and evaluation</p> <p>Folio – Product evaluation</p>		Weighting
			5%
			10%
			5%
			40%
			10%
Additional Cost	Cost of materials for the major project, with a \$25 deposit paid before starting.		
Contact Teachers	Mr Porter		

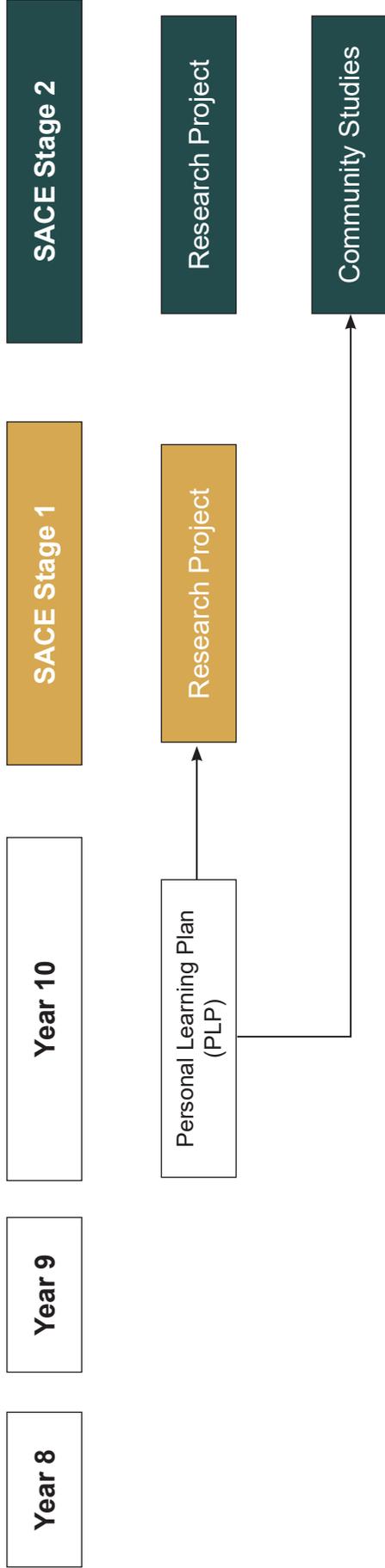
SUBJECT	Information Processing and Publishing	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 2
Pre-requisites	Nil		
Description	<p>Students who choose this subject will complete two topics - Personal Documents and Desktop Publishing. In this course it is essential that students understand and use the designing process. This involves the following steps; Investigating the process or publishing task, Devising or planning to complete the task, Producing the task, Evaluating the process and the product. Information Processing and Publishing allows students to develop skills they will use in everyday life. Central to the processing and publishing of information students will develop the skills and techniques needed to produce text based documents.</p>		
Assessment	<p>School-based Assessment</p> <p>Practical Skills</p> <p>Issues Analysis</p> <p>External Assessment</p> <p>Product and Documentation</p>		Weighting
			40%
			30%
			30%
Additional Cost	Nil		
Contact Teachers	Mrs Muller		



SUBJECT	Workplace Practices A and B	Credits	20 (full year)
Learning Area	Business, Enterprise and Technology		Stage 2
Pre-requisites	Nil		
Description	<p>In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national and global issues in an industry and workplace content. The subject covers the topics of Work in Australian Society, Changing Nature of Work, Industrial Relations and finding employment. Students must undertake a week's structured work placement and/or VET (TAFE Training) and relate the theory studied to their particular placement. Each student must complete a Work Placement Journal of reflections about the theory and practice of work. Students undertaking a School-Based Apprenticeship / Traineeship and looking for SACE completion would find this to be a valuable subject and relevant for future employment. Students seeking an ATAR would need to complete the 20 credit subject.</p>		
Assessment	<p>School-based Assessment</p> <p>Folio 25%</p> <p>Performance 25%</p> <p>Reflection 20%</p> <p>External Assessment</p> <p>Investigation 30%</p>	Weighting	
Additional Cost	Nil		
Contact Teachers	Miss Sweeney		



CROSS – DISCIPLINARY PROGRAMS





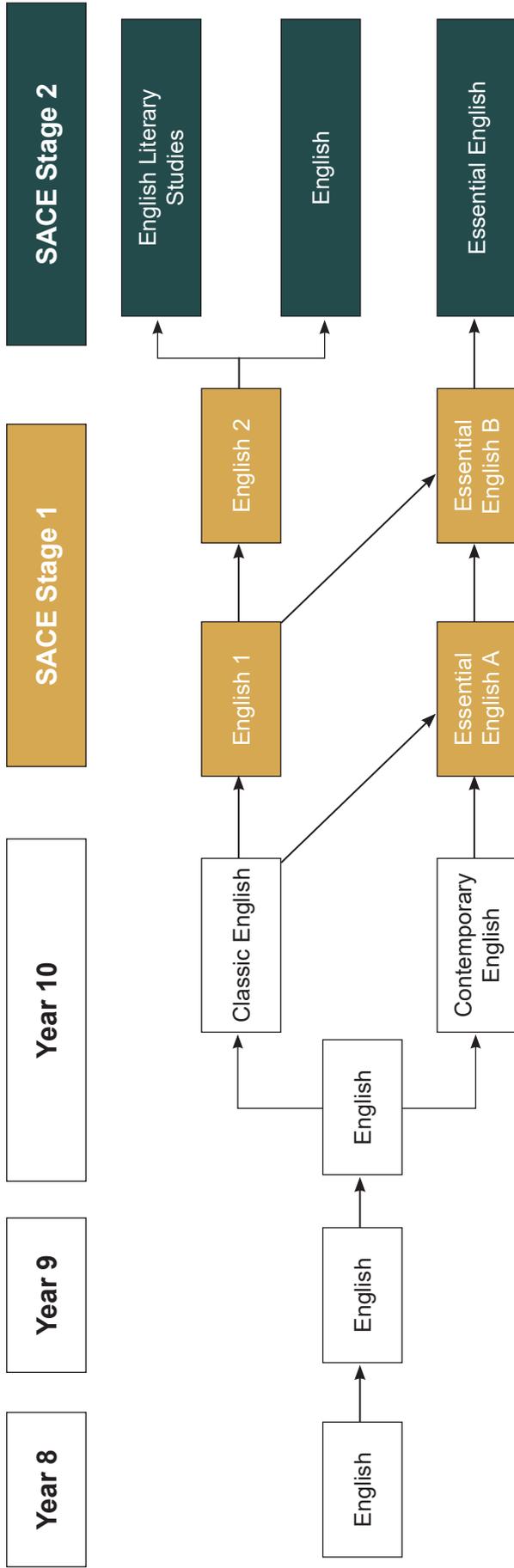
SUBJECT	Personal Learning Plan (PLP)	Credits	10 (half year)
Learning Area	Cross – Disciplinary Programs		Stage 1
Pre-requisites	Nil – Compulsory subject		
Description	<p>Students must achieve a C grade or better in this subject to achieve the SACE.</p> <p>The PLP helps students plan for their future by helping them to make informed decisions about:</p> <ul style="list-style-type: none"> * the subjects they will study in Years 11 and 12 and any course outside of school * possible career choices and ideas for community service * how best to prepare for their career options and other goals. <p>This subject encompasses all of the capabilities; communication, citizenship, personal development, work and learning, to enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.</p>		
Assessment	Assessments enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers will use performance standards to decide how well each student has demonstrated their learning, based on the evidence provided through a set of four assessments presented in a range of formats with a final round table presentation.		
Further Study	N/A		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Miss Sweeney Middle Campus: Mrs Gilgen		

SUBJECT	Research Project	Credits	10 (half year)
Learning Area	Cross - Disciplinary Programs		Stage 2
Pre-requisites	Nil – Compulsory subject		
Description	<p>Students must achieve a C grade or better in this subject to achieve the SACE.</p> <p>The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students choose a topic of interest, learn and apply research processes and the knowledge and skills specific to their research topic. They then record their research and evaluate what they have learnt.</p> <p><i>Students who are NOT completing a VET Certificate may choose to enrol in the Research Project in Year 11. Students undertaking a VET Certificate II or lower may enrol by negotiation with subject coordinator.</i></p>		
Assessment	<p>School-based Assessment</p> <p>Folio - preliminary ideas and research proposal, research development, and discussion</p> <p>Research outcome</p> <p>External Assessment</p> <p>Evaluation (including written summary)</p>	<p>Weighting</p> <p>30%</p> <p>40%</p> <p>30%</p>	
Additional Cost	Will depend on the nature of project undertaken.		
Contact Teachers	Mr Williams		



SUBJECT	Community Studies	Credits	20 (full year)
Learning Area	Cross - Disciplinary Programs		Stage 2
Pre-requisites	Nil		
Description	<p>Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge.</p> <p>By setting challenging and achievable goals in their community activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.</p> <p>This is a course where students negotiate a contract of work where they develop, extend and apply their skills and knowledge on a range of projects, both within the school and the wider community.</p> <p>NB: This subject does NOT count towards an ATAR.</p>		
Assessment	<p>School-based Assessment</p> <p>Contract of Work, Folio and Presentation</p> <p>External Assessment</p> <p>Reflection</p>	<p>Weighting</p> <p>70%</p> <p>30%</p>	
Additional Cost	Will depend on the nature of project undertaken		
Contact Teachers	Mrs Muller		

ENGLISH



It is highly recommended that students wanting to continue head down a University Pathway undertake either English Literary Studies or English at Year 12 level. If students are intending to study interstate, they must complete an English at Year 12.



SUBJECT	Essential English	Credits	20 (full year)
Learning Area	English		Stage 1
Pre-requisites	Nil		
Description	<p>This subject replace English Pathways</p> <p>Students entering this course will be required to write for a range of purposes and for a variety of audiences. Students will also consider a variety of modern texts including media, prose, and visual texts and will respond to these in thoughtful and critical ways.</p> <p>Stage 1 Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.</p>		
Assessment	Based on written and oral work Folio		
Further Study	Essential English Stage 2		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Mr Hornsey Middle Campus: Mr Hornsey		

SUBJECT	English 1 and 2	Credits	20 (full year)
Learning Area	English		Stage 1
Pre-requisites	C grade or better in Year 10 Classic English		
Description	<p>These two units that lead naturally to English Literary Studies or English at Stage 2. They are an academic study of classic and modern English texts. 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, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Students entering this course will be required to respond critically and analytically to a range of texts, including a combination of prose, poetry, drama and film.</p> <p>Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.</p>		
Assessment	Based on written and oral work		
Further Study	Stage 2 English; Stage 2 English Literary Studies		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Mr Hornsey Middle Campus: Mr Hornsey		



SUBJECT	Essential English	Credits	20 (full year)
Learning Area	English		Stage 2
Pre-requisites	C grade or better in Stage 1 English		
Description	<p>This subject replaces English Pathways Stage 2.</p> <p>Students entering this course will be required to write for a range of purposes and for a variety of audiences. Students will also consider a variety of modern texts including media, prose, and visual texts and will respond to these in thoughtful and critical ways. Stage 2 Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.</p>		
Assessment	Based on written and oral work Folio		
Additional Cost	Nil		
Contact Teachers	Mr Hornsey		

SUBJECT	English	Credits	20 (full year)
Learning Area	English		Stage 2
Pre-requisites	C grade or better in Stage 1 English		
Description	<p>This subject replaces English Communications.</p> <p>English focuses on the development of English skills, and in particular the communication process. This subject is designed to give students the opportunity to learn about the power of language in society. They will examine the role of language as the means of communication between individuals, groups, and organisations. Students will look carefully at examples of visual and written communication in their daily lives and in the media and will develop their own critical thinking and communication skills.</p> <p>Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.</p>		
Assessment	Based on oral and written work		
Additional Cost	Nil		
Contact Teachers	Mr Barber		

SUBJECT	English Literary Studies	Credits	20 (full year)
Learning Area	English		Stage 2
Pre-requisites	C grade or better in Stage 1 English		
Description	<p>This subject replaces English Studies.</p> <p>In English Literary Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.</p>		
Assessment	Based on oral and written work and written examination		
Additional Cost	Nil		
Contact Teachers	Mr Hornsey		



SUBJECT	Child Studies	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. Topics may include family structure, family planning, pregnancy and birth, infancy, careers in childcare. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children. Students will be expected to be involved in the 'virtual baby' experience.		
Assessment	Students will demonstrate evidence of their learning through a range of practical activities (including foods and toy making), group activities and Investigations. There will be four assessment tasks weighted at 25% each.		
Further Study	Stage 2 Child Studies, Stage 2 Food & Hospitality		
Additional Cost	Costs may be incurred for excursions and materials for individual practical tasks and assignments.		
Contact Teachers	Senior Campus Ms Kalkstein Middle Campus: Mrs Burgess		

SUBJECT	Food and Hospitality	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	The Food and Hospitality industry is dynamic and changing. In Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the Food and Hospitality industry in meeting the needs of local people and visitors. Topics could include cultural foods, religious and cultural practices around food, food safety and hygiene, group-catering enterprises, creative food presentation, and the current trends in the hospitality industry		
Assessment	Students will demonstrate evidence of their learning through Practical Food Activities, Group Activities and Investigations. These will be four assessment tasks weighted at 25% each.		
Further Study	Stage 2 Food & Hospitality		
Additional Cost	A cost may be incurred for excursions and materials for individual practical tasks and assignments.		
Contact Teachers	Ms Kalkstein		



SUBJECT	World of Food	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	This is a skills based course that focuses on culture, its impact on food within a global context and ethics, social values and sustainability within food. Students investigate and make judgements on the ethical and sustainable production and marketing of food as well as how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. Through practical cooking sessions and theory surrounding food, students will be given the opportunity to evaluate the personal, environmental and social factors that can influence decisions people make about their health and wellbeing and propose and apply strategies to make and implement healthy, active and safe choices.		
Assessment			
Further Study			
Additional Cost	A cost may be incurred for excursions and materials for individual practical tasks and assignments.		
Contact Teacher	Ms Kalkstein		

SUBJECT	Health A	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	In Health A, students focus on the health and wellbeing of individuals, communities, societies and the environments they share. They recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living. All aspects of physical, emotional, social, cognitive and spiritual health are considered. Students gain an understanding of how health incorporates the principles of respect for diversity and social justice. Students will be given opportunities to be involved in health promoting activities, both in the school and the wider community, to develop their leadership skills and to work with others as part of a team. Students will have opportunity to negotiate topics which interest them within these areas of study and to research them at a deeper level.		
Assessment	Issues Response (x2) 40%, Group Activity 30%, Investigation 30%		
Further Study	Stage 2 Health possibly from 2016 depending on student interest		
Additional Cost	Community based activities or use of outside facilities/instructors may incur a cost.		
Contact Teacher	Senior Campus: Mrs Milburn		

SUBJECT	Health B	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	In Health B, students will focus on identifying and analysing issues which impact on the wellbeing of young people. It will cover sexuality, sexual health and relationships, the effects of drugs and alcohol on health and explore factors which impact on mental health. Students will have an opportunity to negotiate topics which interest them within these areas of study and to research them at a deeper level.		
Assessment	Issues Response (x2) 30%, Group Activity 40%, Investigation 30%		
Further Study	Stage 2 Health possibly from 2016 depending on student interest		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Ms Kalkstein Middle Campus: Miss Sweeney		



SUBJECT	Independent Living	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	Independent Living is a practically orientated, cross-disciplinary subject in which students explore many aspects associated with leaving home and setting up for living independently. Topics include legal rights and responsibilities of tenants, insurance needs, buying a car, furnishing a flat, budgets, personal nutrition, food preparation and low-cost meals.		
Assessment	School-based Assessment Practical Performance Group Activity Folio and Discussion	Weighting 30% 30% 40%	
Further Study	Child Studies, Health		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Ms Kalkstein		

SUBJECT	Outdoor Education	Credits	10 (half year)
Learning Area	Health & Physical Education		Stage 1
Pre-requisites	Nil		
Description	Special Requirements: Students must attend a bushwalking camp, which is a 5-day trip focussing on lightweight camping and fitness carrying all. Students will also participate in sessions for kayaking conducted in the river near Berri to teach students associated skills. Other practical skills associated with expeditioning will be taught at the school. Theory lessons will cover equipment, safety, basic first aid, map reading, navigation and camp craft associated with the outdoor pursuits. Environmental awareness will also be an area of study with a compulsory assignment on local issues.		
Assessment	Students will be assessed in practical skills during lessons and these will be further reviewed on the expeditions. A written paper will test knowledge of theory, whereas assignments and reports will be set for other aspects taught.		
Further Study	Stage 2 Outdoor Education, Stage 2 Sport and Recreation		
Additional Cost	A cost will be incurred for the expedition. Estimated total amounts are \$160 which is to be paid at the beginning of the semester (negotiable where necessary)		
Contact Teachers	Senior Campus: Mr Marnier		



SUBJECT	Food and Hospitality	Credits	20 (full year)
Learning Area	Health & Physical Education		Stage 2
Pre-requisites	Nil		
Description	<p>This subject has as its focus the impact of the Food and Hospitality on Australian society. Students develop relevant knowledge and skills as consumers and/or as future workers in industry. Research management skills and the practical application of skills are integrated in the subject. Topics may include hygiene and OHSW, cultural foods and the impact they have had on Australian's dining experience, and the current trends that shape hospitality industry. Students gain, and build on practical skills in both food preparation and presentation. Students may be required to participate in activities outside of school hours, both within the school and in the wider community.</p>		
Assessment	<p>School-based Assessment</p> <p>Practical Assessment (Five) 50%</p> <p>Collaborative Task (One) 20%</p> <p>External Assessment</p> <p>Investigation 30%</p>	Weighting	
Additional Cost	Nil		
Contact Teachers	Miss Cram		

SUBJECT	Outdoor Education	Credits	20 (full year)
Learning Area	Health & Physical Education		Stage 2
Pre-requisites	Stage 1 Outdoor Education		
Description	<p>Outdoor Education involves 3 outdoor journeys including one self-reliant expedition. Camps are compulsory. Students will cover a range of theory topics with emphasis on environmental issues, team building, leadership, planning and organisation. There will be three 5 day camps conducted Sunday to Thursday (12 school days).</p>		
Assessment	<p>School-based Assessment</p> <p>Folio 20%</p> <p>Group Practical 30%</p> <p>Individual Practical 20%</p> <p>External Assessment</p> <p>Investigation 30%</p>	Weighting	
Additional Cost	Approximate cost is \$450 which is required to be paid at the beginning of the year (negotiable where necessary).		
Contact Teachers	Mr Marnier		



SUBJECT	Physical Education	Credits	20 (full year)
Learning Area	Health & Physical Education		Stage 2
Pre-requisites	Two units of PE at Stage 1		
Description	<p>Students studying this subject will be aiming to acquire a deeper appreciation of physical activity as it relates to lifestyle and health both at the personal and community levels, prepare for long term active participation in physical activity, seek higher standards of skilled performance in selected physical activities and experience opportunities for personal development through activities designed to develop initiative and leadership.</p> <p>The topics considered include: Exercise Physiology (approximately 25 hours study); Skill Acquisition and Biomechanics of Movement (approximately 15 hours study); Student directed Issues Analysis of a sporting based topic. (approximately 10 hours study). Students will need to work on three selected sports activities.</p>		
Assessment	<p>School-based Assessment</p> <p>Practical Performance for 3 Sports</p> <p>Folio - Theory Coursework and Issues Analysis</p> <p>External Assessment</p> <p>Examination</p>		<p>Weighting</p> <p>50%</p> <p>20%</p> <p>30%</p>
Additional Cost	If students choose to participate in community based activities or use outside facilities/ instructors a cost may be incurred. e.g. First Aid		
Contact Teachers	Mr Marner		

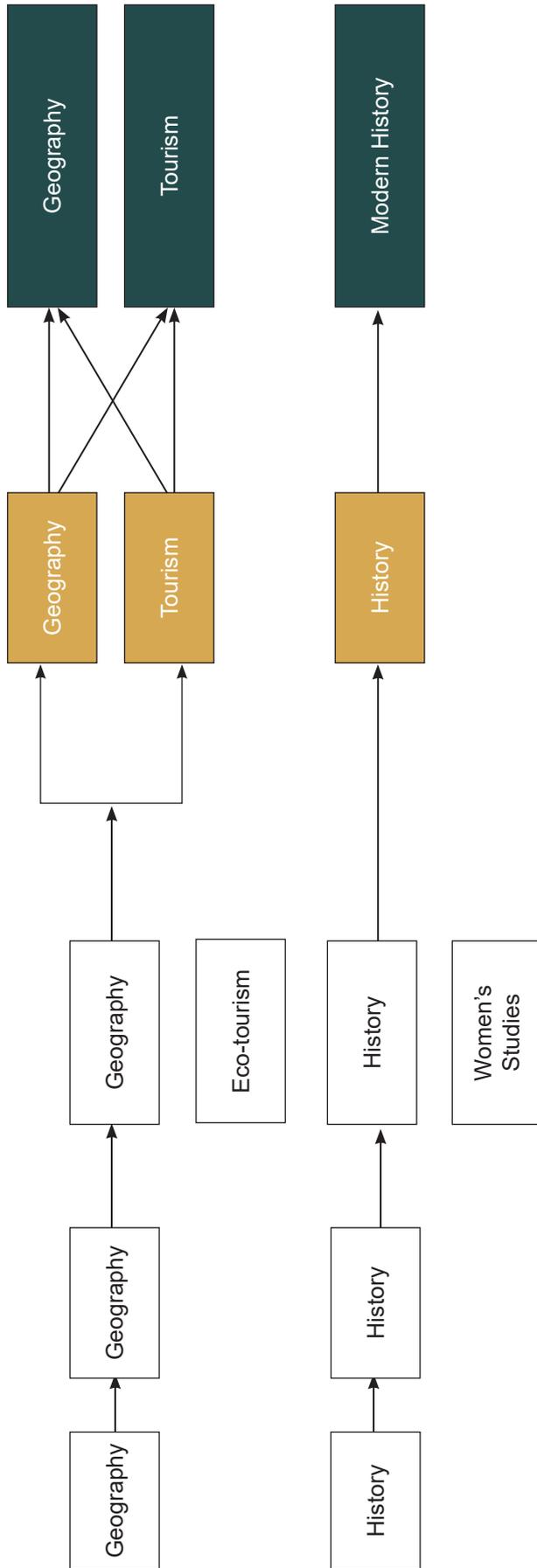
SUBJECT	Sport and Recreation	Credits	20 (full year)
Learning Area	Health & Physical Education		Stage 2
Pre-requisites	Nil		
Description	<p>The SACE Board focus area for this subject is Integrated Studies.</p> <p>This course is suited to students who are interested in sports administration, coaching, officiating and the development of practical skills. The sport or recreational activity is chosen to match the interest of the student. All selections must involve a work placement and significant journals of workplace reflection.</p>		
Assessment	<p>School-based Assessment</p> <p>Practical Performance</p> <p>Group Activity</p> <p>Folio and Discussion</p> <p>External Assessment</p> <p>Project</p>		<p>Weighting</p> <p>30%</p> <p>20%</p> <p>20%</p> <p>30%</p>
Additional Cost	If students choose to participate in community based activities or use outside facilities/ instructors a cost may be incurred. e.g. First Aid.		
Contact Teachers	Miss Sweeney		



SUBJECT	Health	Credits	20 (full year)
Learning Area	Health & Physical Education		Stage 2
Pre-requisites	Nil		
Description	<p>The SACE Board focus area for this subject is Integrated Studies.</p> <p>In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society. They examine the impact of interactions between the individual, the family, the wider community, and the environment on the health of populations. Students recognise the important role of governments and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national, and global levels.</p>		
Assessment	<p>School-based Assessment</p> <p>Group Investigation and Presentation</p> <p>Issues Analysis</p> <p>Practical Activity</p> <p>External Assessment</p> <p>Investigation</p>		<p>Weighting</p> <p>30%</p> <p>20%</p> <p>20%</p> <p>30%</p>
Additional Cost	If students choose to participate in community based activities or use outside facilities/ instructors a cost may be incurred. e.g. First Aid		
Contact Teachers	Mrs Milburn		



HUMANITIES & SOCIAL SCIENCES





SUBJECT	Geography	Credits	10 (half year)
Learning Area	Humanities & Social Sciences		Stage 1
Pre-requisites	Nil		
Description	<p>The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture and urban planning.</p> <p>This course enables students to acquire knowledge of climate, landform, patterns on the earth and the principles of conservation and sustainability. Students develop skills in recording and interpretation of data, using G.I.S. techniques. This unit also provides students with an understanding of population and development, culminating in a major issue study. This course is aimed at students going on to Stage 2 Geography.</p>		
Assessment	Weekly assignments and/or tests, fieldwork trips and final exam consisting of short answer, multiple choice and essay questions		
Further Study	Stage 2 Geography		
Additional Cost	There may be field trips or a camp.		
Contact Teachers	Mr Milgate, Mrs Muller		

SUBJECT	History	Credits	10 (half year)
Learning Area	Humanities & Social Sciences		Stage 1
Pre-requisites	Nil		
Description	<p>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.</p> <p>This course includes a study of topics and issues in history over the past two centuries. There will be a strong focus on social and cultural factors that influence the development of historical events and their lingering effect on humanity. The course will focus on: global injustices such as genocide, influential figures such as political and social leaders, and systems of government such as democracies and dictatorships. There will also be room for independent studies.</p>		
Assessment	At least 6 assessment tasks, including an essay test, an extended writing exercise and an analysis of documents exercise		
Further Study	Stage 2 Modern History		
Additional Cost	Nil		
Contact Teachers	Mr Hornsey		



SUBJECT	Tourism	Credits	10 (half year)
Learning Area	Humanities & Social Sciences		Stage 1
Pre-requisites	Nil		
Description	This course concerns the nature of Tourism in Australia and in particular in South Australia. Topics include the meaning of Tourism, motives for travel, the characteristics of the tourism industry, demand factors affecting tourism in Australia, supply factors influencing tourism, benefits and costs of tourism, the economic impact of tourism, and the role of government in tourism. Local area field trips and investigation of the Riverland Tourism Industry. This course may also include studies of eco-tourism and work on the local walking trails.		
Assessment	May include oral presentations, group work, tests, examinations, research assignments, essays, case studies, research and reports		
Further Study	Stage 2 Tourism		
Additional Cost	There may be associated field trips costs.		
Contact Teachers	Mr Milgate		

SUBJECT	Geography	Credits	20 (full year)
Learning Area	Humanities & Social Sciences		Stage 2
Pre-requisites	Nil		
Description	<p><i>Core Topics:</i></p> <ul style="list-style-type: none"> ▪ Characteristics of the Population, Resources and Water ▪ The study of contemporary issues and an individual field report. These core topics each lead to an issue study related to the topics Coasts and Tourism <p><i>Extension Topics: Students study</i></p> <ul style="list-style-type: none"> ▪ Coastal environments ▪ Choice of topic <p>The course is rigorous and involves fieldwork skills; e.g., mapping, data collection, field trip to Adelaide and a local field trip.</p>		
Assessment	<p>School-based Assessment</p> <p>Fieldwork 25%</p> <p>Geographical Inquiry 20%</p> <p>Folio of assignments 25%</p> <p>External Assessment</p> <p>Examination 30%</p>	Weighting	
Additional Cost	There may be for field trips or a camp		
Contact Teachers	Mrs Muller, Mr Milgate		

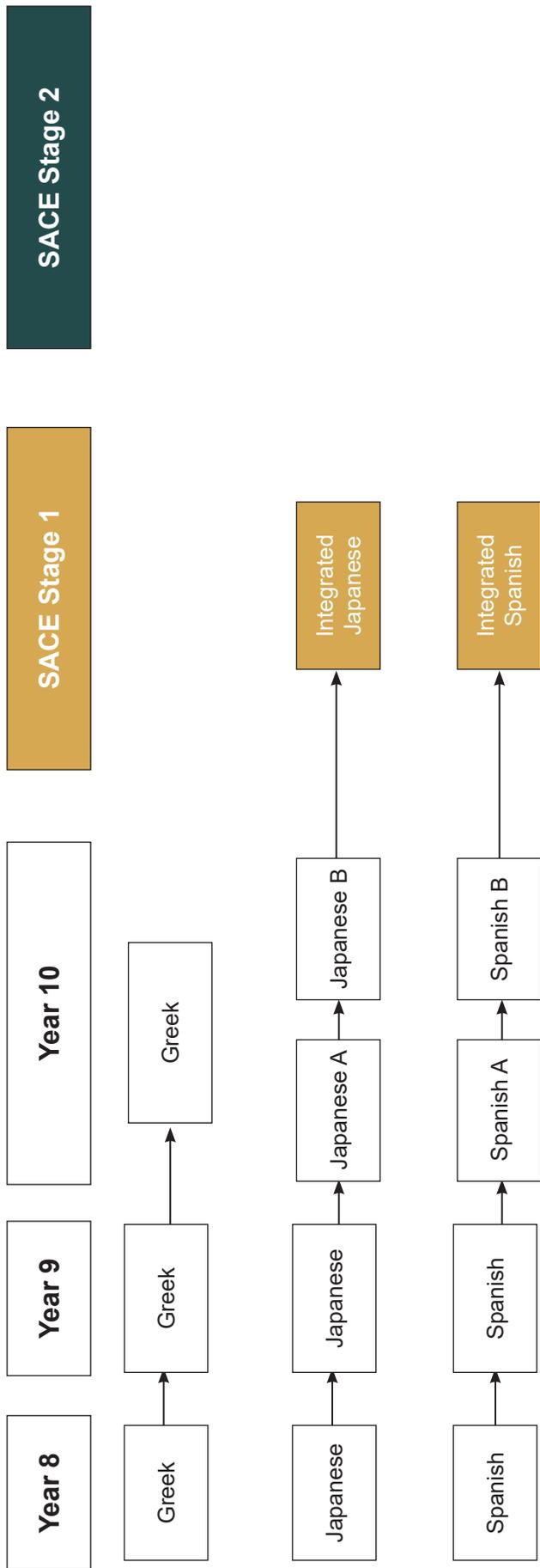


SUBJECT	Modern History	Credits	20 (full year)
Learning Area	Humanities & Social Sciences		Stage 2
Pre-requisites	C grade in Stage 1 History		
Description	In a study of Modern History students will acquire knowledge and understanding of how men, women and children lived, acted and died in different parts of the world since c. 1500. Using key questions, students will inquire into past world events and develop skills in historical inquiry, using comparative and depth approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected the world community in the past, and how they may continue to influence people. By examining the past, students will develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.		
Assessment	School-based Assessment Folio of course work Individual History Essay External Assessment Examination	Weighting 50% 20% 30%	
Additional Cost	Nil		
Contact Teachers	Mr Hornsey		

SUBJECT	Tourism	Credits	20 (full year)
Learning Area	Humanities & Social Sciences		Stage 2
Pre-requisites	Nil, however research and presentation skills are important		
Description	This syllabus has been developed for those students interested in the Operation and Structure of the Tourism Industry. Aspects covered include Sustainable Tourism, the Nature of Work, including a work placement at a local tourist business. Students will study a range of topics including Technology, Marketing, Indigenous People and Tourism, and Management Issues.		
Assessment	School-based Assessment Work Folio Practical Activity on walking trails and local tourism businesses Investigation External Assessment Examination	Weighting 20% 25% 25% 30%	
Additional Cost	There may be associated field trips costs.		
Contact Teachers	Mr Milgate/Mrs Milburn		



LANGUAGES

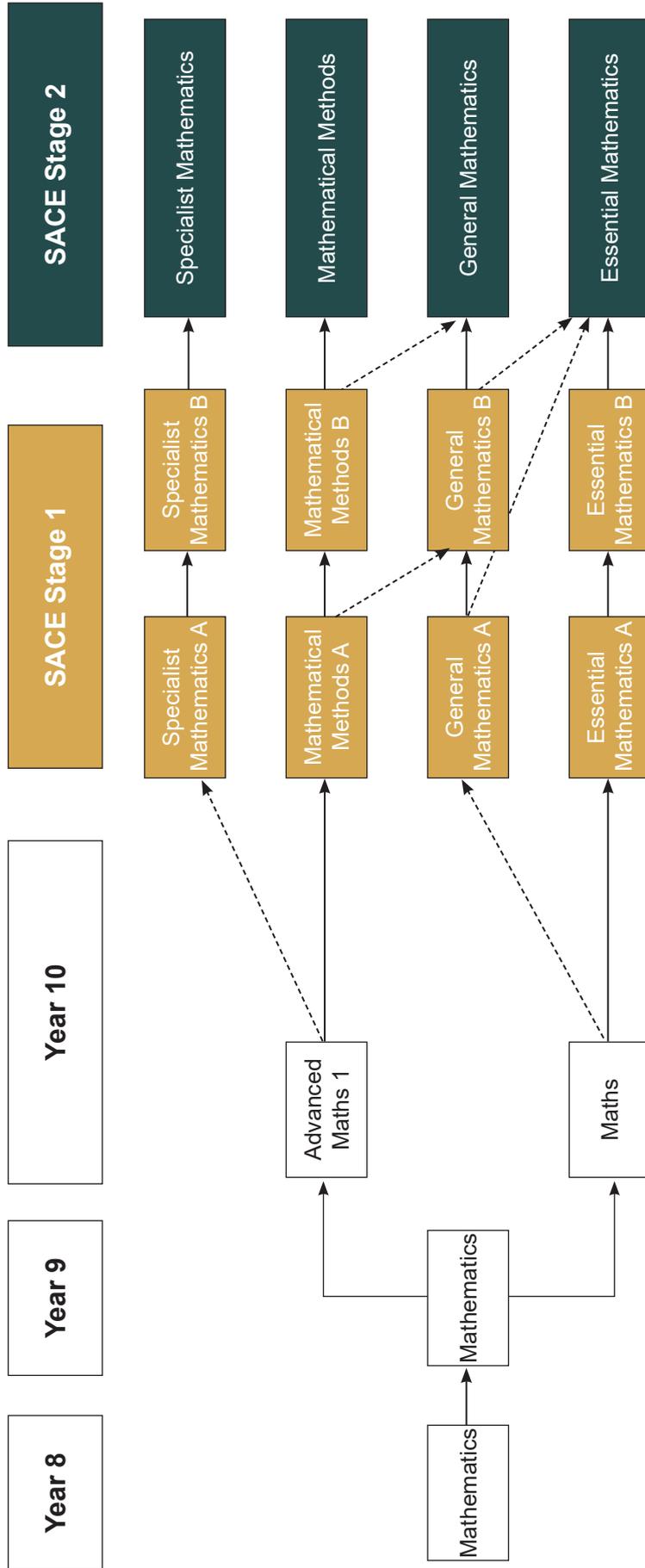




SUBJECT	Integrated Japanese	Credits	10 (half year)
	Integrated Spanish	Credits	10 (half year)
Learning Area	Humanities & Social Sciences		Stage 1
Pre-requisites	Year 10 in appropriate language		
Description	<p>Japanese or Spanish</p> <p>Students will acquire valuable skills in their chosen language and increase their understanding of the culture/s of the target language. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.</p>		
Assessment	<p>The primary assessment task is a Portfolio in which students complete a series of Language and Research Tasks such as designing an itinerary for a tourist from Japan or a Spanish speaking country to a region of their choice in the target language. Students will be involved in researching using ICT, role-playing, oral presentations, interviews and field trips.</p>		
Further Study	Nil		
Additional Cost	Nil.		
Contact Teachers	Senior Campus: Mr Hornsey		



MATHEMATICS





SUBJECT	Essential Mathematics A	Credits	10 (half year)
	Essential Mathematics A & B	Credits	20 (full year)
Learning Area	Mathematics		Stage 1
Pre-requisites	Nil		
Description	<p>Students intending to study Year 12 Essential Mathematics MUST successfully complete two units of mathematics at Stage 1 level.</p> <p>Essential Mathematics: This course will build on skills learned in Middle School Maths courses and offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.</p> <p>In Essential Mathematics there is an emphasis on developing students' skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p>		
Assessment	Skills and Applications Tasks 75%, Folio – Investigations 25%		
Further Study	Stage 2 Essential Mathematics		
Additional Cost	Scientific calculator		
Contact Teachers	Senior Campus: Mrs Muller Middle Campus: Miss Lawrie		

SUBJECT	General Mathematics A & B	Credits	10 (half year)
	General Mathematics A & B	Credits	20 (full year)
Learning Area	Mathematics		Stage 1
Pre-requisites	B grade or better in Year 10 Advanced Maths or C grade or better in 10 A		
Description	<p>Students intending to study Year 12 General Mathematics must successfully complete two units of General Mathematics or higher at stage 1.</p> <p>General Mathematics: This subject is designed for students who are considering a career in a field where maths is a necessary complement rather than the main focus, such as retail, travel agents, banks, biological science, electrical, telecommunications, builders or other businesses. The subject examines the financial aspects of earning, spending, saving and borrowing and financial considerations such as interest calculations as well as an introduction to statistics and mathematical functions and graphs as applied to business situations.</p>		
Assessment	Skills and Applications Tasks 75%, Folio – Investigations 25%		
Further Study	Stage 2 Essential Mathematics; Stage 2 General Mathematics		
Additional Cost	For students intending to study Year 12 mathematics, purchase of an appropriate graphics calculator is recommended.		
Contact Teachers	Senior Campus: Mrs Muller/Mr Mena Middle Campus: Mr Baddams		



SUBJECT	Mathematical Methods A	Credits	10 (half year)
	Mathematical Methods A & B	Credits	20 (full year)
Learning Area	Mathematics		Stage 1
Pre-requisites	B grade or better in Year 10 Advanced Maths		
Description	<p>Students intending to study Stage 2 Mathematical Methods must successfully complete 2 units for Mathematical Methods at Stage 1 and Specialist Maths B is highly recommended.</p> <p>Mathematical Methods: Develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p> <p>Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that may involve the use of statistics such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science and laser physics.</p>		
Assessment	Skills and Applications Tasks 75%, Folio – Investigations 25%		
Further Study	Stage 2 Essential Mathematics; Stage 2 General Mathematics, Stage 2 Mathematical Methods		
Additional Cost	For students intending to study Year 12 mathematics, purchase of an appropriate graphics calculator is recommended.		
Contact Teachers	Senior Campus: Mr Mena Middle Campus: Mr Baddams		

SUBJECT	Specialist Mathematics A & B	Credits	20 (full year)
Learning Area	Mathematics		Stage 1
Pre-requisites	B grade or better in Year 10 Advanced Maths		
Description	<p>Students intending to study Stage 2 Specialist Mathematics must successfully complete 3 units of Math Methods and or a single unit of Specialist Mathematics at Stage 1.</p> <p>Specialist Mathematics: Develops an increasingly complex and sophisticated understanding of calculus and probability. By using functions, their derivatives and integrals and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p>		
Assessment	Skills and Applications Tasks 75%, Folio – Investigations 25%		
Further Study	Stage 2 Mathematical Methods; Stage 2 Specialist Mathematics		
Additional Cost	For students intending to study Year 12 mathematics, purchase of an appropriate graphics calculator is recommended.		
Contact Teachers	Senior Campus: Mr Mena Middle Campus: Mr Baddams		



SUBJECT	Essential Mathematics	Credits	20 (full year)
Learning Area	Mathematics		Stage 2
Pre-requisites	To have successfully completed 2 semesters of Mathematics at Year 11		
Description	Stage 2 Essential Mathematics enables students to appreciate, experience and understand mathematics in real world situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts using everyday calculations, financial management, business applications, measurement and geometry and statistics in a social context.		
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics.</p> <p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks (30%) • Assessment Type 2: Folio (40%) <p>External Assessment (30%)</p> <p>Examination</p> <p>Students provide evidence of their learning through eight assessments, including the external assessment component.</p> <p>Students complete:</p> <ul style="list-style-type: none"> • four skills and applications tasks • three folio tasks • one examination. 		
Additional Cost	Casio Graphics Calculator or similar model.		
Contact Teachers	Mrs Muller		

SUBJECT	General Mathematics	Credits	20 (full year)
Learning Area	Mathematics		Stage 2
Pre-requisites	To have successfully completed 2 semesters of General Mathematics at Year 11.		
Description	Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. A problem-based approach is integral to the development of both the models and the associated key ideas in the topics. These topics cover a range of mathematical applications including: linear functions, matrices, statistics, finance and discrete modelling.		
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics.</p> <p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks (40%) • Assessment Type 2: Mathematical Investigation (30%) <p>External Assessment (30%)</p> <p>• Examination</p> <p>Students provide evidence of their learning through eight assessments, including the external assessment component.</p> <p>Students complete:</p> <ul style="list-style-type: none"> • five skills and applications tasks • two mathematical investigations • one examination. 		
Additional Cost	Casio Graphics Calculator or similar model.		
Contact Teachers	Mrs Muller		

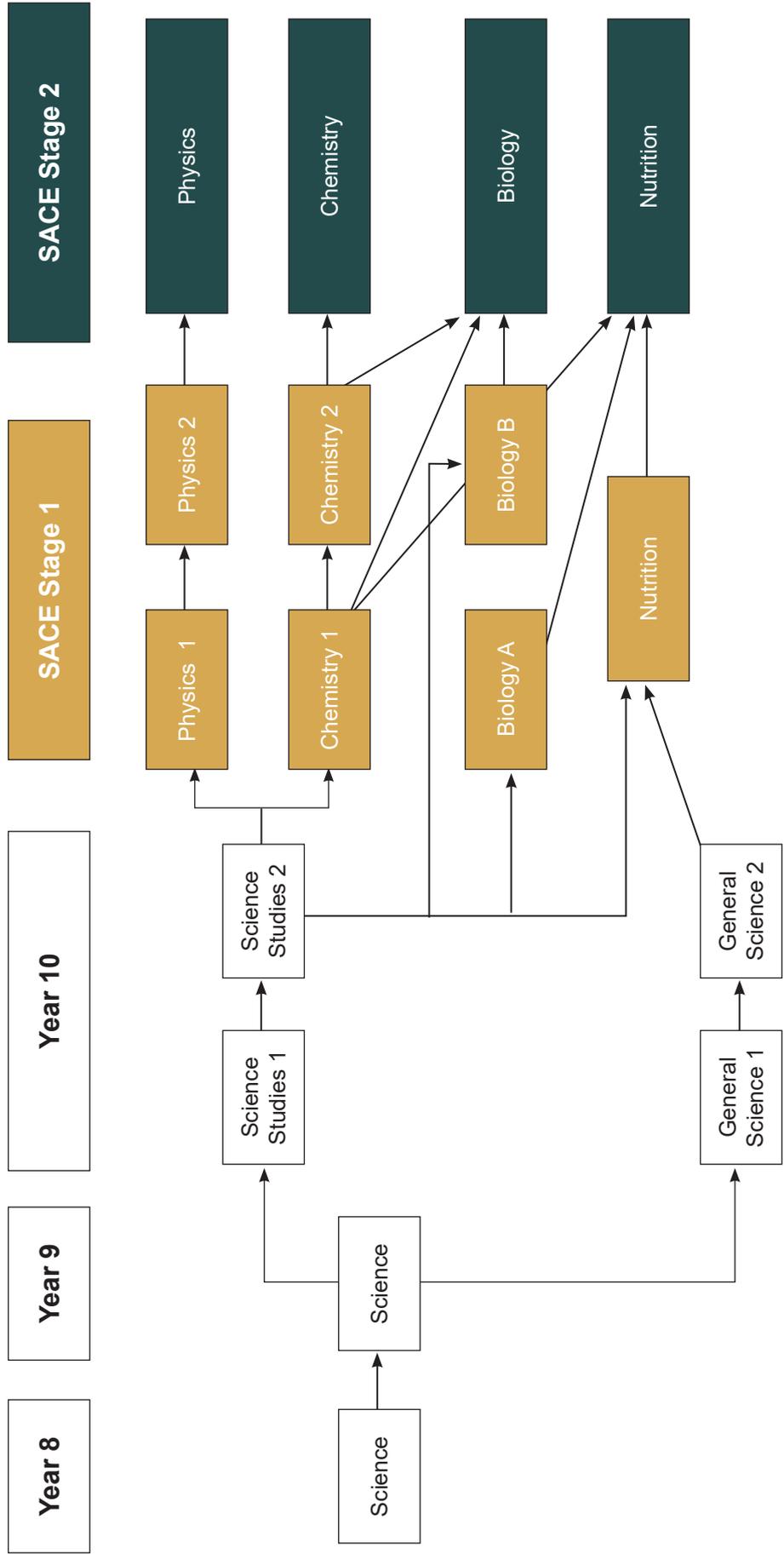


SUBJECT	Mathematical Methods	Credits	20 (full year)
Learning Area	Mathematics		Stage 2
Pre-requisites	To have successfully completed 2 semesters of Mathematical Methods at Year 11 and successful completion of Specialist Maths B is highly recommended.		
Description	<p>Mathematical Methods allows students to explore, describe and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant and practical phenomena from the student's common experience as well as from scientific, professional and social contexts. The subject focuses on the use of mathematics to model practical situations with a strong emphasis placed on the use of electronic technology to enhance understanding of real world problems.</p> <p>Students who want to enter architecture, engineering, computer sciences, surveying, economics, finance, and biological, environmental, geological and agricultural science should study Mathematical Methods.</p>		
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.</p> <p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks (50%) • Assessment Type 2: Mathematical Investigation (20%) <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Examination (30%) <p>Students provide evidence of their learning through eight assessments, including the external assessment component.</p> <p>Students complete:</p> <ul style="list-style-type: none"> • six skills and applications tasks • one mathematical investigation • one examination. 		
Additional Cost	Casio Graphics Calculator or similar model.		
Contact Teachers	Mr Mena		

SUBJECT	Specialist Mathematics	Credits	20 (full year)
Learning Area	Mathematics		Stage 2
Pre-requisites	B grade or better in Stage 1 Specialist Mathematics		
Description	<p>Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Methods.</p> <p>Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.</p>		
Assessment	<p>The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.</p> <p>School Assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks (50%) • Assessment Type 2: Mathematical Investigation (20%) <p>External Assessment (30%)</p> <ul style="list-style-type: none"> • Examination (30%) <p>Students provide evidence of their learning through eight assessments, including the external assessment component.</p> <p>Students complete:</p> <ul style="list-style-type: none"> • six skills and applications tasks • one mathematical investigation • one examination. 		
Additional Cost	Casio Graphics Calculator or similar model.		
Contact Teachers	Mr Mena		



SCIENCES





SUBJECT	Biology A (Semester 1 or 2)	Credits	10 (half year)
Learning Area	Sciences		Stage 1
Pre-requisites	C grade or better in Year 10 Science Studies		
Description	In Biology A, students learn about the cellular and overall structures of organisms and their interactions with the environment. Students design and conduct biological investigations and gather evidence from their investigations. This unit of biology covers the topics of cell structure, ecosystems and human physiology. It is a pre-Stage 2 Biology subject designed to provide students with the basic background knowledge for Stage 2 Biology.		
Assessment	Based on practical investigations, research assignments, end of semester examination School Assessment (70%)		
Further Study	Stage 2 Biology, Stage 2 Nutrition		
Additional Cost	A cost may be incurred for excursions		
Contact Teachers	Senior Campus: Mrs Meuret Middle Campus: Mr Watchman		

SUBJECT	Biology B (Semester 2 only)	Credits	10 (half year)
Learning Area	Sciences		Stage 1
Pre-requisites	C grade or better in Year 10 Science (General or Studies)		
Description	In Biology B, students learn about cellular basis of disease and function of living organisms. Students design and conduct biological investigations and gather evidence from their investigations. This unit of biology covers the topics of health and disease, reproduction and molecules of life. This course will further develop skills from Biology A and provide students with further background knowledge needed for success in Stage 2 Biology.		
Assessment	Based on practical investigations, research assignments, end of semester examination		
Further Study	Stage 2 Biology, Stage 2 Nutrition		
Additional Cost	A cost may be incurred for excursions		
Contact Teachers	Senior Campus: Mrs Meuret Middle Campus: Mr Watchman		

Students may select Biology A or Biology A and B. Biology B is a continuation course in semester 2 for students who have successfully completed Biology A in semester 1. The completion of Biology A, is highly recommended if students wish to study Stage 2 Biology. The completion of Biology A and B, is highly recommended if students wish to further develop their skills and knowledge needed for success in Stage 2 Biology.



SUBJECT	Chemistry 1	Credits	10 (half year)
	Chemistry 1 and 2	Credits	20 (full year)
Learning Area	Sciences		Stage 1
Pre-requisites	C grade or better in Year 10 Science (General or Studies)		
Description	<p>Students intending to study Year 12 Chemistry MUST complete both units.</p> <p>The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students learn about the basic nature of matter from atomic structure through to bonding. Students apply this knowledge in the study of metals, acids, and organic compounds and begin a study of quantitative chemistry.</p> <p>Students may select Chemistry 1 or Chemistry 1 & 2. Chemistry 2 is a continuation course in semester 2 for students who have successfully completed Chemistry 1 Both units must be studied if students wish to study Stage 2 Chemistry.</p>		
Assessment	Based on practical investigations, research assignments, end of semester examination		
Further Study	Stage 2 Biology, Stage 2 Chemistry, Stage 2 Nutrition		
Additional Cost	A cost may be incurred for excursions.		
Contact Teachers	Senior Campus: Mrs Erceg Middle Campus: Mr Watchman		

SUBJECT	Nutrition	Credits	10 (half year)
Learning Area	Sciences		Stage 1
Pre-requisites	C grade or better in Year 10 Science		
Description	<p>Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous and global concerns and associated issues. They investigate methods of food preservation and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.</p> <p>Practical will involve both scientific experiments and food practical applications.</p>		
Assessment	Based on evidence through an Investigations Folio (Practical work and assignments) and skills demonstrated in tests.		
Further Study	Stage 2 Nutrition		
Contact Teachers	Senior Campus: Mrs Erceg Middle Campus: Mr Watchman		



SUBJECT	Physics 1	Credits	10 (half year)
	Physics 1 and 2	Credits	20 (full year)
Learning Area	Sciences		Stage 1
Pre-requisites	C grade or better in Year 10 Science Studies A and B		
Description	<p>Students intending to study Year 12 Chemistry should complete both units.</p> <p>This course is recommended for students seeking careers in electrical trades, physics at university level, as well as some paramedical fields. Good study habits including preview, daily work and regular revision are essential. The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in one and two dimensions, electricity and magnetism, light and matter, and atoms. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Participants carry out laboratory investigations and do extensive mathematical calculations.</p> <p>Students may select Physics A, Physics B or Physics A and B for a full year. It is recommended that Stage 1 Physics students also study Stage 1 Mathematics A and B subjects.</p>		
Assessment	Based on completion of practical investigations, assignments, topic tests and end of semester examination		
Further Study	Stage 2 Physics		
Additional Cost	Nil		
Contact Teachers	Senior Campus: Mr Armstrong Middle Campus: Mr Watchman		

SUBJECT	Biology	Credits	20 (full year)
Learning Area	Sciences		Stage 2
Pre-requisites	C grade or better in a unit of Stage 1 Biology, Chemistry or Physics		
Description	<p>In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things and with their environments. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment. 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.</p>		
Assessment	<p>School-based Assessment</p> <p>Investigations Folio 40%</p> <p>Skills and Applications Tasks 30%</p> <p>External Assessment</p> <p>Examination 30%</p>	Weighting	
Additional Cost	A cost may be incurred for excursions.		
Contact Teachers	Mrs Erceg		



SUBJECT	Chemistry	Credits	20 (full year)
Learning Area	Sciences		Stage 2
Pre-requisites	C grade or better in Stage 1 Chemistry 1 AND 2		
Description	<p>The study of Chemistry involves investigating and learning about the properties, uses, means of production, and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. The course illustrates the role of chemistry in today's technological society.</p> <p>Stage 2 Chemistry is organised so that intended student learning is related to key chemical ideas and concepts within 5 topics.</p> <p>Topic 1: Elemental and Environmental Chemistry Topic 2: Analytical Techniques Topic 3: Using and Controlling Reactions Topic 4: Organic and Biological Chemistry Topic 5: Materials</p>		
Assessment	<p>School-based Assessment</p> <p>Investigations Folio Skills and Applications Tasks</p> <p>External Assessment</p> <p>Examination</p>		<p>Weighting</p> <p>40% 30% 30%</p>
Additional Cost	A cost may be incurred for excursions.		
Contact Teachers	Mr Armstrong		

SUBJECT	Nutrition	Credits	20 (full year)
Learning Area	Sciences		Stage 2
Pre-requisites	C grade or better in a unit of Stage 1 Biology, Chemistry or Nutrition		
Description	<p>Students of Nutrition investigate and learn about current scientific information on the role of nutrients in the body as well as social, cultural and the environmental issues in nutrition. Students explore the links between food, health and diet-related diseases and examine strategies to promote good health.</p> <p>Compulsory core Topics</p> <p>Topic 1: Elemental and Environmental Chemistry Topic 2: Diet, Lifestyle & Health Topic 3: Food Selection & Dietary Evaluation Topic 4: Food , Nutrition and the Consumer</p> <p>Optional Topics</p> <p>Option Topic: Global Hunger</p>		
Assessment	<p>School-based Assessment</p> <p>Skills & Applications Tasks (assignments, tests etc) Investigations Folio (practical investigations, Issues Investigation)</p> <p>External Assessment</p> <p>Examination</p>		<p>Weighting</p> <p>30% 40% 30%</p>
Additional Cost	Nil		
Contact Teachers	Miss Sweeney, Mrs Erceg		



SUBJECT	Physics	Credits	20 (full year)
Learning Area	Sciences		Stage 2
Pre-requisites	C grade or better in both Stage 1 Physics A and B		
Description	<p>The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. Each section is divided into 4 topics with each topic involving a study of one application based on the physical theory developed in that topic.</p> <p>As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.</p>		
Assessment	<p>School-based Assessment</p> <p>Investigations Folio (at least 3 practical and 1 issues investigation)</p> <p>Skills and Applications Tasks</p> <p>External Assessment</p> <p>Examination</p>		<p>Weighting</p> <p>40%</p> <p>30%</p> <p>30%</p>
Additional Cost	Nil		
Contact Teachers	Mr Armstrong		



COMMUNITY LEARNING

Community Learning

The SACE Board continues to recognise learning that happens in a range of community settings.

SACE students can gain recognition for community learning in two ways:

- **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award.
- **Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Self -Directed Programs

Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum. Individual students may participate in a range of programs or sets of activities that are not formally accredited.

Examples of this type of learning include:

- Acting as the carer for an elderly or invalid person
- Creating media productions (e.g. films, websites) outside school
- Officiating at a series of sporting events
- Performing in sport at an élite level
- Planning and coordinating community or recreational events
- Taking a leadership role in community land-care or conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Taking a leadership role in the workplace
- Teaching others specialised skills (e.g. dance).

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filling in an application form and attending an interview.

Students who are applying for credits at Stage 1 may be interviewed by a school-based assessor, however, schools may request a SACE Board assessor to undertake the interview.

Students, who are applying for Stage 2 units, or combinations of credits at Stage 1 and units at Stage 2, will be interviewed by both a Board-trained school-based assessor and a SACE Board assessor.

Areas of Community Learning

- Community Development
- Independent Living
- Performance
- Recreation Skills and Management
- Self-development
- Sports Skills and Management
- Volunteering
- Work Skills and Career Development

Community Development

This area of community learning is a result of activities or services in which a student's participation and collaboration with others benefits the local or broader community.



This learning may be the result of one-off or ongoing projects or activities undertaken individually or with government or non-government agencies. Examples of learning in this category are contributing to community projects or community arts programs, deepening one's learning about one's culture, and participating in government initiatives such as Youth Parliament or organisations such as Trees for Life.

Independent Living

This area of community learning is a result of activities or programs in which students learn about community resources, for example, in federal, state, local government, and non-government agencies, and how to access them to support independent living.

Examples of learning in this category are participating in self-management skills programs and undertaking a program on the development of living skills.

Performance

This area of community learning is a result of activities that develop a student's skills in presentation and performance. Typically, activities include the performance of music, art, dance, or drama for an audience.

Examples of learning in this category are public speaking; performing musical, dance, or theatre events in public; and undertaking community-developed programs associated with organisations such as the Australian Music Examinations Board.

Recreation Skills and Management

This area of community learning is a result of activities that enable students to develop knowledge and skills acquired through pursuing hobbies or interests, or working with others in shared, recreational (non-sporting) interests.

Examples of learning in this category are managing public events, following recreational pursuits and undertaking personal enrichment programs.

Self-development

This area of community learning is a result of activities or programs in which students develop knowledge and skills to function in society. The practical skills that are developed may include, for example, planning, organising, communicating, managing time and taking responsibility.

Examples of learning in this category are undertaking a personal development program and participating in the community work of the Duke of Edinburgh's Award or Australian Air Force Cadets.

Sports Skills and Management

This area of community learning is a result of activities that enable students to develop knowledge and skills acquired through playing sport at the highest level or coaching sport or officiating at a sporting event.

Volunteering

This area of community learning is a result of activities or services in which students assist or support others in the community, and thereby contribute to the local or wider community. These activities or services are unpaid. Typically, the learning is associated with students assuming roles and responsibilities in the local or wider community.



Examples of activities are caregiving, mentoring, supporting peers, and assisting community organisations such as Meals on Wheels Inc. and the SA Country Fire Service.

Work Skills and Career Development

This area of community learning is a result of activities that enable students to develop vocational competencies (including those that enable transition between learning, training, work, and other life roles) and the ability to reflect on them.

Examples of learning in this category are taking leadership responsibilities in the workplace, developing employability skills, and career planning.

SACE Completion and Community Learning

Students can count up to 80 credits (or 8 units) of community learning at Stage 1 and/or Stage 2 towards the completion requirements of the SACE. However, students cannot count the same community learning more than once towards SACE completion. For example, a student who has used part of the Queen's Guide Award in a SACE subject, such as Community Studies or Physical Education, cannot then count the same award as community learning.

If the student's application for recognition is approved, the results are reported on the SACE Record of Achievement as status 'granted'. No grade or score is attached to the results for community learning. Students will be notified of the results in the same way and at the same time as they are notified of their results for all other subjects.

For further information about Community Learning including Frequently Asked Questions go to <http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-learning>.



USEFUL WEB SITES

Career Information

Job Guide:

<http://www.jobguide.deewr.gov.au>

Job Predictions, descriptions, wages etc

<http://www.jobsearch.gov.au/joboutlook>

Workskill:

www.workskill.com.au

Apprenticeship Scheme

<http://www.australianapprenticeships.gov.au/>

SACE

<http://www.sace.sa.edu.au>

Tertiary SA and Mildura

Charles Darwin University

www.cdu.edu.au

Flinders University

<http://www.flinders.edu.au>

Latrobe University

<http://www.latrobe.edu.au>

TAFE SA

<http://www.tafe.sa.edu.au>

TAFE Victoria

<http://www.tafe.vic.gov.au>

University of Adelaide

<http://www.adelaide.edu.au>

University of SA

<http://www.unisa.edu.au>

SATAC

<http://www.satac.edu.au>

Tertiary Courses throughout Australia

www.grad.com.au

Interstate Tertiary Admission Centres

Victoria:

<http://www.vtac.edu.au>

New South Wales:

<http://www.uac.edu.au>

Queensland:

<http://www.qtac.edu.au>

Western Australia:

<http://www.tisc.edu.au>

Northern Territory:

<http://www.cdu.edu.au>

Tasmania:

<http://utas.edu.au>

<http://www.amc.edu.au>

Glossop High School

<http://www.glossophs.sa.edu.au>