



GLOSSOP HIGH SCHOOL

SENIOR CAMPUS

CURRICULUM HANDBOOK

2019





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Welcome

Welcome to the 2019 subject selection process. This Curriculum Handbook 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 essential that you choose subjects that:

- Suit your learning ability and interests
- May lead to an appropriate higher level of study or vocational pathway, which will, in turn, lead to an appropriate life pathway
- You can enjoy

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

- Parents/Carers
- Home Group Teachers
- Learning Area Coordinators
- Deputy Principal, Assistant Principal, Student Wellbeing Leader

Please read this booklet carefully so you make decisions based on accurate information. Do not hesitate to seek advice as 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.

Emily Griggs
Principal



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 achieve the SACE. Please read the following information carefully so that you understand what needs to be achieved and then seek the help you need from your Home Group Teacher, Teachers and Parents/Carers so that you make choices that are suited to your interests and ability and your life pathway.

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

Please note: 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/Carers 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>



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/Carers and appropriate staff. All changes will need to go through the Deputy Principal (by appointment).

Home Group

All students are allocated to a Home Group. 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

Please speak to your Home Group Teacher to discuss this further



South Australian Certificate of Education (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 continually 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. 10 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:

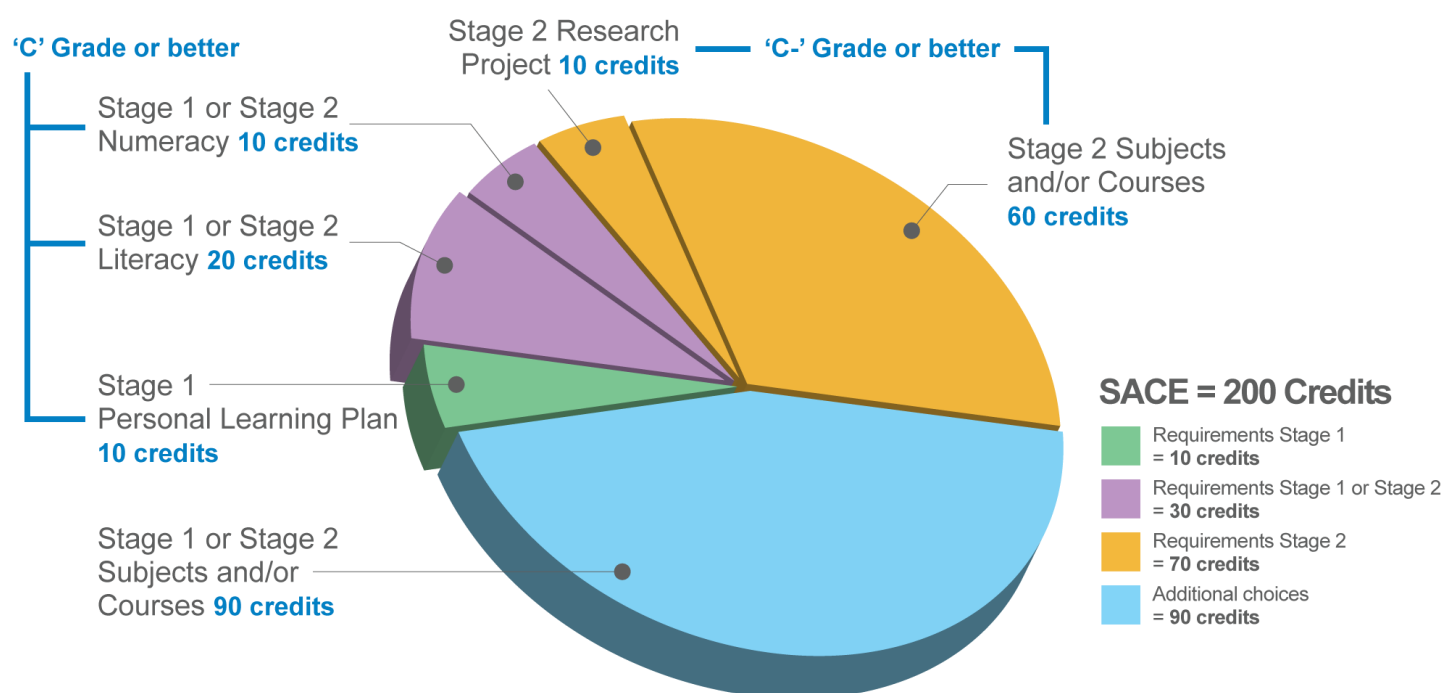
- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English Subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics Subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other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

This information is visually represented on the next page.



SACE Course planner



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 (20 credits) of English subjects and a semester (10 credits) 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% assessed by teachers at the school and cross-checked by external experts.



Year 12 – SACE Stage 2

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 (10 credit) subject. As with all compulsory Subjects, students will need to achieve a C grade or better.

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

Teachers of each Stage 2 subject will mark 70% of work, while the remaining 30%, will be assessed by SACE board experts. These experts will also moderate the 70% of work marked by their teachers, to ensure 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.

Vocational Education and Training (VET)

VET is education and training that gives students skills for work, particularly in trades and industry. It is education offered by TAFE colleges and a range of other Registered Training Organisations (RTOs).

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 completed.

VET in SACE arrangements allow a completed Cert III to be the fourth Stage 2 subject and can be counted towards an Australian Tertiary Admission Rank (ATAR).

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 pathway 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 all 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 being a part of this program.

Vet Options

The list below shows the current Vocational Pathways offered at Glossop High School. 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.

- Animal Studies – Cert III
- Automotive – Cert II
- Business - Cert III
- Community Services/Nursing (Individual/Aged/Disability Care) - Cert III
- Commercial Cookery/Kitchen Operations - Cert II followed by Cert III
- Construction (Doorways) – Cert II
- Carpentry – Cert III



- Early Childhood Education Cert III
- Electrotech/Electrician – Cert II
- Metalwork Engineering/Welding Fabrications – Cert II
- Engineering Technical – CAD/CAM/Drafting – Cert III
- Fitness – Cert III
- Hairdressing/Beauty – Cert II
- Horticulture – Rural Operations – Cert II or Cert III
- Hospitality – Front of House – Cert III
- Information Technology – Cert III
- Media – Cert III
- *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:** Students can choose a pathway in Automotive. This program takes place at the Berri TAFE and can be continued in Stage 2.
- **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 II of Kitchen Operations. This can lead to a completed 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 Stage 2 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.
- **Electrical/Electrical Pathway:** This course is a good foundation for both electrical and electronics.
- **Engineering Technical CAD/CAM/Drafting:** 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 Cert III. There are a number of pathway options for studying in this area.
- **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:** Cert II and III Students study aspects of soils, water and crops, operate tractors, machinery maintenance, and irrigation systems.
- **Hospitality:** Completed Cert III
- **Information technology:** Completed Cert III. Provides the skills and knowledge in introductory ICT technical functions, networking & web design. Cert IV can be an option at Stage 2.
- **Media:** Completed Cert III. 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.
- **Metalwork Engineering/Welding Fabrication:** Students can choose a pathway in the metal trades. Their program takes place at the Berri TAFE and can be continued in Stage 2
- **Nursing (Aged and Disability care):** Completed Cert III. 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.

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 2019 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 university course. You must get a 'C' for any listed prerequisite subject before being eligible for that university course, whereas it is 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

10 credits are equivalent to one semester or six months' study in a particular SACE subject

20 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. 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.

Bonus Points

The two bonus point schemes are the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Bonus Scheme. The 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 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 ATAR, 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 credits) Stage 2 subjects can be counted as one full-year (20 credits) Stage 2 subject to count towards university entrance and an 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 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

TAFE SA:

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

SATAC

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





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 Design and Technology Practicals, 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 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 informed 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 informed of the impact this may have on their subject selections



SAASTA – South Australian Aboriginal Sports Training Academy

This program is for Aboriginal and Torres Strait Islander students only. All subjects count toward the attainment of the SACE. Typically students are enrolled to study two 10 credit semester long subjects, the 'Aboriginal Power Cup' (APC) and the 'SAASTA Shield'. Students that complete the Year 10 Course may continue into Stage 1 the following year with differing assessment tasks. Students in Year 11 or 12 also have an opportunity to study a 'Certificate III in Sport and Recreation'.

Interested students are invited to attend an information session in Term 3 when they will receive a SAASTA application form. SAASTA curriculum is delivered in a structured and highly supported environment which includes the use of mentors, coaches, key teachers and industry experts. The Riverland SAASTA Academy is based at Glossop High School – Senior Campus in Berri and takes place every Thursday during the school year.

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

Aboriginal Power Cup – Semester 1 (10 SACE Credits)

Open to both male and female SAASTA students, the Aboriginal Power Cup subject has been developed using the SACE Aboriginal Studies framework and culminates in the annual Aboriginal Power Cup carnival, a three-day sporting event focusing on cultural activities, career pathways and the much anticipated nine-a-side round-robin AFL competition.

Each academy is represented at the carnival by both male and female teams who compete in football games, attend workshops and undertake cultural activities. Leading up to the carnival students are required to work both individually and as part of their team to complete a series of curriculum tasks including designing their team guernsey, improving their football skills and learning about careers and their culture. A majority of each team's points are gained through strong attendance at school and successfully completing their curriculum tasks. The two highest-ranked male and female teams earn the right to play off in the Grand Final on day three as a curtain raiser to a scheduled Port Adelaide Football Club AFL game at Adelaide Oval.



SAASTA Shield – Semester 2 (10 SACE Credits)

This subject has been developed using the SACE Cross Disciplinary framework, and similar to the Aboriginal Power Cup it culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield. Feedback from students is used to select which sports will be offered each year, while teacher and community voice is used to guide the subject's lifestyle, cultural and health content. A key component of the subject is learning how to use and interpret data from exercise physiology equipment such as Heart Rate Monitors, Activity Trackers and VX Trackers.

SAASTA Certificate III in Sport & Recreation – 2 semesters (55 SACE Credits)

The SAASTA Certificate III in Sport & Recreation uses a dynamic mode of delivery to provide academy students with a direct sporting pathway through the SACE. The course is delivered using both in-class and out-of-school block release training methods. Students can study the Certificate course in Year 11 or Year 12.

The out-of-school block release training requires academy students from all over South Australia to come together for three one-week intensive training blocks delivered at Regency TAFE Campus by TAFE SA expert lecturers at the end of each term.

This subject equips students with the skills, knowledge and qualifications to enter into further study and gain valuable life skills for their future.

Success in this course will see students graduate with a nationally recognised qualification and 55 SACE Stage 2 Credits.

Stage 2 Integrated Learning – Development of Personal and Physical Performance (20 Credits)

This subject has been developed for Year 12 students as an extension to the Aboriginal Power Cup and SAASTA Shield.

Students undertake a series of tasks aimed at developing their leadership skills and cultural knowledge.

The Practical Enquiry tasks are related to:

- A. Physical Performance 15%
- B. Personal Development 25%

In the Connections Activities students undertake cultural activities that engage the community – 30%. For their Personal Endeavour students choose a sporting, health or cultural topic to investigate and report on – 30%.

Academy students enrolled in this subject are eligible to participate as competitors, coaches or event officials at both the Aboriginal Power Cup and SAASTA Shield carnivals.

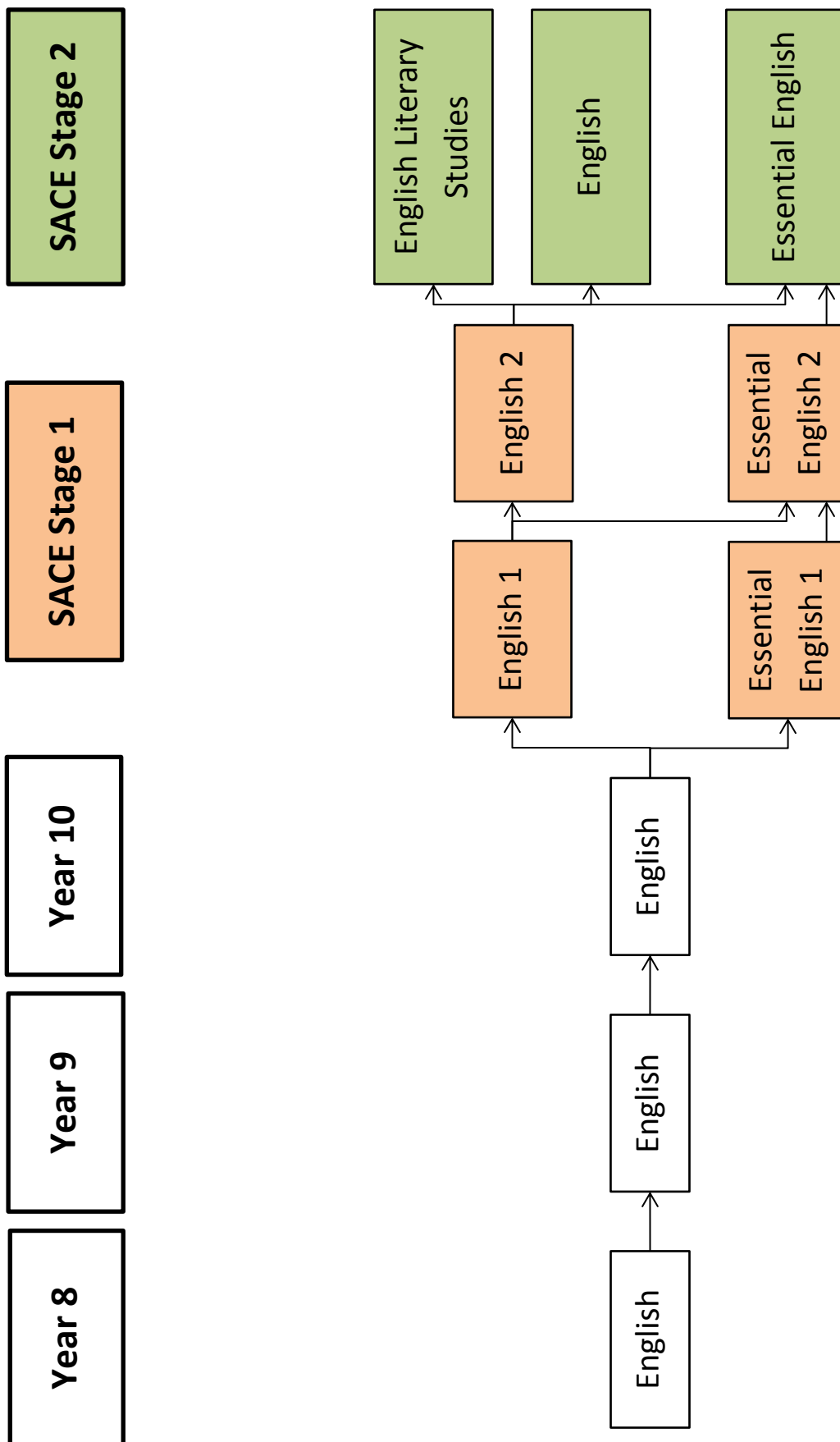


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English – Flow Chart



It is strongly recommended that students who would like to pursue a University Pathway undertake either English Literary Studies or English at a SACE Stage 2 level. Students who are intending or thinking about studying interstate must complete English Literary Studies or English at SACE Stage 2



English

Stage 1 Subjects

Subject:	Essential English 1 and 2	Credits: 20 credits (Full Year)
Learning Area:	English	
Pre-requisites:	Nil	
Description:	<p>Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of Essential English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English. Stage 1 Essential English allows students to achieve the literacy requirement in the SACE.</p> <p>Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.</p>	
Assessment:	Creating Text, Responding to Text (written and oral).	
Further Study:	Stage 2 Essential English	
Additional Cost:	Nil	

Subject:	English 1 and 2	Credits: 20 credits (Full Year)
Learning Area:	English	
Pre-requisites:	C grade or better in Year 10 English	
Description:	<p>Stage 1 English has an emphasis on responding to texts, creating texts, and an intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Students are required to create texts, selecting language suitable to audience and purpose and analytically respond to texts with a focus on how creators of texts use language and stylistic features to make meaning. English 1 and 2 lead into the study of Stage 2 English or Literary Studies. Stage 1 English allows students to achieve the literacy requirement in the SACE.</p> <p>Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.</p>	
Assessment:	Creating Text, Responding to Texts, Intertextual Study.	
Further Study:	Stage 2 English, Stage 2 English Literary Studies or Stage 2 Essential English	
Additional Cost:	Nil	



Stage 2 Subjects

Subject:	Essential English	Credits: 20 credits (Full Year)
Learning Area:	English	
Pre-requisites:	C grade or better in Stage 1 English	
Description:	Essential English is a 20-credit subject at Stage 2. In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.	
Assessment:	School-based Assessment	70%
	Creating Text	40%
	Responding to Text	30%
	External Assessment	30%
	Language Study	30%
Additional Cost:	Nil	

Subject:	English	Credits: 20 credits (Full Year)
Learning Area:	English	
Pre-requisites:	C grade or better in Stage 1 English	
Description:	In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.	
Assessment:	School-based Assessment	70%
	Creating Text	40%
	Responding to Text	30%
	External Assessment	30%
	Comparative Analysis	30%
Assessment:	Creating Text, Responding to Text	
Additional Cost:	Nil	



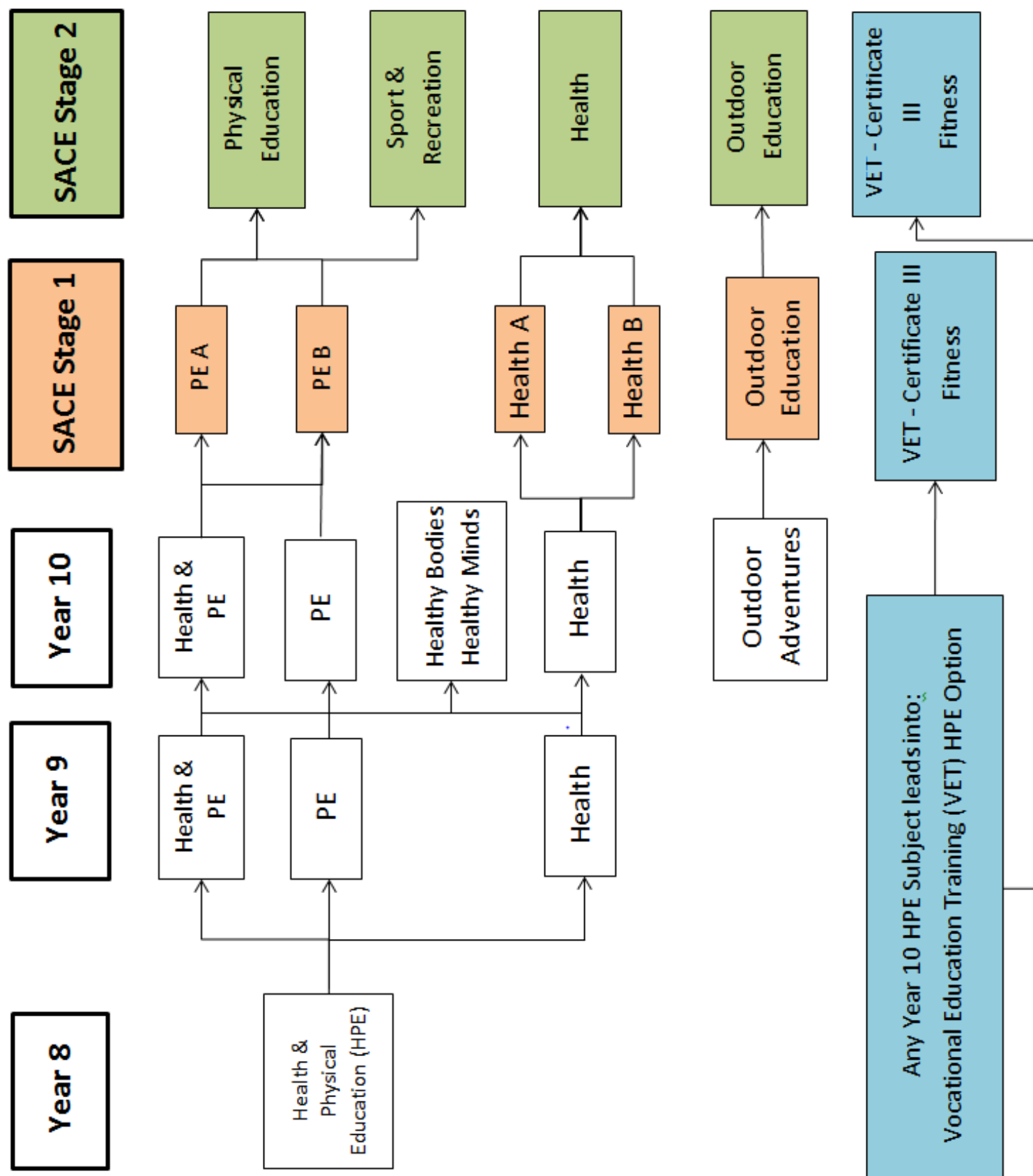
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Subject:	English Literary Studies	Credits: 20 credits (Full Year)
Learning Area:	English	
Pre-requisites:	C grade or better in Stage 1 English	
Description:	<p>English Literary Studies is a 20-credit subject at Stage 2.</p> <p>Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.</p> <p>English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.</p> <p>Students who complete this subject with a C– grade or better will meet the literacy requirement of the SACE.</p>	
Assessment:	<p>School-based Assessment 70%</p> <p>Responding to Text 50%</p> <p>Creating Text 20%</p> <p>External Assessment 30%</p> <p>Critical Reading Examination 15%</p> <p>Comparative Text Study 15%</p>	
Additional Cost:	Nil	





Health and Physical Education – Flow Chart





Health and Physical Education

Stage 1 Subjects

Subject:	Health A	Credits: 10 Credits
Learning Area:	Health and Physical Education	
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	
Additional Cost:	Community based activities or use of outside facilities may incur a cost.	

Subject:	Health B	Credits: 10 Credits
Learning Area:	Health and Physical Education	
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) 40%, Group Activity 30%, Investigation 30%	
Further Study:	Stage 2 Health	
Additional Cost:	Community based activities or use of outside facilities may incur a cost.	



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Subject:	Outdoor Education	Credits 10 Credits
Learning Area:	Health and Physical Education	
Pre-requisites:	C grade or better in Year 10 Outdoor Adventures	
Description:	Special Requirements: Students must attend a bushwalking camp, which is a 4-day trip focusing 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 expedition 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. Students will reflect on their expedition experiences through an expedition journal.	
Further Study:	Stage 2 Outdoor Education or Stage 2 Sport and Recreation	
Additional Cost:	A cost will be incurred for the expedition. Estimated total amounts are \$100 which is to be paid at the beginning of the semester (negotiable where necessary)	

Subject:	Physical Education A and/or B	Credits: 10 Credits
Learning Area:	Health & Physical Education	
Pre-requisites:	C grade or better in Year 10 Physical Education (A or B)	
Description:	Students wishing to study Year 12 PE should successfully complete two Stage 1 units. The study of Physical Education allows students to gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues.	
Assessment:	Practical 60%, Theory Folio 40%	
Further Study:	Stage 2 Physical Education or Stage 2 Sport and Recreation	
Additional Cost:	Nil	



Stage 2 Subjects

Subject:	Health	Credits: 20 Credits (full year)
Learning Area:	Health & Physical Education	
Pre-requisites:	C grade or better in Stage 1 Health A or Stage 1 Health B	
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:	School-based Assessment	70%
	Group Investigation & Presentation	30%
	Issues Analysis	20%
	Practical Activity	20%
	External Assessment	30%
	Investigation	30%
Additional Cost:	Nil	

Subject:	Outdoor Education	Credits: 20 Credits (full year)
Learning Area:	Health & Physical Education	
Pre-requisites:	C grade or better in 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 4 day camps conducted Monday to Thursday (12 school days).</p>	
Assessment:	School-based Assessment	70%
	Folio	20%
	Group Practical	30%
	Self-Reliant Practical	20%
	External Assessment	30%
	Investigation	30%
Additional Cost:	Approximate cost is \$250 which is required to be paid at the beginning of the year (negotiable where necessary).	



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Subject:	Physical Education	Credits: 20 Credits (full year)
Learning Area:	Health & Physical Education	
Pre-requisites:	C grade or better in two units of Stage1 Physical Education	
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, Skill Acquisition and Biomechanics of Movement, Student directed Issues Analysis of a sporting based topic. Students will need to work on three selected sports activities.</p>	
Assessment:	School-based Assessment	70%
	Practical Performance for 3 Sports	50%
	Folio	20%
	External Assessment	30%
	Examination	30%
Additional Cost:	Community based activities or use of outside facilities/ may incur a cost	

Subject:	Sport and Recreation	Credits: 20 Credits (full year)
Learning Area:	Health & Physical Education	
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:	School-based Assessment	70%
	Practical Performance	30%
	Group Activity	20%
	Folio and Discussion	20%
	External Assessment	30%
	Project	30%
Additional Cost:	Community based activities or use of outside facilities/ may incur a cost	



History of Glossop High School

Glossop High School recognises Aboriginal and Torres Strait Islander peoples as the First Australians and the traditional custodians of the land our school is built upon. For 50,000 years Aboriginal people have lived on this land. The Riverland is the land of the First Peoples of the Murray and Mallee and is made up of seven distinct cultural groups: Ngawait, Nganguruku, Erawirung, Ngaralte, Ngarkat, Ngaiawang and Ngintait.

Glossop High Schools origins commence with that generation of pioneers who arrived in Berri, Barmera and adjacent districts in the period surrounding World War I. Following World War I, most of the burden of soldier settlement, supposedly a Commonwealth responsibility fell upon the States. Pioneering families were confronted with a range of immediate problems including lack of housing, poor transport and a dearth of retail, medical and civic facilities as well as an isolation which many found mentally crippling. Certainly one of the earliest Memories of early Glossop High School students is that of 'Blockers' using horses and drays to transport harvests to wineries and fruit factories. By the late 1920's the construction of the Riverland Locks was all but complete. Never again would South Australian river developments be threatened with denial of that most basic of commodities, water.

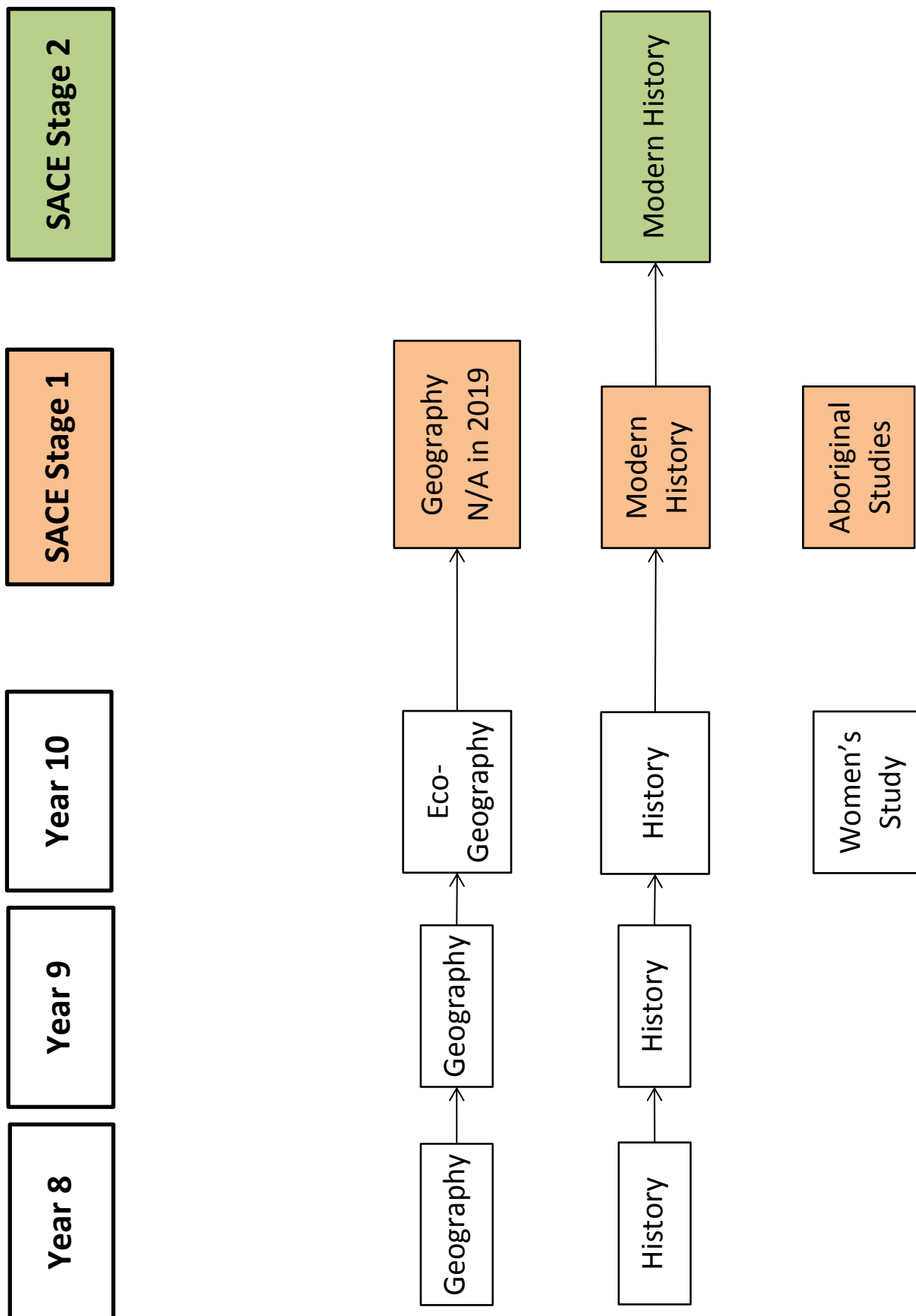
Yet just when the worst struggles of the early settlers of the Berri-Barmera district seemed to be a matter of the past, the entire Riverland was subject to a natural disaster, the so called "Big Freeze" of 1927 during which nearly the entire harvest was lost and over two years elapsed before holdings recovered but by that time the nation was in the grip of the Great Depression.

The Berri-Barmera districts pioneering settlers were the people who, having overcome the tribulations, hardships and crushing reverses of the past twenty years were to unite to press for access to quality secondary education for their children in the Riverland. This determination and spirit which resulted in the birth of Glossop High School in 1941.





Humanities and Social Sciences – Flow Chart





Humanities and Social Sciences

Stage 1 Subjects

Subject:	Geography (Not available in 2019)	Credits: 10 Credits
Learning Area:	Humanities and Social Sciences	
Pre-requisites:	Year 10 Eco-Geography	
Description:	The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, tourism, rural and remote planning and urban places. 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. This unit also involves a fieldwork component.	
Assessment:	May include oral presentations, group work, tests, examinations, research assignments, essays, case studies, research and reports	
Additional Cost:	There may be associated field trips costs.	

Subject:	Modern History	Credits: 10 Credits
Learning Area:	Humanities and Social Sciences	
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	



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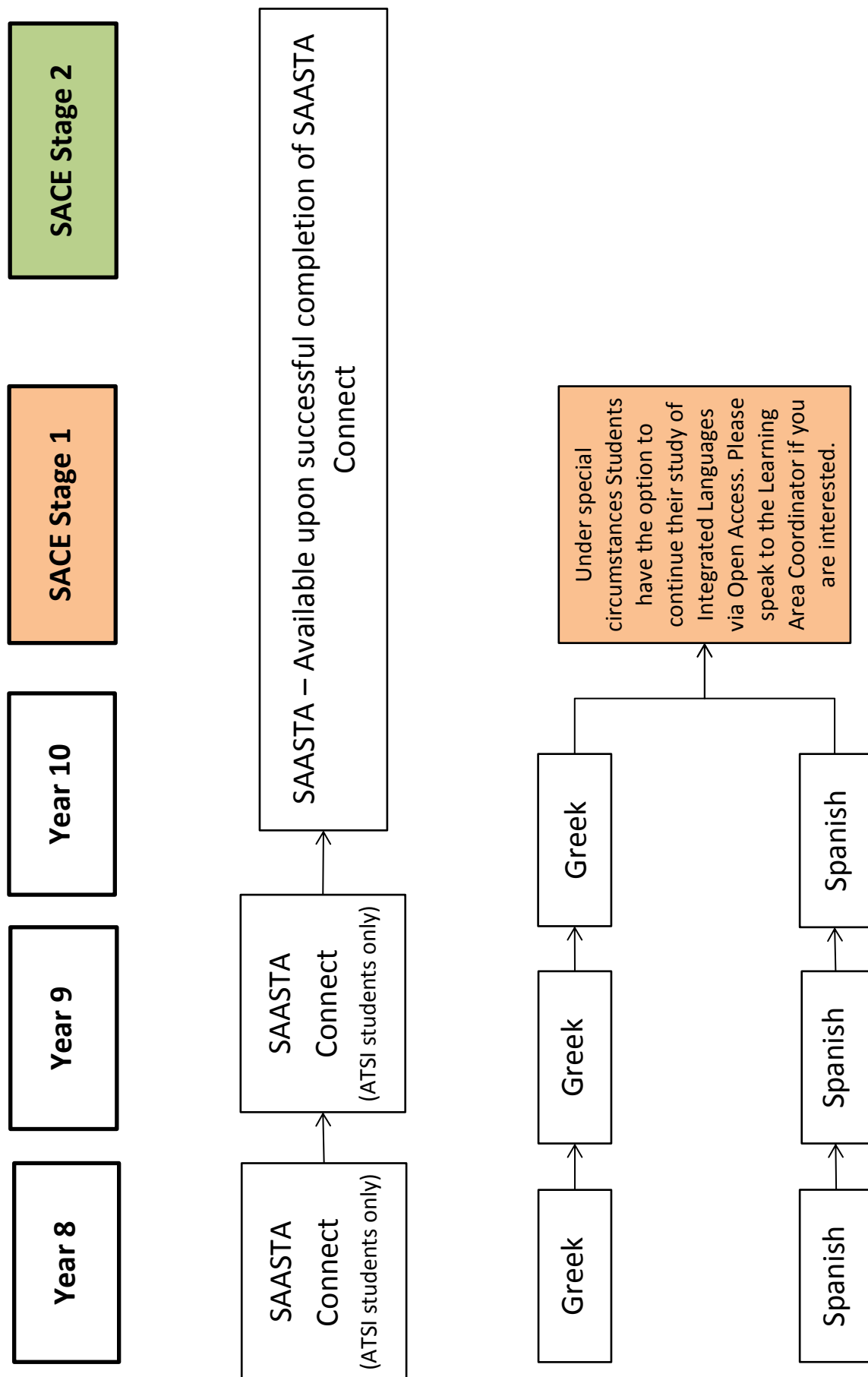
Subject:	Aboriginal Studies	Credits: 10 Credits
Learning Area:	Humanities and Social Sciences	
Pre-requisites:	Nil	
Description:	In Aboriginal Studies, students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples, and reflect on the impact of past events on the present. They examine the intergenerational influence and impact of government policies, past and present, on the health and wellbeing of Aboriginal peoples and communities today. Students engage in learning from and with Aboriginal peoples and communities to develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities. They develop respectful ways of thinking, listening, communicating, and acting.	
Assessment:	May include oral presentations, group work, research assignments, essays, case studies, research and reports	
Additional Cost:	There may be associated field trips costs	

Stage 2 Subject

Subject:	Modern History	Credits: 20 Credits (full year)
Learning Area:	Humanities and Social Sciences	
Pre-requisites:	C grade or better 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	70%
	Folio of course work	50%
	Individual History Essay	20%
	External Assessment	30%
	Examination	30%
Additional Cost:	Nil	

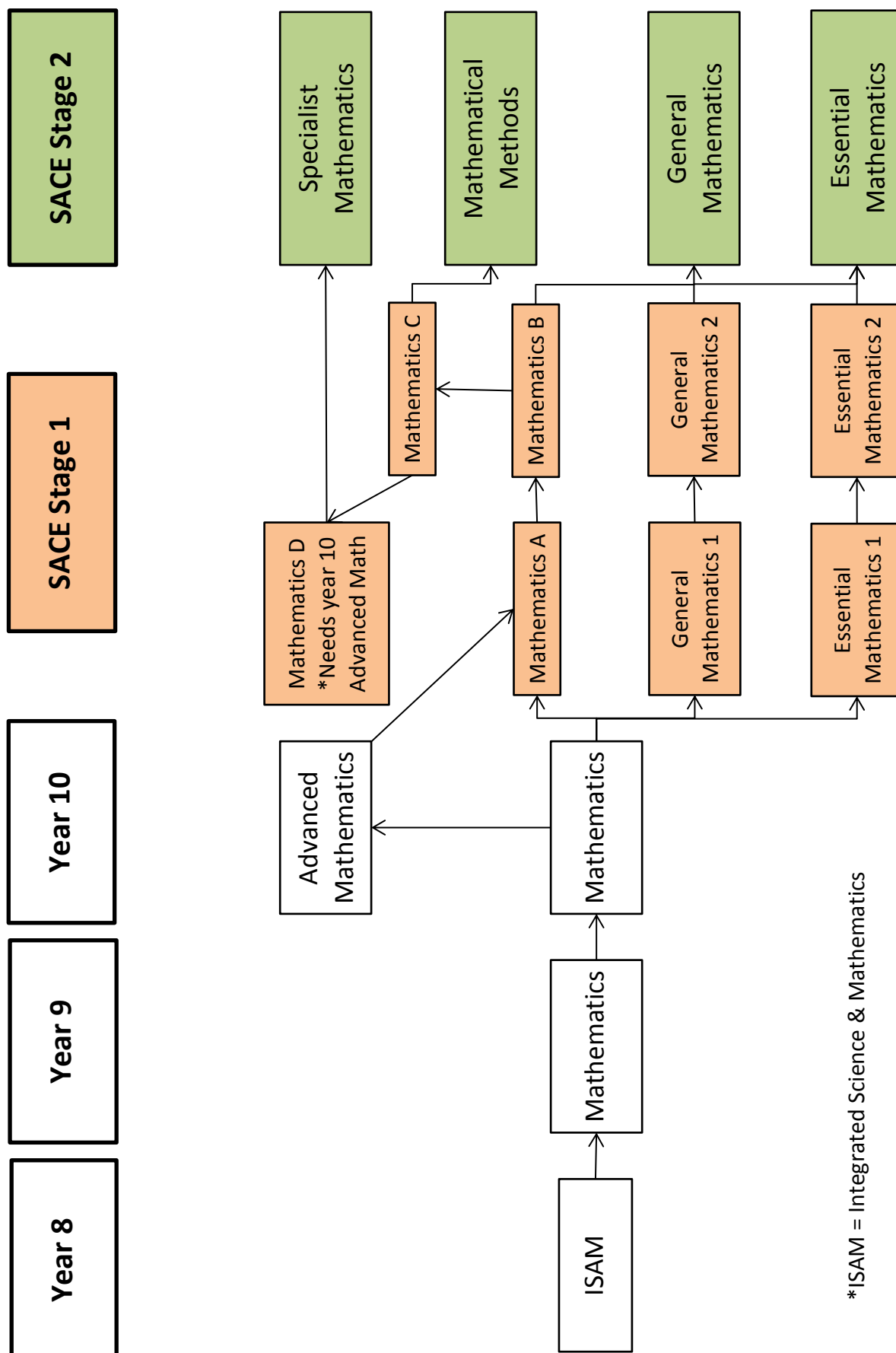


Languages – Flow Chart





Mathematics – Flow Chart



* ISAM = Integrated Science & Mathematics



Mathematics

Stage 1 Subjects

Subject:	Essential Mathematics 1 and 2	Credits: 10 Credits each
Learning Area:	Mathematics	
Pre-requisites:	Nil	
Description:	Students intending to study Year 12 essential Mathematics must successfully complete two units of mathematics at Stage 1 Essential Mathematics. This course builds on skills learned in Middle School Mathematics 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. 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.	
Assessment:	Based on Folio work such as Investigations and skills demonstrated in tests.	
Further Study:	Stage 2 Essential Mathematics	
Additional Cost:	Scientific calculator	

Subject:	General Mathematics 1 and 2	Credits: 10 Credits each
Learning Area:	Mathematics	
Pre-requisites:	C grade or better in Year 10 Mathematics	
Description:	Students intending to study Year 12 General Mathematics must successfully complete two units of General Mathematics or higher at Stage 1. 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 investing and financial considerations such as interest calculations as well as an introduction to statistics, measurement and trigonometry, matrices and mathematical functions and graphs as applied to business situations.	
Assessment:	Based on Folio work such as Investigations and skills demonstrated in tests.	
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, a Casio FX – CG20 is recommended.	



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Subject:	Mathematics A, B and C	Credits: 10 Credits each
Learning Area:	Mathematics	
Pre-requisites:	B grade or better in Year 10 Mathematics. It is recommended that students take the advanced mathematics as an elective at year 10.	
Description:	<p>Students intending to study Stage 2 Mathematical Methods must successfully complete Mathematics A and B at Stage 1 and successful completion of Mathematics C is highly recommended.</p> <p>Develops a 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. Mathematics A, B and C 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.</p>	
Assessment:	Based on folio work such as investigations and skills demonstrated in tests	
Further Study:	Stage 2 Mathematical Methods, Stage 2 Essential Mathematics or Stage 2 General Mathematics	
Additional Cost:	For students intending to study Year 12 mathematics, purchase of an appropriate graphics calculator, a Casio FX – CG20 is recommended.	

Subject:	Mathematics D	Credits: 20 Credits (full year)
Learning Area:	Mathematics	
Pre-requisites:	B grade or better in Year 10 Mathematics and C grade or better in Advanced Mathematics	
Description:	<p>Students intending to study Stage 2 Specialist Mathematics must successfully complete Mathematics A, B, C and D</p> <p>Develops an increasingly complex and sophisticated understanding of calculus and probability, building on the knowledge gained from Mathematics A, B and C. 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:	Based on folio work such as investigations and skills demonstrated in tests	
Further Study:	Stage 2 Specialist Mathematics or Stage 2 Mathematical Methods	
Additional Cost:	For students intending to study Year 12 mathematics, purchase of an appropriate graphics calculator, a Casio FX – CG20 is recommended.	



Stage 2 Subjects

Subject:	Essential Mathematics	Credits: 20 (full year)
Learning Area:	Mathematics	
Pre-requisites:	C grade or better in 2 semesters of Mathematics at Stage 1	
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:	School-based Assessment	70%
	Skills and Applications Task	30%
	Folio	40%
	External Assessment	30%
	Examination	30%
Additional Cost:	Casio FX – CG20 Graphics Calculator (or Similar)	

Subject:	General Mathematics	Credits: 20 Credits (full year)
Learning Area:	Mathematics	
Pre-requisites:	C grade or better in 2 semesters of General Mathematics (or higher) at Stage 1	
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:	School-based Assessment	70%
	Skills and Applications Task	40%
	Mathematical Investigation	30%
	External Assessment	30%
	Examination	30%
Additional Cost:	Casio FX – CG20 Graphics Calculator (or Similar)	



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Subject:	Mathematical Methods	Credits: 20 Credits (full year)
Learning Area:	Mathematics	
Pre-requisites:	C grade or better in mathematics A, B and C at stage 1	
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>School-based Assessment 70%</p> <p>Skills and Applications Task 40%</p> <p>Mathematical Investigation 30%</p> <p>External Assessment 30%</p> <p>Examination 30%</p>	
Additional Cost:	Casio FX – CG20 Graphics Calculator (or Similar)	

Subject:	Specialist Mathematics	Credits: 20 Credits (full year)
Learning Area:	Mathematics	
Pre-requisites:	B grade or better in Stage 1 Specialist Mathematics and Mathematic Methods	
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>School-based Assessment 70%</p> <p>Skills and Applications Task 40%</p> <p>Mathematical Investigation 30%</p> <p>External Assessment 30%</p> <p>Examination 30%</p>	
Additional Cost:	Casio FX – CG20 Graphics Calculator (or Similar)	



Glossop Houses

Glossop High Schools four Houses; Hughes, McIntosh, Parkes and Deakin were created by the school's first principal, W.M.B. Symonds in 1941. The house competition has remained a vital part of the school's history. Glossop High School's Swimming, Athletics and Cross Country Carnivals have continued to be strong competitions based around the house system. House Leaders are elected each year and have representatives from both the Middle and Senior Campuses. There are now strong community affiliations because of long standing tradition in the school and the placement of students in the same house as previous family members.

DEAKIN

PARKES

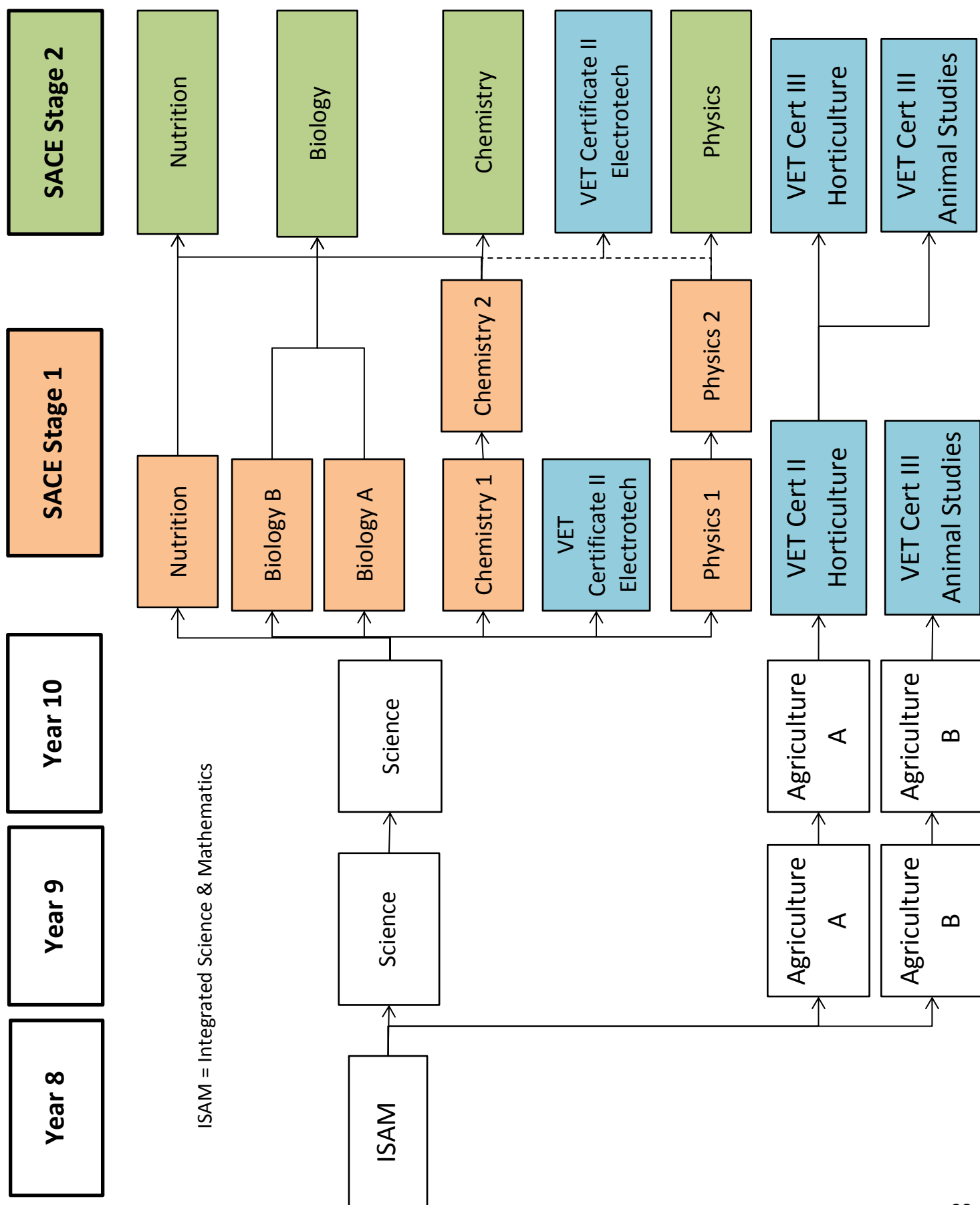
MCINTOSH

HUGHES





Science – Flow Chart





Science

Stage 1 Subjects

Subject:	Biology A	Credits: 10 Credits (one semester)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Science at Year 10 is essential	
Description:	Biology is constructed around the inquiry into and application of understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. In Biology A, students design and conduct biological investigations and gather evidence from their investigations. Topics studied in Biology A include cells and microorganisms and infectious diseases.	
Assessment:	Based on practical investigations, research assignments, end of semester examination	
Further Study:	Stage 2 Biology or Stage 2 Nutrition	
Additional Cost:	A cost may be incurred for excursions	

Subject:	Biology B	Credits: 10 Credits (one semester)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Science at Year 10 is essential	
Description:	In Biology B, students expand on their biological understandings and further develop skills from Biology A and provide students with further background knowledge needed for success in Stage 2 Biology. Students continue to take an inquiry approach to the course and in this semester will cover the topics of multicellular organisms and biodiversity and ecosystem dynamics.	
Assessment:	Based on practical investigations, research assignments, end of semester examination	
Further Study:	Stage 2 Biology or Stage 2 Nutrition	
Additional Cost:	A cost may be incurred for excursions	



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Subject:	Chemistry 1 and/or 2	Credits: 10 Credits each (one semester)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Science at Year 10 is essential	
Description:	Students intending to study Stage 2 Chemistry MUST complete both Chemistry 1 and Chemistry 2. Stage 1 Chemistry is designed to develop and extend student understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics. Topics covered in Stage 1 Chemistry include; materials and their atoms, combinations of atoms, molecules, mixtures and solutions, acid and bases, redox reactions. Students undertaking only one semester of Chemistry will study a selection of concepts from at least three of these topics.	
Assessment:	Practical investigations, research assignments and end of semester examination	
Further Study:	Stage 2 Chemistry, Stage 2 Biology or Stage 2 Nutrition	
Additional Cost:	A cost may be incurred for excursions.	

Subject:	Physics 1 and/or 2	Credits: 10 Credits each (one semester)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Science at Year 10 is essential	
Description:	Students intending to study Stage 2 Physics MUST complete both Physics 1 and Physics 2. Stage 1 Physics is designed to develop and extend student understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding In Stage 1 Physics, students study the wave model to better understand how energy can be transferred through matter and space, examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes. Students undertaking only one semester of Physics will study a selection of concepts from at least three of these topics.	
Assessment:	Practical investigations, research assignments and end of semester examination	
Further Study:	Stage 2 Chemistry, Stage 2 Biology or Stage 2 Nutrition	
Additional Cost:	Nil	



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Subject:	Nutrition	Credits: 10 Credits (one semester)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Science at Year 10 is essential	
Description:	<p>Stage 1 Nutrition offers students the opportunity to learn about current scientific information on the role of nutrients in the body as well as social, cultural and environmental issues in nutrition.</p> <p>The following topics are presented as a guide to the scope of topics considered at Stage 1; Macronutrients and micronutrients, Australian dietary guidelines and nutrition in the life cycle, the psychology of food marketing, indigenous Australians: food changes from the traditional to the contemporary, contaminated food, organic food versus genetically modified food, sustainable food futures and water.</p>	
Assessment:	Based on evidence through an Investigations Folio (Practical work and assignments) and skills demonstrated in tests.	
Further Study:	Stage 2 Nutrition	
Additional Cost:	Nil	

Stage 2 Subjects

Subject:	Biology	Credits: 20 Credits (full year)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Stage 1 Biology or Stage 1 Chemistry	
Description:	<p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>Stage 2 Biology focuses on the development of an understanding of the overarching principles of biology, such as the relationship between structure and function, the importance of regulation and control, and the need for the exchange of materials and the transformation of energy. These principles, together with that of the continuity of life, involving adaptation and change, provide a framework within which students can explore aspects of biology from the microscopic to the macroscopic, and make sense of the living world.</p>	
Assessment:	School-based Assessment	70%
	Skills and Applications Task	30%
	Investigation Folio	40%
	External Assessment - Exam	30%
Additional Cost:	A cost may be incurred for excursions.	



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Subject:	Chemistry	Credits: 20 Credits (full year)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Stage 1 Chemistry 1 and Chemistry 2	
Description:	<p>The study of Chemistry is constructed around student understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.</p> <p>Science inquiry skills and science as a human endeavour are integral to student's learning in this subject and are interwoven through the science understandings, which are organised into four topics: monitoring the environment, managing chemical processes, organic and biological chemistry, managing resources.</p>	
Assessment:	School-based Assessment	70%
	Skills and Applications Task	30%
	Investigation Folio	40%
	External Assessment - Exam	30%
Additional Cost:	A cost may be incurred for excursions.	

Subject:	Nutrition	Credits: 20 Credits (full year)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Stage 1 Nutrition or Biology or Chemistry	
Description:	<p>Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.</p> <p>Students investigate methods of food production 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 maximize their health outcomes.</p>	
Assessment:	School-based Assessment	70%
	Skills and Applications Task	30%
	Investigation Folio	40%
	External Assessment - Exam	30%
Additional Cost:	Nil	



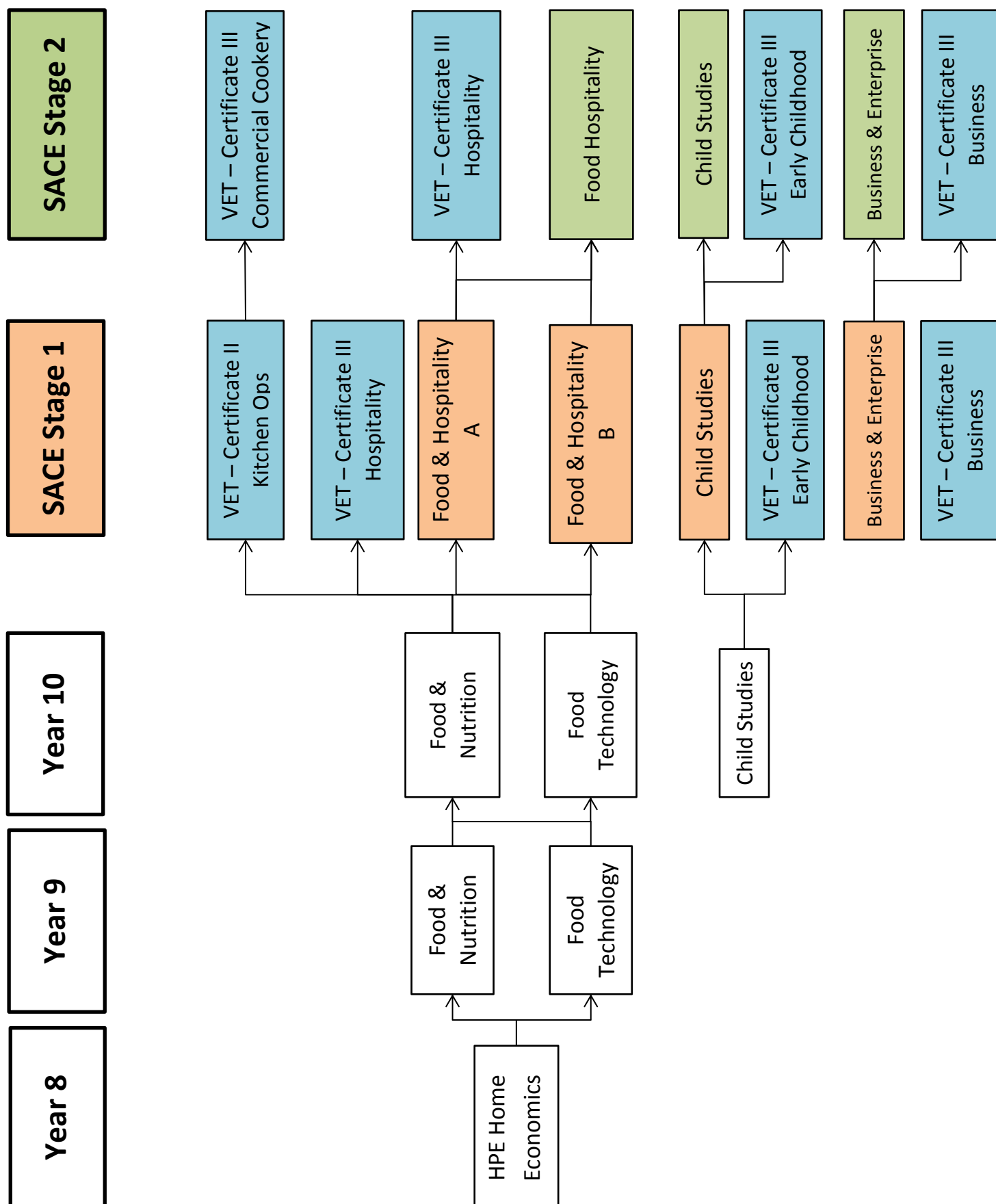
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Subject:	Physics	Credits: 20 Credits (full year)
Learning Area:	Science	
Pre-requisites:	Satisfactory achievement in Stage 1 Physics 1 and Physics 2	
Description:	<p>The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.</p> <p>Stage 2 Physics focuses on the interrelationship between matter, energy, and forces. Students explore these relationships in the context of motion, electricity, magnetism, light, and atoms and examine the application of these relationships in a range of technologies.</p>	
Assessment:	School-based Assessment	70%
	Skills and Applications Task	30%
	Investigation Folio	40%
	External Assessment - Exam	30%
Additional Cost:	A cost may be incurred for excursions.	



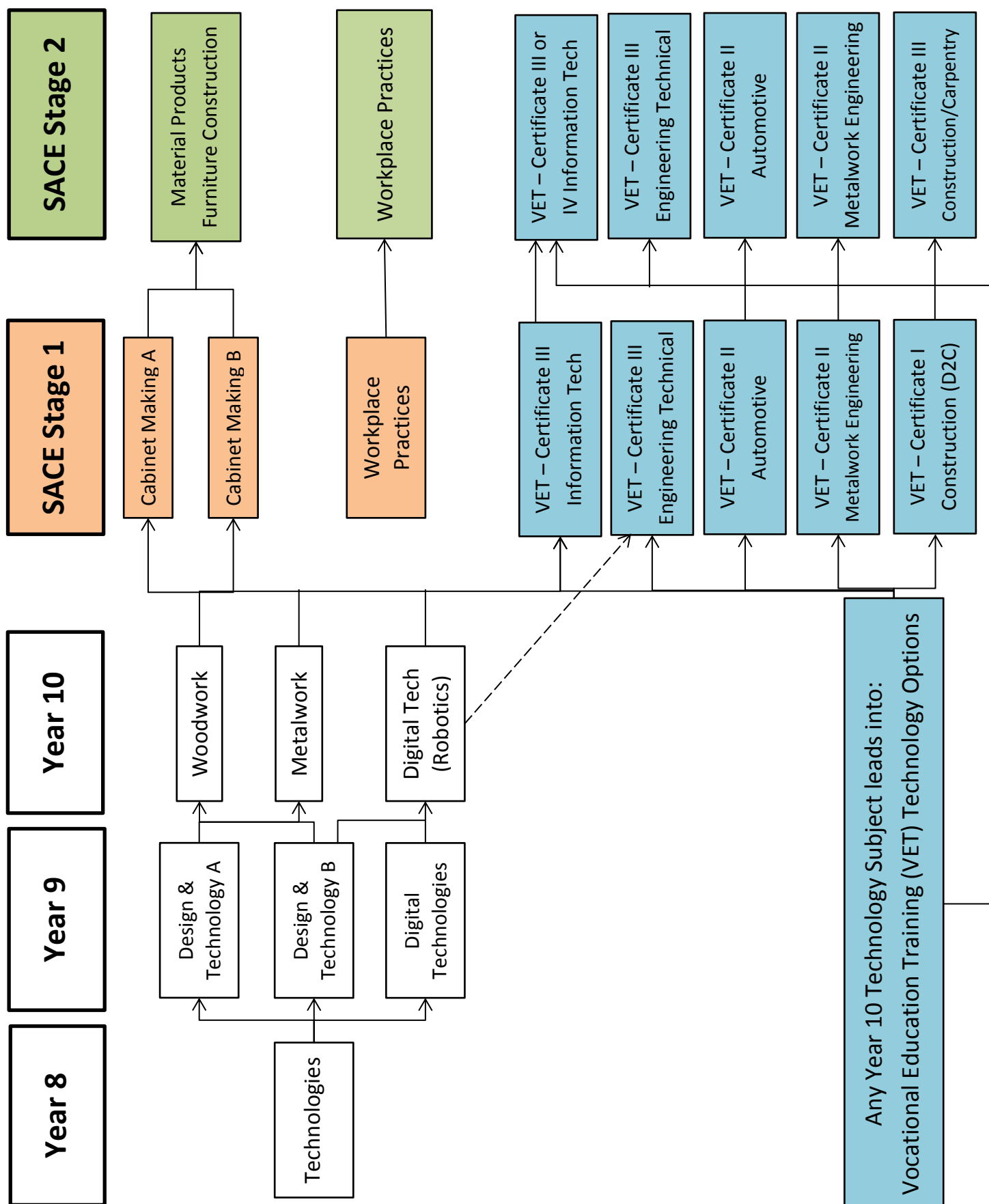


Technologies – Flow Chart





Technologies – Flow Chart Continued





Technologies – Business, Enterprise & Technology

Stage 1 Subjects

Subject:	Business and Enterprise	Credits: 10 Credits
Learning Area:	Business, Enterprise and Technology	
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.	
Assessment:	Reports, test, practical, an issue study and an end of semester exam.	
Further Study:	Stage 2 Business and Enterprise	
Additional cost:	Nil	

Subject:	Cabinet Making A	Credits: 10 Credits
Learning Area:	Business, Enterprise and Technology	
Pre-requisites:	C Grade or better in Year 10 Woodwork	
Description:	The SACE Board focus area for this subject is Material Products B 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 the creation of their major product which will be designed in negotiation with the subject teacher.	
Assessment:	There are two written assignments along with an evaluation of each practical task. Students' 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 for.	



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Subject:	Cabinet Making B	Credits: 10 Credits
Learning Area:	Business, Enterprise and Technology	
Pre-requisites:	C Grade or better in Year 10 Woodwork	
Description:	<p>The SACE Board focus area for this subject is Material Products B</p> <p>Cabinet Making B involves students building upon their skills, knowledge and understanding in both theoretical and practical settings. They will gain further experience of safe work practises throughout the course and extend their designing abilities in their major product which will be a hallway table, or by negotiation with teacher.</p>	
Assessment:	There are two written assignments along with an evaluation of each practical task. Students' 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 for.	

Subject:	Workplace Practices	Credits: 10 Credits
Learning Area:	Business, Enterprise and Technology	
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</p> <p>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	



Stage 2 Subjects

Subject:	Business and Enterprise	Credits: 20 Credits (full year)
Learning Area:	Business, Enterprise and Technology	
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.</p>	
Assessment:	School-based Assessment	70%
	Folio	30%
	Issues Study	20%
	Practical	20%
	External Assessment	30%
	Report	30%
Additional Cost:	Nil	

Subject:	Furniture Construction	Credits: 20 Credits (full year)
Learning Area:	Business, Enterprise and Technology	
Pre-requisites:	C Grade or better in Year 11 Cabinet Making A or B	
Description:	<p>The SACE Board focus area for this subject is Material Products</p> <p>Stage 2 Furniture Construction provides students with an 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. The course provides students with the freedom to design and make an item of furniture 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. Written assignment regarding the use and application of various materials, strength testing and evaluations of all practical tasks will be assessed.</p>	
Assessment:	School-based Assessment	70%
	Skills and Applications Tasks	20%
	Products	50%
	External Assessment	30%
	Folio	30%
Additional Cost:	Cost of materials for the major project, with a \$25 deposit paid before starting	



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Subject:	Workplace Practices A and B	Credits: 20 Credits (full year)
Learning Area:	Business, Enterprise and Technology	
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.</p>	
Assessment:	School-based Assessment	70%
	Folio	25%
	Performance	25%
	Reflection	20%
	External Assessment	30%
	Investigation	30%
Additional cost:	Nil	



Technologies – Home Economics

Stage 1 Subjects

Subject:	Child Studies	Credits: 10 Credits
Learning Area:	Health and Physical Education	
Pre-requisites:	Nil	
Description:	Child Studies focuses on children and their development from conception to 2 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. Topics include family structure, family planning, pregnancy and birth through to infancy. They explore concepts such as the development, needs, and rights of children, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of child nutrition and the health and well-being of children. Students will be expected to be involved in the 'simulator baby' experience.	
Assessment:	Practical Activity (2)	50%
	Collaborative task	25%
	Investigation	25%
Further Study:	Stage 2 Child Studies	
Additional cost:	\$20 for the Simulator Baby	

Subject:	Food and Hospitality A	Credits: 10 Credits
Learning Area:	Health and Physical Education	
Pre-requisites:	Nil	
Description:	In Food and Hospitality, students will learn to work in an industrial-style kitchen, while building on their practical skills and knowledge. Students will learn the importance and demonstrate their knowledge of Food Safety and Personal Hygiene practices, and professional food presentation. Students will also research the Australia's food history, the Modern Australian cuisine and the impact of migration. Working collaboratively and presenting a multiple course meal to guest judges will also feature in this course.	
Assessment:	Practical Activity (2)	50%
	Collaborative task	25%
	Investigation	25%
Further Study:	Stage 2 Food & Hospitality	
Additional cost:	A cost may be incurred for any excursions or individual practical assessments.	

Subject:	Food and Hospitality B	Credits: 10 Credits
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Learning Area:	Health and Physical Education	
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 judgments 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:	Practical Activity (2)	50%
	Collaborative task	25%
	Investigation	25%
Further Study:	Stage 2 Food & Hospitality	
Additional cost:	A cost may be incurred for any excursions or individual practical assessments.	

Stage 2 Subjects

Subject:	Child Studies	Credits: 20 Credits (full year)
Learning Area:	Health and Physical Education	
Pre-requisites:	Nil – C grade or better in Stage 1 Child Studies is preferable	
Description:	Stage 2 Child Studies focuses on children's growth and development from 2 years to eight years inclusive. Students examine attitudes and values about parenting and caregiving and gain an understanding of the growth and development of children. Students will develop a variety of research, management and practical skills. Topics include the importance of safety, nutritional needs, the impacts of modern technologies on children and their development, kids in poverty and contemporary issues related to the health and wellbeing of children.	
Assessment:	School-based Assessment	70%
	Practical Activities (5 in total)	50%
	Collaborative Task	20%
	External Assessment	30%
	Investigation	30%
Additional Cost:	A cost may be incurred for any excursions or individual practical assessments.	



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Subject:	Food and Hospitality	Credits: 20 Credits (full year)
Learning Area:	Health and Physical Education	
Pre-requisites:	Nil – C grade or better in Stage 1 Food and Hospitality A or B is preferable	
Description:	Food and Hospitality explores the impact of food 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 include personal hygiene and safe working practices, cultural foods and the impact they have had on Australian's dining experience, the current trends that shape hospitality industry, specifically looking at our local region and the foods grown and sold. 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.	
Assessment:	School-based Assessment	70%
	Practical Activities (5 in total)	50%
	Collaborative Task	20%
	External Assessment	30%
	Investigation	30%
Additional Cost:	A cost may be incurred for any excursions or individual practical assessments.	

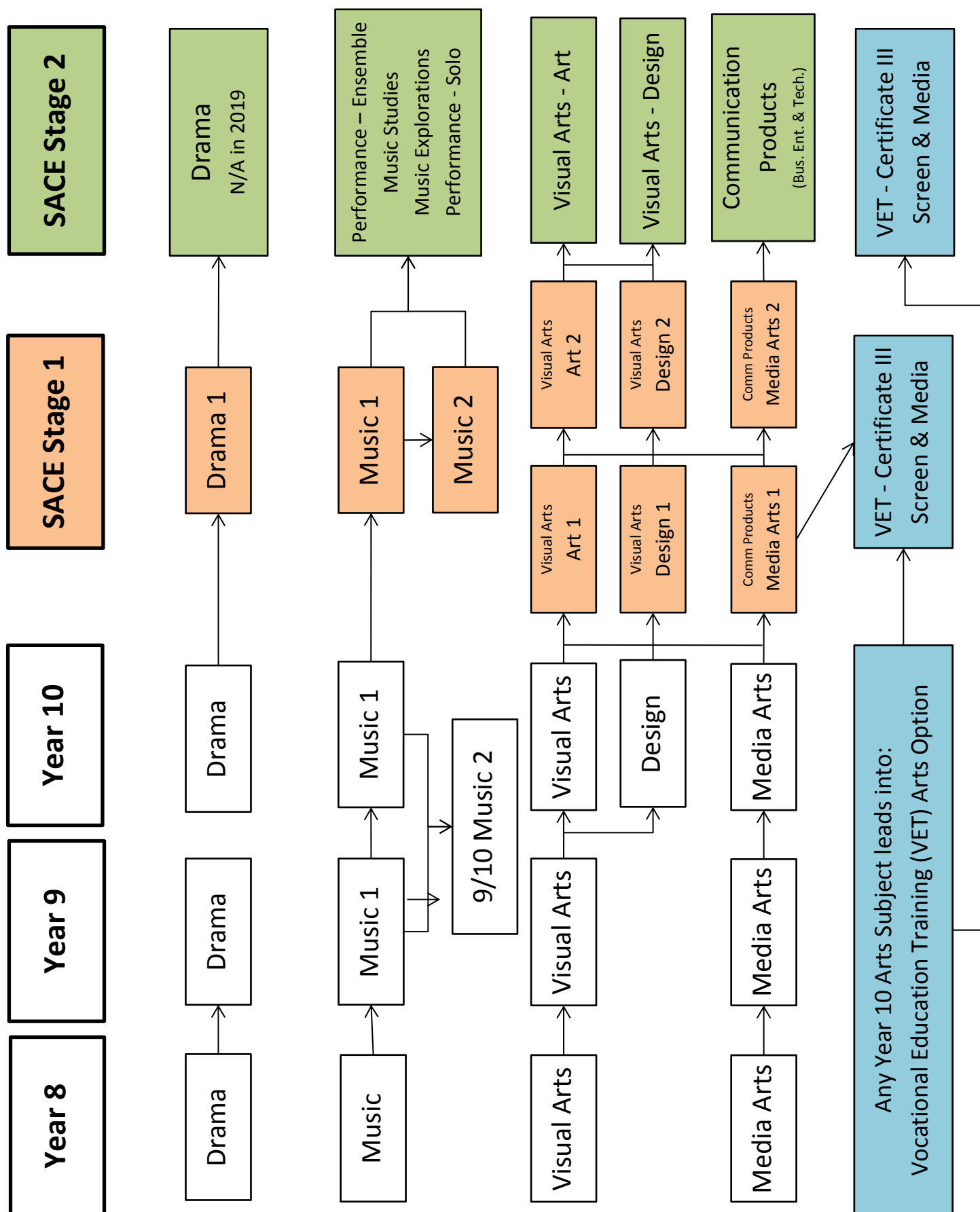


Glossop High School - Senior Campus





The Arts – Flow Chart





The Arts

Stage 1 Subjects

Subject:	Communication Products – Media Arts 1 and 2	Credits: 10 Credits each
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Year 10 Visual Arts, Design or Media Arts	
Description:	<p>Students wishing to study Stage 2 Visual Arts or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts, Design or Communication products. 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.</p> <p>Media Arts 2 will further develop students' skills in areas of personal interest.</p>	
Assessment:	Folio 20%; Practical 40%, Visual Study 40%	
Further Study:	Stage 2 Visual Arts – Design, Communication Products	
Additional cost:	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.	

Subject:	Drama 1	Credits: 10 Credits
Learning Area:	The Arts	
Pre-requisites:	Nil - Year 10 Drama is preferable	
Description:	<p>Strong commitment to this course is necessary as out of hours' rehearsals may be required. 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. 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. Students choose and investigate an area of study in the dramatic arts that is of interest to them. Drama 2 will further develop students' skills in preparation for Stage 2 Drama.</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	



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Subject:	Music 1 and 2	Credits: 10 Credits each
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Year 10 Music.	
Description:	<p>Students need to have been learning their chosen instruments for at least 2 years. 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. 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> <p>Music 2 will further develop students' skills in preparation for Stage 2 Music.</p>	
Assessment:	Creative Works 60%, Musical Literacy 40%	
Further Study:	Stage 2 Music Performance - Ensemble, Stage 2 Music Performance - Solo, Stage 2 Music Studies, Stage 2 Music Explorations	
Additional cost:	May involve attendance at live performances and include out of school hours commitment.	





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Subject:	Visual Arts – Art 1 and 2	Credits: 10 Credits each
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Year 10 Art or Design is preferred	
Description:	<p>Students wishing to study Stage 2 Visual Arts, Art or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts or Design subjects.</p> <p>Students will be introduced to a variety of 2 and 3 dimensional art techniques over the year, including painting, drawing, printmaking, sculpture, clay, textiles etc. Students will begin with an emphasis on Drawing Skills and explore the qualities of various media, leading to finished artworks. Art analysis, criticism and history studies will be introduced as a transition to Stage 2 Visual Arts.</p> <p>Visual Art 2 will further develop practical skills and introduce conceptual development of Visual Arts ideas in areas of personal interest.</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.	

Subject:	Visual Art – Design 1 and 2	Credits: 10 Credits each
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Year 10 Art or Design is preferred	
Description:	<p>Students wishing to study Stage 2 Visual Arts, Art or Design must successfully complete a minimum of two Stage 1 units from the Visual Arts or Design subjects. Students will explore the design process, concentrating on the key design areas of graphic, product and environmental design. The course concentrates on developing problem solving/decision making skills along with drafting, drawing, rendering, illustrating and presentation skills. The use of computer assisted drawing and designing programs may be involved.</p> <p>Design 2 will further develop students' skills and knowledge in an area of design of their choice.</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.	



Stage 2 Subjects

Subject:	Drama (N/A in 2019)	Credits: 20 Credits (full year)
Learning Area:	The Arts	
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:	School-based Assessment	70%
	Group Presentation	20%
	Folio	30%
	Interpretive Study	20%
	External Assessment	30%
	Group Performance or related off-stage	
	Presentation or An Individual Performance	30%
Additional cost:	Will involve attendance at live plays, theatre presentations etc.	

Subject:	Communication Products	Credits: 20 Credits (full year)
Learning Area:	The Arts	
Pre-requisites:	C grade or better in one unit of Stage 1 Media Arts.	
Description:	Students will continue to use a range of electronic media equipment, software and techniques suitable for developing and creating a range of graphic design products. This includes Photoshop, Illustrator, Flash, video, digital photography and electronic imaging. Students will use digital literacy and design principals to develop and create a range of physical products that they have designed themselves within a field that interests them for a specific targeted audience. This course aims to prepare students for a career in Graphic Design, Media Studies, Digital Design, Marketing or Freelance Graphic Designer.	
Assessment:	School-based Assessment	70%
	Investigation (total of 3)	20%
	Products	50%
	External Assessment	30%
	Folio	30%
Additional cost:	Nil	



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Subject:	Music Performance - Ensemble	Credits: 10 Credits
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Stage 1 Music and have been learning their chosen instrument for at least 3 years.	
Description:	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. 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.	
Assessment:	School Based Assessment	70%
	Assessment Type 1: Performance	30%
	Assessment Type 2: Performance and Discussion	40%
	External Assessment	30%
	Assessment Type 3: Performance Portfolio	30%
Additional cost:	May involve attendance at live performances and out of school hours commitment.	



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Subject:	Music Explorations	Credits: 20 Credits
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Stage 1 Music and have been learning their chosen instrument for at least 3 years.	
Description:	<p>Students demonstrate an understanding and application of musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:</p> <p>Understanding Music: Development of knowledge and understanding of musical elements and expression of musical ideas.</p> <p>Creating Music: Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.</p> <p>Responding to Music: Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.</p>	
Assessment:	School assessment	70%
	Assessment Type 1: Musical Literacy	30%
	Assessment Type 2: Explorations	40%
	External Assessment	30%
	Assessment Type 3: Creative Connections	30%
Additional cost:	Nil	



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Subject:	Music Performance – Solo	Credits: 10 Credits
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Stage 1 Music and have been learning their chosen instrument for at least 3 years.	
Description:	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 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.	
Assessment:	School-based Assessment	70%
	Assessment Type 1: Performance	30%
	Assessment Type 2:	
	Performance and Discussion	40%
	External Assessment	30%
	Assessment Type 3: Performance Portfolio	30%
Additional cost:	May involve attendance at live performances and out of school hours commitment.	



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Subject:	Music Studies	Credits: 20 Credits
Learning Area:	The Arts	
Pre-requisites:	C grade or better in Stage 1 Music and have been learning their chosen instrument for at least 3 years.	
Description:	<p>Students demonstrate an understanding of the relationship between theoretical notation and sound through the following:</p> <p>Understanding Music: Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.</p> <p>Creating Music: Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.</p> <p>Responding to Music: Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.</p>	
Assessment:	<p>School-based Assessment 70%</p> <p>Assessment Type 1: Creative Works 40%</p> <p>Students present a portfolio consisting of: their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works. Arrangement</p> <p>Assessment Type 2: Musical Literacy 30%</p> <p>Students complete three musical literacy tasks that demonstrate high level analytical skills and include at least one composition or arrangement of approximately 2 minutes.</p> <p>External Assessment 30%</p> <p>Assessment Type 3: Examination 30%</p> <p>2-hour examination of applied knowledge and understanding of musical elements and musicianship skills</p>	
Additional cost:	Nil	



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Subject:	Visual Arts – Art	Credits: 20 Credits (full year)
Learning Area:	The Arts	
Pre-requisites:	C grade or better in two units from any of the following subjects - Stage 1 Visual Arts – Art, Visual Arts – Design or Communication Products – Media Arts	
Description:	<p>In the Visual Arts – Art, students express ideas through practical work using a variety of media and techniques including drawing, models, printmaking, electronic media, sculpture, photographs, etc leading to resolved Art pieces. Students also research, understand and reflect upon art works while planning and investigating their own.</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:	School-based Assessment Practical – 2 practical works Folio – Experimental & support work for the 2 practical’s External Assessment Visual Study	70% 30% 40% 30% 30%
Additional cost:	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.	

Subject:	Visual Arts – Design	Credits: 20 Credits (full year)
Learning Area:	The Arts	
Pre-requisites:	C grade or better in two units from any of the following subjects - Stage 1 Visual Arts – Art, Visual Arts – Design or Communication Products – Media Arts	
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 while exploring their own ideas and solutions.</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:	School-based Assessment Practical – 2 practical works Folio – Experimental & support work for the 2 practical’s External Assessment Visual Study	70% 30% 40% 30% 30%
Additional cost:	Students may participate in Visual Art/Design excursions to visit galleries and view exhibitions.	



Cross – Disciplinary Programs

Stage 1 Subject

Subject:	Independent Living	Credits: 10 Credits
Learning Area:	Cross-Disciplinary Programs	
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:	Practical Performance, Activity and Folio and Discussion	
Additional cost:	Nil	

Stage 2 Subjects

Subject:	Research Project	Credits: 10 Credits
Learning Area:	Cross-Disciplinary Programs	
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>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.</p>	
Assessment:	School-based Assessment	70%
	Folio – Preliminary ideas and research proposal,	
	research development and discussion	30%
	Research outcome	40%
	External Assessment	30%
	Evaluation (including written summary)	30%
Additional cost	Will depend on the nature of project undertaken.	



Subject:	Community Studies	Credits: 20 Credits (full year)
Learning Area:	Cross-Disciplinary Programs	
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>Please Note: This subject does NOT count towards an ATAR.</p>	
Assessment:	School-based Assessment	70%
	Contract of Work, Folio and Presentation	70%
	External Assessment	30%
	Reflection	30%
Additional cost:	Will depend on the nature of project undertaken	



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 Websites

Organisations

Glossop High School

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

SACE

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

SATAC

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

Career Information

Apprenticeship Scheme

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

Job Guide:

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

Job Predictions, descriptions, wages etc

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

Workskill:

www.workskill.com.au

Tertiary Institutes

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>

University of Adelaide:

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

University of SA:

<http://www.unisa.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>

TAFE Institutions

TAFE SA:

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

TAFE Victoria:

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



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