PENOLA HIGH SCHOOL
CURRICULUM BOOKLET 2016
Nurturing Individual Successes
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CAREER EDUCATION AT PENOLA HIGH SCHOOL

Career Education is an ongoing process beginning in Year 8 and continues throughout your student’s time at Penola High School. Various programs are offered at each year level during Learning for Life sessions. Each student completes a Personal Learning Plan at Year 10 which is revisited and updated in subsequent years. In addition, career planning is discussed less formally through each Learning Area.

YEAR 8 & 9: Course Counselling occurs via home group teachers during Learning for Life.

YEAR 10: Personal Learning Plan (PLP) is a semester-length subject in which students explore and plan for future pathways. The PLP also incorporates industry guest speakers; Job Seeking Skills; Occupational Health, Safety and Welfare; general student counselling; introduction to the SACE; use of the SATAC, VTAC and TAFE Guides; and various career testing website tools.

YEAR 11: Vocational Education and Training (VET) Pathways are offered onsite and across Limestone Coast through other providers (Refer to VET Course & Careers Handbook for more information).

YEAR 12: Students are assisted in planning their tertiary or other post-schooling pathways via home group teachers in Learning for Life.

All students have access to counselling at any time via their Year Level Organiser, Student Counsellor, VET Coordinator and Deputy Principal with regard to career options and pathways from school to work. All staff are available to be approached for informal discussion about future pathways.

OTHER RESOURCES:

Other resources which may assist in subject and career choices are:

JOB GUIDE: Available for loan from the library or on internet (jobguide.deewr.gov.au) All Year 10s receive their own copy.

MY FUTURE: Web site that students register on and receive information about careers in relation to interests. (www.myfuture.edu.au) This site is currently being upgraded.

SATAC GUIDE: Booklet containing all tertiary courses dealt with by SATAC (SA Tertiary Admission Centre). Available from Student Counsellor.

TAFE GUIDE: Booklet containing all tertiary courses dealt with by TAFE. Available from Student Counsellor.

UNIVERSITIES GUIDE: Website containing information about all universities and courses in Australia. (www.thegoodguides.com.au/search.cfm)

AUST TRAINING: Search to find courses by occupation, region or institution. http://jobsearch.gov.au


FLINDERS UNIVERSITY: http://www.flinders.edu.au

UNIVERSITY OF ADELAIDE: http://www.adelaide.edu.au

UNIVERSITY OF SA: http://www.unisa.edu.au
What is Vocational Education and Training?
Vocational Education and Training (VET) is a way for students to experience the world of work and develop industry specific skills in a range of occupations whilst enrolled at school. VET provides a combination of:

- **Off-the-job learning**
  - which might happen at school or with another training provider

- **On-the-job learning**
  - which will happen at one or more workplaces.

Why study a VET course?
Students will be trained in skills which will improve their employability skills. Many of the skills will be useful for a wide range of careers beyond the industry of a particular VET course. Students will graduate with qualifications recognised by both the education system and industry, supporting a variety of future pathways. Students will receive credit towards traineeships and apprenticeships, giving them a head start. Students will gain hands on experience in their chosen industry, allowing them to make better career choices.

What qualifications are received?
Students will receive units towards their SACE, either as SSABSA VET or Stand Alone VET units. The VET qualifications will be a Certificate or a Statement of Attainment listing units completed, recognising achievement of national industry competencies in the course studied. These qualifications will be recognised by industry and Registered Training Organisations throughout Australia. Certificate I and II competencies are usually free of charge to the student. Parents are responsible for the course fees for all Certificate III and higher competencies.

Is there a cost involved?
A refundable deposit of $150.00 will be required for each VET course in which a student enrols. The deposit is required to secure placement in the course. This deposit will be refunded to students who fully participate in the VET program. Withdrawal from or failure of a student to fully participate in the VET program will result in forfeit of the deposit.

How to enrol in VET courses?
All VET subjects including those offered at Penola High School require enrolment via an application process. The relevant forms are available via home group teachers for subjects offered on site. Application forms for other sites are available in the VET Courses and Careers Handbook. Students may not enrol in more than two VET programs in any school year.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS
Students in Year 11 and 12 have the opportunity to participate in an Australian School Based Apprenticeship (ASBA). This involves part-time school, work and training modules.

For more information, students should talk to students currently undertaking an ASBA, make a meeting with the Vet Manager and then speak to an Apprenticeship Broker from the Trade School or a Private Provider.

SPECIAL NEEDS
Students identified with learning difficulties or a disability are eligible for support. This will occur in a variety of ways in negotiation with the student and their family. Modified programs will be implemented as required. Students who are not identified may gain support through negotiation with the Student Inclusion and Wellbeing Coordinator. For more information please make a time to meet with the Coordinator.
LOCAL DELIVERY

There are some curriculum options that may be available within our local cluster of WREN schools. (Millicent High School, Penola High School, Lucindale Area School and Kangaroo Inn Area School.)

The cluster has developed a range of flexible teaching and learning methods, including the use of technology, to help students through their study. Learning via local delivery involves:

- Participation in a weekly face-to-face lesson, conference calls and internet delivery. This provides a mix of interactions between students as well as with the teacher.
- Specialised course booklets and materials, written instructions and guidelines designed for local delivery.
- Support materials for courses, including CDs, videos, audiotapes and kits.
- Face to face workshops in some curriculum areas.

FLEXIBLE LEARNING OPTIONS

Students are able to undertake learning via a range of flexible models in addition to VET, Open Access and Local Delivery.

Some of these options include Community Learning and Australian School Based Apprenticeships.

Each of the above are student initiated and directed learning options that require students to negotiate and organise their learning in consultation with staff.

Further details regarding Community Learning can be found in the Stage 1 section of the course booklet.

For further information regarding School Based Australian Apprenticeships, students should make an appointment to meet with the VET Coordinator.

OPEN ACCESS LEARNING

There are many curriculum options available through the Open Access College and learning in these areas can occur in a variety of different ways. The College has developed a range of flexible teaching and learning methods, including the use of technology, to help students through their study. These include:

- participation in weekly telephone lessons, usually with a small number of other students in a conference call, Internet delivery or video conference. This provides interaction between students as well as with the teacher.
- specialised course booklets and materials, written instructions and guidelines designed for distance education.
- custom designed support materials for courses, including CDs, videos, audiotapes and kits.
- face to face teaching through workshops or camps in some curriculum areas.

In addition to gaining the expected learning skills from any Year 11 or 12 courses, learning by distance encourages students to become self-directed learners. Students develop:

- independent learning skills including time management, initiative and self-motivation
- communication skills
- flexible in their approach
- resourcefulness and maturity
- confidence with technology

Students studying via this method find distance education has prepared them well for future learning and university pathways.

Students studying via Open Access (in Years 8-11) will be charged a materials fee for each subject.
Introduction

Year 9 programs now include content from the Australian Curriculum where it is available and from the SACSA Framework in other learning areas.

**ART**

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<thead>
<tr>
<th>COURSE</th>
<th>Art/Design</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>9</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Two separate semesters</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
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</table>

**AIM**

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

**CONTENT**

This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms, such as drawing, painting, and mixed media.

**ASSESSMENT**

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

**Responding** includes exploring, responding to, analysing and interpreting artworks.

**DESIGN & TECHNOLOGY**

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<tr>
<th>COURSE</th>
<th>Design &amp; Technology</th>
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<tr>
<td>LEVEL</td>
<td>9</td>
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<tr>
<td>LENGTH</td>
<td>One Semester</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
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</table>

**AIM**

To provide students with a range of hand, machine and design skills in a variety of resistant mediums.

**CONTENT**

Students will cover the critiquing, designing and making strands through their work with material options which may include wood, metal and/or plastics.

**Hand Skills**: filing, sanding, buffing, measuring & cutting, drawing and soldering.

**Machine Skills**: band saw, disc sander, buffing machine and drill press.

**ASSESSMENT**

Skills Tasks
Design & Construction Tasks
Major Project
Critique Task

**COURSE**

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<tr>
<th>Food &amp; Textile Technology A</th>
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<tr>
<td>LEVEL</td>
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<tr>
<td>LENGTH</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
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**AIM**

Food Technology (2 x 6 week unit)
To provide students with the knowledge, processes and skills to enable them to make informed decisions in promoting a healthy lifestyle related to Food & Nutrition.

Textile Technology (1 x 6 week unit)
Safe use of sewing machines and overlocker to develop understanding and use of commercial patterns.

**CONTENT**

**Food Technology**

Food & Nutrition: - Australian Dietary Guidelines, Food Nutrients and Functions, Simple Meals & Healthy Snacks, Safe Food Handling, Nutritional Analysis, Home Meal Replacements, Food Labelling

**Textile Technology**

Item of clothing will be constructed based on using a commercial pattern, design principles and problem solving.

**ASSESSMENT**

Practical
Theory
COURSE          Food & Hospitality  
LEVEL              9  
LENGTH            One Semester  
ASSUMED KNOWLEDGE Nil  
AIM  
Food Technology (2 x 6 week units)  
To provide students with knowledge, processes and skills to enable them to make informed choices in promoting a healthy lifestyle related to Food and Nutrition and Hospitality.  
CONTENT  
Food Technology: Meal planning for specific meals, dietary analysis for specific age groups, understanding food labelling and processing and methods of cookery. An emphasis of Safe Food Handling when preparing food for others. Assessment will be based on design briefs.  
ASSESSMENT  
Practical  
Theory  

COURSE          Multimedia  
LEVEL              9  
LENGTH            Semester Two  
ASSUMED KNOWLEDGE Nil  
AIM  
Multimedia skills are a growth market in a society that is increasingly relying on them to communicate messages and deliver content. This course will explore various aspects of Multimedia and design professional products to promote given messages.  
CONTENT  
This course will include Website Construction, Web Graphics/Graphic Design, Video Production, Flash Animation and Sound Editing Career Paths and explore study pathways within this field.  
ASSESSMENT  
Each unit will be assessed either on a project or a series of assignments with each unit having equal weighting. The students will be assessed on five completed units.  

ENGLISH  
COURSE          English  
LEVEL              9  
LENGTH            Full Year  
ASSUMED KNOWLEDGE Year 8 English  
AIM  
The aim of this course is to develop students' skills in reading, viewing, speaking, listening and writing through learning about texts, about language and its use as well as applying this knowledge to a range of contexts and for specific purposes and audiences.  
CONTENT  
Students will:  
• study novels, films, short stories, media, poetry and drama texts: classical, contemporary and popular.  
• produce a variety of texts, written and spoken, demonstrating their knowledge of language and its contextual use.  
• apply a variety of strategies to communicate ideas and learn the conventions of specific text forms.  
• develop spelling and grammatical knowledge.  
ASSESSMENT  
The English curriculum will be aligned with the National Australian Curriculum and marked to those standards. A range of assessment methods will be used including written assignments, oral presentations, group participation and use of information technology. Teacher, peer and self assessment will be used to determine grades.  

HEALTH & PHYSICAL EDUCATION  
COURSE          Health & Physical Education  
LEVEL              9  
LENGTH            One Semester  
ASSUMED KNOWLEDGE Nil  
AIM  
The aim of this course is to extend and refine skills, knowledge and attitudes developed at Year 8. The course will enable students to develop attitudes appropriate for effective individual and group involvement. The course aims to foster positive attitudes towards lifelong physical activity.  
CONTENT  
Practical Units: Volleyball, Softcrosse, Indoor Hockey, Badminton, Touch Football and Tennis.  
Health Units: Alcohol and the Human Body  
ASSESSMENT  
Practical Units: Performance Appraisal  
Knowledge of Activity, Attitude  
Health Units: Satisfactory completion of theory components, assignments.  
HPE folio.  

COURSE          Sport  
LEVEL              9/10  
LENGTH            One Semester  
ASSUMED KNOWLEDGE Participation in HPE  
AIM  
The aim of this course is to extend students who show a particular interest or skill level in sport. This course allows students to further develop their skills and techniques amongst like-minded students. The course aims to prepare students for leadership roles in both Physical Education lessons and sport in the community.  
CONTENT  
Practical Units: Activities covered may include sports such as Badminton, Touch Football, Volleyball, Golf and Archery. There is some opportunity for negotiation of various other practicals.  
Theory Units: Sport Education and Fitness  
ASSESSMENT  
Practical Units: Performance Appraisal  
Knowledge of Activity, Attitude  
Theory Units: Application of Theory to a Practical Situation, Assignments.
**LANGUAGES**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Japanese</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>9</td>
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<tr>
<td>LENGTH</td>
<td>Full Year</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 8 Japanese</td>
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</table>

**AIM**
The aim of Year 9 Japanese is to continue to develop in students:
- communication.
- language – grammatical structures.
- improved inter-cultural understanding.

**CONTENT**
Topics:
- Term 1 – Hiragana revision, Kanji, telling the time, transport and social activities
- Term 2 – Katakana, Kanji, shopping and restaurants
- Term 3 – Katakana, Kanji, what is the weather like & activities
- Term 4 – Katakana, Kanji, locations

They learn Katakana, Kanji and consolidate their Hiragana.

**ASSESSMENT**
This is broken down into a number of areas:
- **Cultural Project:** Students are required to research pre-defined aspects about Japan and Japanese culture and present their findings as a poster, brochure or PowerPoint presentation.
- **Written Tests:** Students are regularly tested on the Hiragana and Katakana characters, vocabulary and grammar constructions they learn.
- **Summative Tasks:** These tasks focus on each of the four macro skills of language learning. They include students writing, comprehending, listening and speaking in Japanese.

**MATHEMATICS**

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<tr>
<th>COURSE</th>
<th>Mathematics</th>
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<tr>
<td>LEVEL</td>
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<tr>
<td>LENGTH</td>
<td>Full Year</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 8 Mathematics</td>
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</table>

**AIM**
To provide the skills and knowledge necessary for students to undertake Year 10 Mathematics.

**CONTENT**
This course will be aligned with the Australian Curriculum and will be assessed against its standards for this year level. Students study a variety of topics including Measurement, Pythagoras' Theorem, Applications of Percentages, Algebra, Geometry, Chance and Data, Ratios, Equations, Coordinates and Graphs, and Solids & Networks.

Students are given the opportunity to participate in the Australian Mathematics Competition.

**ASSESSMENT**
Folio of topic work, investigations, reports and tests.

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**SCIENCE**

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<tr>
<th>COURSE</th>
<th>Science</th>
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<td>LEVEL</td>
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<tr>
<td>LENGTH</td>
<td>Full Year</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 8 Science</td>
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</tbody>
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**AIM**
To provide the skills and knowledge necessary for Year 10 Science. Skills include communication, literacy, numeracy, research, problem-solving, practicals, and working in groups.

**CONTENT**
Content is from the Australian Curriculum. Students study a range of topics including Atoms, Chemical Reactions, Systems, Ecosystems, Diseases, Energy Transmissions, Electricity and Dynamic Earth.

**ASSESSMENT**
A range of assessment methods are used; including written assignments, orals, practicals and tests.

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**AGRICULTURE: RURAL OPERATIONS**

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<th>COURSE</th>
<th>Agriculture: Rural Operations</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>9/10</td>
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<tr>
<td>LENGTH</td>
<td>One Semester</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
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</tbody>
</table>

**AIM**
Students develop the skills and underlying knowledge of the VET competencies from Certificate I in Rural Operations.

**CONTENT**
Students develop knowledge in Rural Careers and pathways and the course gives exposure to a range of Agricultural and Engineering skills.

**ASSESSMENT**
A range of assessment methods are used including written assignments, orals and practical activities. Students are assessed against the VET standards and outcomes for each competency.
## SOCIETY & ENVIRONMENT

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Geography</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>9</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 8 Geography</td>
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</tbody>
</table>

### AIM

Geography aims to ensure that students develop:
- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

### CONTENT

There are two units of study in the Year 9 curriculum for Geography. *Biomes and Food Security* and *Geographies of Interconnections*.

*Biomes and Food Security* focuses on investigating the role of the natural environment and its role in food and fibre production. The distinctive aspects of natural landscapes, food production and food security are investigated using studies drawn from Australia and the rest of the world.

*Geographies of Interconnections* focuses on investigating how people, through their choices and actions, are connected to places around the world in a variety of places, and how these connections help to make and change places and their environments.

### ASSESSMENT

A range of classroom activities and tasks based on mapping, statistical and graphical analysis. On the unit of study, *Biomes and Food Security*, students complete a research task on a case study of a Global Crop. In *Geographies of Interconnections*, students give a presentation to the class on tourism in one of Australia’s states or territories. An introduction to Geographical Information Systems (G.I.S.) is provided in a practical application to one of the two units of study.

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## COURSE

<table>
<thead>
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<th>History</th>
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<tr>
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<tr>
<td>LENGTH</td>
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<tr>
<td>ASSUMED KNOWLEDGE</td>
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</tbody>
</table>

### AIM

History aims to ensure that students develop:
- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

### CONTENT

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

### ASSESSMENT

Sources analysis tasks relevant to the time frame 1750-1918. Major research task undertaken each term. Term 1 World War 1, Term 3 Industrial Revolution. Topic review test.
2016 YEAR 9 SUBJECT SELECTION FORM

Student Name: ________________________________  Home Group: ______

Entry into the courses with the following symbol ★ is via an application process. Speak to your home group teacher about completing the appropriate forms and gaining approval prior to Course Counselling.

STEP 1: Core Subjects
Students are required to study each of the following Learning Areas over 2 semesters at Year 9.

- ✔ English
- ✔ Mathematics
- ✔ Science
- ✔ Geography/History

STEP 2: Compulsory Subjects
Students must study Health and Physical Education.

- ✔ Health & Physical Education

STEP 3: Optional Subjects – Please select in Preference order (1 to 11).
Students are required to study 2 subjects for each semester (1 if they choose to study Japanese) from Languages, The Arts and Design and Technology Learning Areas to complete their Year 9 enrolment. These courses do not require a pre-requisite for study at Year 10; however 1 Semester of study at Year 9 is preferred.

**SEMESTER 1**

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<tbody>
<tr>
<td>Japanese</td>
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<tr>
<td>Art /Design A</td>
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<tr>
<td>Design &amp; Technology A</td>
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<td>Drama A</td>
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<tr>
<td>Food &amp; Textile Technology A</td>
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<td>Agriculture</td>
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**SEMESTER 2**

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<td>Japanese</td>
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<td>Art / Design B</td>
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<td>Design &amp; Technology B</td>
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<td>Drama B</td>
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<td>Food &amp; Textile Technology B</td>
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<td>Sport</td>
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<td>Multimedia</td>
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STEP 4: Course Confirmation

Student: ________________________________  Parent/Care Giver: ________________________________

Home Group Teacher: ________________________________
The requirements of the SACE are detailed below. Students must complete all of these requirements to be awarded the certificate.

The SACE is designed to help students gain essential skills and knowledge for work and life. To do this, it aims to build students’ abilities in several key areas: communication, citizenship, personal development, work and learning.

For students studying at Year 10 to 12 in 2016, the following SACE model will apply:

**Stage 1 – Years 10 & 11**
- Personal Learning Plan (compulsory) 10 credits
- Numeracy (compulsory) from a range of mathematics subjects and courses 10 credits
- Literacy (compulsory) from a range of English subjects and courses 20 credits
- Free Choice subjects from either Stage 1 or Stage 2. 90 credits

**Stage 2 – Year 12**
- Research Project (compulsory) 10 units
- Subjects and Courses (compulsory at Stage 2) from a wide range of options 60 units

**COMPULSORY COMPONENTS OF SACE**

**Personal Learning Plan (PLP)**
The Personal Learning Plan is a key part of the SACE. It will help students map out their future and identify the goals they need to achieve as they progress towards work, training or higher education.

As part of this subject, teachers will work with students to improve their literacy, numeracy and information and communication technology (ICT) skills. Teachers will help students plan their SACE studies and investigate suitable career paths.

**Literacy and Numeracy**
Students must complete Stage 1 (Year 11) English and Mathematics courses for the SACE.

Year 10 students may complete a unit of Literacy and Numeracy for Work and Community Life.

At Year 9 students undertake a national literacy and numeracy test to assess their skills in those areas.

This data allows teachers and students to identify and work toward addressing any problems before students begin their SACE.

**Research Project**
Students must complete a Research Project at Stage 2. Research Project B is required if students wish to obtain an ATAR.

**Assessment**
Penola High School will assess subjects in Stage 1 (Years 10 and 11).

In Stage 2 (Year 12), every subject has 30 per cent external assessment. The external assessments will occur in various ways including exams, practical performances and presentations. The school will assess the other 70 per cent of each Stage 2 subject.

Outside moderators will check school-assessed components of Stage 2 subjects to make sure that student’s results can be compared with other students’ scores. This will make sure, for example, that an ‘A’ in another school is the same standard as an ‘A’ in Penola High School.
Introduction

Students at Year 10 begin their studies in the SACE and undertake a set curriculum that enables them to participate in a range of Learning Areas. The PLP is a requirement for study at Year 10 to enable students to attain their SACE. In Year 10 students are registered with the SACE Board. There are some Stage 1 options for students studying at Year 10.

**ARTS**

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<tr>
<th>COURSE</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

**CONTENT**

This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms, such as drawing, painting and mixed media.

**ASSESSMENT**

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

Responding includes exploring, responding to, analysing and interpreting artworks.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

The course builds on the experience of the previous band. It involves students making and responding to drama independently and in small groups, and with their teachers and communities. They explore drama as an art form through improvisation, scripted drama, rehearsal and performance. Students refine and extend their understanding and use of role, character and reflective practise to enhance their theatre skills.

**CONTENT**

Improvisation and Comedy, Elizabethan Theatre, Adaptation and Scriptwriting, the drama and influence of Aboriginal and Torres Strait Islander People, and those of the Asian region, film analysis and film production or performance.

**ASSESSMENT**

This is composed of three assessment types:

- **PARTICIPATION:** Assesses students’ practical learning in class through their participation in the course content.
- **PERFORMANCE:** Assesses students’ on-stage abilities when producing performances.
- **TEXT RESPONSE:** Assesses students’ written analysis of topics covered.

**DESIGN & TECHNOLOGY**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Design &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

To provide students with a range of hand, machine and design skills in a variety of mediums.

**CONTENT**

Students cover the critiquing, designing and making strands through their work using material options that may include wood and/or metal.

**Hand Skills:** filing, sanding, buffing, measuring & cutting, drawing and soldering.

**Machine Skills:** band saw, disc sander, buffing machine, drill press and/or oxy acetylene welding, metal fabrication and tube bending.

**ASSESSMENT**

Skills Tasks
Design & Construction Tasks
Major Project
Critique Task

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Design and Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**CONTENT**

Students will make a range of design products and study a range of design concepts such as: Photography, Fashion Design, Architecture, Graphic Design, Product Design and Interior Design. They will investigate design solutions and analyse the work of designers, and research design careers.

**ASSESSMENT**

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

Responding includes exploring, responding to, analysing and interpreting artworks.
COURSE Information Technology
LEVEL 10
LENGTH One Semester
ASSUMED KNOWLEDGE Nil

AIM
To further students understanding of Information Technology. This course will encourage students to become more than “users” of the technology, using higher order thinking skills to design and create solutions. This course will provide them with the background skills for the SACE Information Technology courses.

CONTENT
This course will include exposure to HTML editing, JavaScript, Relational Databases and Programming with Gamemaker/Scratch. Students will be introduced to computer systems, including data flow through a computer, device types and functions of key hardware.

ASSESSMENT
Each unit will be assessed either on a project or a series of assignments with each unit having equal weighting. The students will be assessed on five completed units.

COURSE Food Technology A
LEVEL 10
LENGTH One Semester
ASSUMED KNOWLEDGE Nil

AIM
Food & Nutrition: To develop food preparation skills and nutrition knowledge. To encourage students to develop independent living skills and assist them to make informed choices in relation to food and health.

CONTENT
Food preparation skills will be developed on an individual basis. These skills will be studied in food groupings such as cereals, which will involve the making of fresh pasta, sauces and the preparation of associated dishes. Other food groupings will include meat and poultry, eggs, fruits and vegetables.
Nutritional composition changes in physical sensory properties during processing and the functional properties in relation to cooking will be incorporated.
Specialising in an interest area maybe negotiated eg, Dressmaking or General Clothing and Textiles.

ASSESSMENT
Practical Work
Theory

COURSE Food Technology B
LEVEL 10
LENGTH One Semester
ASSUMED KNOWLEDGE Nil

AIM
Develop confidence and self esteem through problem solving techniques, practical application, and establish efficient and effective resource management skills. Skills will be specifically directed towards the Café program for Year 11.

CONTENT
Food and nutrition and the implication of current food trends on the health of the community; modification of baked products and the connections with diet related health issues; classification of fish, and uses in cooking; menu planning for different age groups and specific dietary related health issues; cultural influences on Australian cuisine.
Choice of following up an area of interest – may be in the Clothing and Textiles area or Food and Nutrition area.

ASSESSMENT
Practical Work
Theory

COURSE Multimedia
LEVEL 10
LENGTH One Semester
ASSUMED KNOWLEDGE Nil

AIM
Multimedia skills are a growth market in a society that is increasingly relying on them to communicate messages and deliver content. This course will explore various aspects of Multimedia and design professional products to promote given messages.

CONTENT
This course will include Website Construction, Web Graphics/Graphic Design, Video Production, Flash Animation and Sound Editing Career Paths and explore study pathways within this field.

ASSESSMENT
Each unit will be assessed either on a project or a series of assignments with each unit having equal weighting. The students will be assessed on five completed units.
## ENGLISH

<table>
<thead>
<tr>
<th>COURSE</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 9 English</td>
</tr>
</tbody>
</table>

**AIM**
The aim of this course is to develop students' skills in reading, viewing, speaking, analysis, listening and writing through learning about texts, about language and its use and applying this knowledge to a range of contexts and for specific purposes and audiences.

**CONTENT**
Students will
- study novels, films, short stories, media, poetry and drama texts: classical, contemporary and popular.
- produce a variety of texts, written and visual, demonstrating their knowledge of language and its contextual use.
- apply a variety of strategies to communicate ideas and learn the conventions of specific text forms, with a focus on analysis.

**ASSESSMENT**
The English curriculum will be aligned with the National Australian Curriculum and marked to those standards. A range of assessment methods will be used including written assignments, oral presentations, group participation and use of information technology. Teacher, peer and self assessment will be used to determine grades.

## HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**
Students will further develop their individual and team skills, and their knowledge through practical and theory work. There will be some opportunities for choice of activities covered.

**CONTENT**
Practical Units: Activities covered may include sports such as Volleyball, Netball, Tchoukball and Handball. Recreation type activities include Lawn Bowls and Ultimate Frisbee.

Health Units: Fitness & Wellbeing and Community HealthDrug Education.

**ASSESSMENT**
- Practical Units: Performance Appraisal, Knowledge of Activity, Attitude
- Theory Units: Research Assignments, health components.

## LANGUAGES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 8 &amp; 9 Japanese</td>
</tr>
</tbody>
</table>

**AIM**
The aim of Year 10 Japanese is to continue to develop in students:
- Communication Skills.
- Language Skills – grammatical structures.
- Improved inter-cultural understanding.

**CONTENT**
- Building upon the skills learnt in Year 8 & 9, there is consolidation of both the Hiragana and Katakana scripts.
- Kanji is also taught and topic related, focusing on how to write and recognition of the meaning and pronunciation of the character.
- Topics are based on the textbook with grammatical structures and assessments being based around these topics.

**ASSESSMENT**
- Weekly Tests: focusing on vocabulary and kanji learnt for the topic.
- Cultural Project: research a pre-defined aspect about Japan or Japanese culture.
- Summative Tasks: these focus on the four macro skills of language learning, they include students writing, comprehending, listening and speaking in Japanese.

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**SPORT**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>9/10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Participation in HPE</td>
</tr>
</tbody>
</table>

**AIM**
The aim of this course is to extend students who show a particular interest or skill level in sport. This course allows students to further develop their skills and techniques amongst like-minded students. The course aims to prepare students for leadership roles in both Physical Education lessons and sport in the community.

**CONTENT**
- Practical Units: Activities covered may include sports such as Badminton, Touch Football, Volleyball, Golf and Archery. There is some opportunity for negotiation of various other practicals.
- Theory Units: Sport Education and Fitness

**ASSESSMENT**
- Practical Units: Performance appraisal, Knowledge of activity, attitude
- Theory Units: Application of Theory to a Practical Situation, assignments.
**MATHEMATICS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 9 Mathematics</td>
</tr>
</tbody>
</table>

**AIM**

To provide the skills and knowledge necessary for students to undertake Stage 1 Mathematics courses including both Mathematical Studies and Mathematical Applications. This course is aligned with the Australian Curriculum for Mathematics.

**CONTENT**

This course is aligned with the Australian Curriculum and is assessed against its standards for this year level. Students study a variety of topics including Pythagoras’ Theorem and Trigonometry, Applications of Percentages, Algebra, Equations, Geometry and Circles, Coordinate Geometry, Linear Relationships, Quadratics, Chance and Data, Statistics and Probability.

**ASSESSMENT**

Folio of topic work, investigations, reports and tests.

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**SCIENCE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Biological &amp; Earth Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 9 Science</td>
</tr>
</tbody>
</table>

**AIM**

To provide the skills and knowledge necessary for Stage 1 Biology. Skills involve communication, literacy, numeracy, research, problem-solving, practicals, and working in groups.

**CONTENT**

Content is from the Australian Curriculum. Students study a range of topics including Genetics, Evolution, The Universe and Global Systems.

**ASSESSMENT**

A range of assessment methods are used; including written assignments, orals, practicals and tests.

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<table>
<thead>
<tr>
<th>COURSE</th>
<th>Physics &amp; Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 9 Science</td>
</tr>
</tbody>
</table>

**AIM**

To provide the skills and knowledge necessary for Stage 1 Physics and Chemistry. Skills involve communication, literacy, numeracy, research, practicals, and working in groups.

**CONTENT**

Content from the Australian Curriculum has been incorporated into Science. Students study a range of topics including Atoms and Molecules, Reactions and Energy, Electric Circuits, Force and Movement and Waves.

**ASSESSMENT**

A range of assessment methods are used; including written assignments, orals, practical exercises and tests.

---

**COURSE** Agriculture: Rural Operations

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

Students develop the skills and underlying knowledge of the VET competencies from Certificate I in Rural Operations.

**CONTENT**

Students develop knowledge in Rural Careers and pathways and the course gives exposure to a range of Agricultural and Engineering skills.

**ASSESSMENT**

A range of assessment methods are used including written assignments, orals and practical activities. Students are assessed against the VET standards and outcomes for each competency.

---

**SCIENCE**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>10</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 9 Geography</td>
</tr>
</tbody>
</table>

**AIM**

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

**CONTENT**

There are two units of study in the Year 10 curriculum for Geography: Environmental Change and Management and Geographies of Human Wellbeing. Environmental Change and Management (Term 1) focuses on investigating environmental geography through an in-depth study of a specific environment. Students will investigate a specific type of environment and environmental change in Australia and one other country. Geographies of Human Wellbeing (Term 3) focuses on investigating global, national and local differences in human wellbeing between places. Students explore programs designed to reduce the gap between differences in wellbeing. Studies are drawn from Australia, India and across the world as appropriate.

**ASSESSMENT**

A range of classroom activities and tasks based on mapping, statistical and graphical analysis. Environmental Management Plan related to an urban centre in the developing world. Use of GIS (Geographical Information Systems) data to collate and interpret relevant information on national and regional statistics. Review test.
COURSE History
LEVEL 10
LENGTH One Semester
ASSUMED KNOWLEDGE Year 9 History

AIM
The course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

CONTENT
Overview content includes:
- The inter-war years between World War 1 and World War 2.
- Continuing efforts post World War 2 to achieve lasting peace and security in the world, including the Australian role in the UN peacekeeping.
- Major movements for rights and freedom in the world.
- The Cold War and Australia’s involvement.
- Developments in technology, standards of living and concern for the environment and sustainability.

One depth study is undertaken from the following options:
1. World War 2
2. Rights and Freedoms
3. The Globalising World

ASSESSMENT
Students are assessed with a range of tasks that cover the two strands of:
1. Historical knowledge and understanding
2. Historical skills
An issue investigation in undertaken on the chosen depth study.

COURSE Personal Learning Plan
LEVEL 10 (Stage 1)
LENGTH One Semester
ASSUMED KNOWLEDGE Nil

AIM
To have students explore future pathways, evaluate their own learning and begin making decisions toward planning for their futures.

CONTENT
Portfolio, work experience, resume, application cover letter, interview, goal setting and future planning techniques.

ASSESSMENT
Two Assessment Types:
Type 1: Folio – three assessment tasks which focus on the capabilities, decision making and goal setting.
Type 2: Reflection – exploring, including Work Experience and My Plan for the Future presentation.
Takes the form of the portfolio, work experience report and level of achievement in the mock interview. Satisfactory completion is a compulsory component for SACE.
2016 YEAR 10 SUBJECT SELECTION FORM

Student Name: ___________________________________  Home Group: _______

Entry into the courses with the following symbol ★ is via an application process. Speak to your home group teacher about completing the appropriate forms and gaining approval prior to Course Counselling.

STEP 1: Compulsory Subjects
Students are required to study the following courses, in the semesters indicated at Year 10.

| ✓ | Mathematics |
| ✓ | English |
| ✓ | Science |
| ✓ | Geography |
| ✓ | Health and Physical Education |

| ✓ | Mathematics |
| ✓ | English |
| ✓ | Science |
| ✓ | Personal Learning Plan |
| ✓ | Australian History Curriculum |

STEP 2b: Optional Subjects – Please select in Preference Order (1-6) for both Semesters.
Students are required to study 2 subjects in each semester from The Arts and Design and Technology Learning Areas to complete their Year 10 enrolment. These courses do not require a pre-requisite for study at Stage 1; however 1 Semester of study at Year 9 is preferred.

Semester 1

|   | Art |
|   | Design & Technology A |
|   | Food Technology A |
|   | Information Technology |
|   | Drama |
|   | Agriculture |
|   | Japanese |
| ★ | Café 43 |

Semester 2

|   | Design & Photography |
|   | Design & Technology B |
|   | Food Technology B |
|   | Multimedia |
|   | Drama |
|   | Sport |
|   | Japanese |
| ★ | Café 43 |

STEP 3: Course Confirmation

Student: ____________________________

Parent/Care Giver: ____________________

Home Group Teacher: ____________________


**STAGE 1**

**Requirements**

**Compulsory Subjects**
Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE.

- **Personal Learning Plan (10 credits)**
  - studied at Year 10

- **Numeracy (10 credits)**
  - Mathematical Applications
  OR
  - Mathematical Studies 1

- **Literacy (20 credits)**
  - English communications
  OR
  - English Studies
  OR
  - Literacy for Work and Community Life

**90 Credits**
- free choice subjects from either Stage 1 or Stage 2
- these may include ASBA, TAFE, VET accreditation

**SACE = 200 Credits**
<table>
<thead>
<tr>
<th>Section</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Learning Plan</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td>20</td>
</tr>
<tr>
<td>Choose from a range of English subjects or courses</td>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>10</td>
</tr>
<tr>
<td>Choose from a range of mathematics subjects or courses</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 2 subjects or courses</strong></td>
<td>60</td>
</tr>
<tr>
<td>Choose from a range of Stage 2 subjects and courses</td>
<td></td>
</tr>
<tr>
<td><strong>Research Project</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Additional choices</strong></td>
<td>90</td>
</tr>
<tr>
<td>Choose from a range of Stage 1 and Stage 2 subjects and courses</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>
Agricultural Pathway – PRIMARY INDUSTRIES

The Agricultural Pathways program allows students to complete units of competency from Certificate I, II and III in Agriculture and commences students on an Agricultural pathway as part of their SACE studies. The course is offered at Grant High School or Lucindale Area School. Both schools have well established on-site farms allowing for a wide range of leaning experiences. Throughout the program students develop a range of practical skills through on farm learning activities as well as participating in numerous Agricultural Shows and activities. The program covers an extensive range of topics from livestock handling through to machinery operations. Students are also linked to a variety of local industry and employers through work placement processes.

DELIVERY
The Agricultural Pathways program is run one day per week at Grant High School or as a block delivery at Lucindale Area School. Students generally commence this program in Year 11 as part of their SACE. The program runs over two years (both year 11 & year 12). Please check with the host school for more information regarding delivery day and / or block delivery for 2015.
For more information contact the host school:
- Grant High School: 08 8725 3100
- Lucindale Area School: 08 8766 2084

QUALIFICATION DETAILS
Students will study units of competency from Certificate II in Agriculture (ACH20110)

SACE INFORMATION
Students will gain a minimum of 20 SACE credits in year one and a minimum of 20 SACE credits in year 2. (if all units of competency are completed)

SPECIAL REQUIREMENTS
Students are required to wear appropriate clothing and footwear for outside work.

WORKPLACE LEARNING
Students participate in a minimum of 5 days workplace learning in year 1 and 10 days in year 2.

The Agricultural Pathways Course includes a wide range of learning experience for students. Some of the topics covered in the course are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>20</td>
</tr>
<tr>
<td>Participate in OHS processes</td>
<td>20</td>
</tr>
<tr>
<td>Care for health &amp; welfare of livestock</td>
<td>40</td>
</tr>
<tr>
<td>Carry out regular livestock observation</td>
<td>40</td>
</tr>
<tr>
<td>Collect and report production data</td>
<td>30</td>
</tr>
<tr>
<td>Handle livestock using basic techniques</td>
<td>30</td>
</tr>
<tr>
<td>Install, maintain and repair fencing</td>
<td>30</td>
</tr>
<tr>
<td>Monitor water supplies</td>
<td>20</td>
</tr>
<tr>
<td>Observe and report on weather</td>
<td>25</td>
</tr>
<tr>
<td>Provide feed for livestock</td>
<td>30</td>
</tr>
<tr>
<td>Work effectively with others in the industry</td>
<td>20</td>
</tr>
<tr>
<td>Apply chemicals under supervision</td>
<td>30</td>
</tr>
<tr>
<td>Provide basic emergency life support</td>
<td>10</td>
</tr>
</tbody>
</table>

** Please note course content is a guide only and subject to change

OCCUPATIONS IN THIS INDUSTRY INCLUDE:
Agricultural Technical Officer, Crop Farmer, Farm Hand, Farmer/Farm Manager, Horse Manager, Jackaroo/Jillaroo, Livestock Farmer, Agricultural Scientist, Agricultural Teacher, Primary Products Inspector, Scientist, Rural Heavy Vehicle Operator

Potential Pathways after the completion of SACE:
- Certificate III in Agriculture
- Certificate IV in Agriculture
- Diploma in Agriculture
- Advanced Diploma in Agriculture
- Certificate III in Agricultural Mechanical Technology
- Advanced Diploma of Agribusiness Management
- Bachelor of Agricultural Science
- Bachelor of Science
Automotive Pathways

The Automotive Pathways Course provides students with an introduction to the Automotive Industry through a mixture of theoretical and practical components with an emphasis on practical skill development. The course provides students with a basic knowledge of the tools and equipment used within the industry and current occupational health and safety requirements. The course is well supported by the local Automotive Industry and provides students with a pathway to the many different aspects of the industry and provides students with a solid grounding in the essential skills required in the industry. The second year of the program if students wish to continue build on the concepts they learnt during the first year. This includes working with automotive engine systems and servicing electrical, cooling and disc braking systems. Students will also participate in 20 days workplace.

DELIVERY
The Automotive Pathways Course is conducted on one day per week at Mount Gambier High School and Millicent High School or programmed into block delivery at Bordertown High School where the course is run predominantly in the school holidays. Please contact the host school for more information regarding the delivery day and block delivery days for 2015.

- Bordertown High School: 08 8752 1455
- Millicent High School: 08 8733 2400
- Mount Gambier High School: 08 8725 6244

QUALIFICATION DETAILS:
Students will complete unit of competency from Certificate 1 Automotive Vocational Preparation (AUR10112) at Stage 1. Students can then continue the program and complete units from Certificate II in Automotive Service Technology (AUR20512) as a Stage 2 course.

SACE INFORMATION
Students will gain a minimum of 20 SACE credits at Stage 1. Students who continue the program and undertake the second year will gain a minimum of 20 SACE credits at Stage 2 (if all units of competency are completed)

SPECIAL REQUIREMENTS
Students will be required to wear steel capped boots, long sleeved full cotton drill overalls, rigger gloves and clear safety glasses

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify environmental requirements in an automotive industry</td>
<td>25</td>
</tr>
<tr>
<td>Apply automotive workplace safety fundamentals</td>
<td>10</td>
</tr>
<tr>
<td>Apply automotive electrical system fundamentals</td>
<td>10</td>
</tr>
<tr>
<td>Apply automotive mechanical systems fundamentals</td>
<td>15</td>
</tr>
<tr>
<td>Use &amp; maintain tools and equipment</td>
<td>20</td>
</tr>
<tr>
<td>Work effectively with others</td>
<td>20</td>
</tr>
<tr>
<td>Carry out servicing operations</td>
<td>20</td>
</tr>
<tr>
<td>Use numbers in an automotive workplace</td>
<td>10</td>
</tr>
<tr>
<td>Read in an automotive workplace</td>
<td>10</td>
</tr>
<tr>
<td>Service air conditioning &amp; HVAC systems (STAGE 2)</td>
<td>25</td>
</tr>
<tr>
<td>Diagnose &amp; repair air conditioning &amp; HVAC systems (STAGE 2)</td>
<td>35</td>
</tr>
<tr>
<td>Carry out diagnostic procedures (STAGE 2)</td>
<td>20</td>
</tr>
<tr>
<td>Test &amp; Repair basic electrical circuits (STAGE 2)</td>
<td>40</td>
</tr>
<tr>
<td>Retrofit &amp; modify air conditioning &amp; HVAC systems (STAGE 2)</td>
<td>30</td>
</tr>
</tbody>
</table>

** Please note this is a guide only and is subject to change

CAREERS IN THE AUTOMOTIVE INDUSTRY:

Potential Pathways after the completion of SACE:
- Certificate II Automotive Servicing (specialising in Heavy Vehicle)
- Certificate II in Automotive Vehicle Body
- Certificate II in Automotive Sales (specialising in air-conditioning)
- Certificate III Automotive Vehicle Body Repair Technology
- Certificate III Automotive Mechanical Diagnosis
- Certificate III in Automotive Mechanical Overhauling
- Certificate IV in Vehicle Loss Assessing
- Certificate IV in Automotive Management
- Diploma of Automotive Technology
Construction Pathways

The Construction Pathways Course commences students on a pathway in the Building & Construction Industry. The focus of this course is domestic construction in year one followed by general construction, carpentry and/or plumbing in the second year. Students will undertake a building project as part of the program which enables them to learn about the various trades in the industry, as well as gaining a range of skills with equipment and tools associated with those trades. There is an emphasis on occupational health & safety and students obtain their construction safety white card as part of the course. The program allows students to explore different career possibilities within the industry.

DELIVERY

The Construction Pathways course is run one day per week at Grant High School, Naracoorte High School, Millicent High School, Kingston Community School & Bordertown High School. Students generally commence this program in year 11 as part of their SACE. The program runs over two years (both year 11 & year 12).

For more information contact the host schools:
- Grant High School: 08 8726 3100
- Millicent High School: 08 8733 2400
- Kingston Community School: 08 8767 2677
- Naracoorte High School: 08 8762 1333
- Bordertown High School: 08 8752 1455

QUALIFICATION DETAILS:

SACE INFORMATION

Students will gain a minimum of 40 SACE credits in year one and a minimum of 40 SACE credits in year 2 (if all units of competency are completed).

SPECIAL REQUIREMENTS

Students will be required to wear safety boots and appropriate clothing for outdoor work. Students will be required to complete a written application, complete a skills exercise and undertake an interview before commencing the program.

Some of the topics covered in the program are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work effectively and sustainably in the construction industry</td>
<td>20</td>
</tr>
<tr>
<td>Plan and Organise Work</td>
<td>20</td>
</tr>
<tr>
<td>Conduct workplace communication</td>
<td>20</td>
</tr>
<tr>
<td>Carry out measurements and calculations</td>
<td>20</td>
</tr>
<tr>
<td>Read and interpret plans and specifications</td>
<td>36</td>
</tr>
<tr>
<td>Apply OHS requirements, policies and procedures in the construction industry</td>
<td>20</td>
</tr>
<tr>
<td>Use construction tools and equipment</td>
<td>96</td>
</tr>
<tr>
<td>Handle construction materials</td>
<td>16</td>
</tr>
<tr>
<td>Apply basic levelling procedures</td>
<td>8</td>
</tr>
<tr>
<td>Work safely in the construction industry (white card)</td>
<td>6</td>
</tr>
</tbody>
</table>

*Please note this is a guide only and is subject to change*

OCCUPATIONS IN THIS INDUSTRY INCLUDE:
- Architect, Bricklayer, Building Contractor, Site Manager, Carpenter, Joiner, Project Manager, Plumber, Concreter, Wall & Floor Tiler, Plasterer, Painter & Decorator, Paving Installer, Roofer, Sign Writer, Stonemason

Potential Pathways after the completion of SACE:
- Certificate II Glass & Glazing
- Certificate II Construction (Plumbing)
- Certificate III Civil Construction & Plant Operations
- Certificate IV in Building & Construction (building)
- Diploma of Building Design
- Bachelor of Construction Management & Economics
- Bachelor of Urban & Regional Planning
- Bachelor of Architectural Studies
Engineering Pathways

The Engineering Pathways course introduces students to the metal trades and manufacturing industry. It is an entry level, general skills development for students who wish to pursue a career in metal trades, manufacturing or related industries including mining and infrastructure. Students will learn metal fabrication techniques and use joining welding technologies. Students will undertake a range of projects and design work as part of the program as well as learning the theory aspects of the trade. The course requires mathematical calculations and teaches students to apply current mathematical applications to industry situations. Occupational health & safety is a major focus in all tasks.

DELIVERY
The Engineering Pathways Course is conducted on one day per week at Millicent High or programmed into school timetables at Lucindale Area School, Grant High School, Allendale East Area School, Keith Area School & Mount Gambier High School. This course may run for one semester or a full year. Please contact the host school for more information regarding course length and delivery day for 2015. It may be possible for courses currently timetabled on a line structure to move to a day program if numbers allow.

- Millicent High School: 08 8733 2400
- Keith Area School: 08 8755 1177
- Lucindale Area School: 08 8766 2084
- Grant High School: 08 8725 3100
- Allendale East Area School: 08 8738 7218
- Mount Gambier High School: 08 8725 6244

QUALIFICATION DETAILS:
Students will complete units of competency from Certificate I in Engineering (MEM10105) or Certificate II in Engineering (MEM20105) at Millicent High School.

SACE INFORMATION
Students will gain a minimum of 10 SACE credits at Stage 1. (if all units of competency are completed) for a semester program. Students undertaking the course at Millicent High School will gain a minimum of 20 SACE credits at stage 1.

SPECIAL REQUIREMENTS
Students will be required to wear safety footwear, cotton clothing and safety glasses.

Some of the topics covered in the program are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply principals of occupational health &amp; safety in the work environment</td>
<td>10</td>
</tr>
<tr>
<td>Work with others in a manufacturing, engineering or related environment</td>
<td>10</td>
</tr>
<tr>
<td>Organise and communicate information</td>
<td>20</td>
</tr>
<tr>
<td>Perform routine manual arc metal arc welding</td>
<td>20</td>
</tr>
<tr>
<td>Perform routine gas metal arc welding</td>
<td>20</td>
</tr>
<tr>
<td>Perform routine oxy acetylene welding</td>
<td>20</td>
</tr>
<tr>
<td>Use power tools / hand held operations</td>
<td>20</td>
</tr>
<tr>
<td>Apply quality procedures</td>
<td>10</td>
</tr>
<tr>
<td>Plan to undertake a routine task</td>
<td>10</td>
</tr>
</tbody>
</table>

**Please note this is a guide only and is subject to change**

Careers in the Metal & Engineering Industry
Aircraft mechanic, Sheetmetal / Welder, Boat Builder, Electrical Fitter, Engineer (Civil, Electrical, Electronic, Marine & Mechanical), Fabricator, Jeweller, Mechanical Engineer, Plant Operator, Powder Coater, Sheet Metal Worker, Toolmaker, Welder, Electroplater, Engineering Patternmaker, Sheetmetal worker, Toolmaker, Metal Machinist

POTENTIAL PATHWAYS AFTER SACE COMPLETION:
- Diploma of Engineering – Advanced Trade
- Diploma Engineering Design
- Certificate III in Competitive systems & practices
- Certificate III in Resource Processing
- Certificate IV in Aeroskills
- Bachelor of Engineering – Mechanical & Advanced Manufacturing
- Bachelor of Mechanical & Sustainable systems
- Bachelor of Mechanical & Systems engineering
Fashion & Design Pathways

The Fashion & Design Pathways program is designed for students wishing to pursue a career pathway in the clothing or fashion industry. The course focuses on providing students with the basic industry knowledge and skills in the design and construction of basic garments. Students also learn industrial machine operations. Students will undertake a range of practical activities where they will be able to utilise design techniques and apply sewing skills.

DELIVERY
The Fashion & Design Pathways Course is offered one day per week at Millicent High School. This course may run for one semester or a full year. Please contact the host school for more information regarding course length and delivery day for 2015.
Millicent High School: Ph: 08 8733 2400

QUALIFICATION DETAILS:
Students will complete units of competency from Certificate II in Applied Fashion Design & Technology (LMT21707)

SACE INFOMATION
Students will gain a minimum of 10 SACE credits at Stage 1. (if all units of competency are completed) for a semester program. Students undertaking a full year program will gain a minimum of 20 SACE credits at stage 1.

SPECIAL REQUIREMENTS
Students will be required to wear closed in shoes, have their hair tied back and ensure they have no loose clothing or jewellery.

Some of the topics covered in the program are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow defined Occupational Health &amp; Safety policies and procedures</td>
<td>40</td>
</tr>
<tr>
<td>Draw and interpret a basic sketch</td>
<td>30</td>
</tr>
<tr>
<td>Identify design process for fashion designs</td>
<td>30</td>
</tr>
<tr>
<td>Design and produce a simple garment</td>
<td>60</td>
</tr>
</tbody>
</table>

** Please note this is a guide only and is subject to change

Careers in the Fashion & Design Industry:
Clothing and soft furnishing production, Clothing Pattern Maker, Craftsperson, Fashion Coordinator, Fashion Designer, Fashion Buyer, Garment Manufacturer, Milliner, Industrial Textiles Fabricator, Shoe Repairer, textile Designer, Theatrical Costume Maker & Designer, Dressmaking, Marketing, Retail Fashion Specialist, Interior Designer, Interior Decorator

POTENTIAL PATHWAYS AFTER THE COMPLETION OF SACE:
- Certificate III Retail (Specialising Fashion)
- Certificate IV Custom Made Footwear
- Certificate IV Retail Management (Specialising in Fashion)
- Advanced Diploma Applied Fashion and Technology
- Diploma of Applied Fashion and Technology
- Diploma of Interior Design
- Bachelor or Interior Architecture
Hospitality Pathways

The Hospitality Pathways program is primarily focused on back of house functions and teaches students a wide range of food preparation and cooking techniques with a focus on commercial cookery. Students will prepare a number of dishes and have the opportunity to cater for various different functions and events at their school or for their school community. The program will provide students with an understanding of current industry practices and standards which will support students wishing to follow a hospitality career pathway.

Students undertaking the program at Penola High School will participate in the Café 43 program where they will experience both front & back of house functions as part of the working café which is open to the public. This includes customer service, preparation of non alcoholic beverages including espresso coffee making and processing financial transactions.

**DELIVERY**
The Hospitality Pathways Course is offered one day per week at Penola High School or programmed into school timetables at Grant High School, Kangaroo Inn Area School, Millicent High School, Keith Area School, Kingston Community School, Naracoorte High School, Bordertown High School & Mount Gambier High School. This course may run for one semester or a full year. Please contact the host school for more information regarding course length and delivery day for 2015. It may be possible for courses currently timetabled on a line structure to move to a day program if numbers allow.

**QUALIFICATION DETAILS:**
Students will complete units of competency from Certificate I in Hospitality (SIT10212) or Certificate III in Hospitality (SIT30807) at Penola High School.

**SACE INFORMATION**
Students will gain a minimum of 10 SACE credits at Stage 1. (if all units of competency are completed) for a semester program. Students undertaking a full year program will gain a minimum of 20 SACE credits at stage 1.

**SPECIAL REQUIREMENTS**
Students will be required to wear clothing suitable for working in a kitchen (eg covered shoes). Aprons will be supplied.

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ACCOMMODATION, CAFES & RESTAURANTS

Some of the topics covered in the program are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work effectively with others</td>
<td>15</td>
</tr>
<tr>
<td>Provide information &amp; assistance</td>
<td>20</td>
</tr>
<tr>
<td>Use hygienic practices for food safety (cookery focus)</td>
<td>15</td>
</tr>
<tr>
<td>Participate in safe work practices</td>
<td>12</td>
</tr>
<tr>
<td>Prepare sandwiches</td>
<td>10</td>
</tr>
<tr>
<td>Use food preparation equipment</td>
<td>25</td>
</tr>
<tr>
<td>Prepare simple dishes</td>
<td>25</td>
</tr>
<tr>
<td>Prepare and serve non alcoholic beverages</td>
<td>20</td>
</tr>
</tbody>
</table>

**Please note this is a guide only and is subject to change**

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**Careers in the Hospitality Industry:**
Baker, Barista, Barperson, Cake Decorator, Caterer, Chef, Cook, Food Processing Technician, Pastry Cook, Seafood Processor, Waiter, Hotel Manager, Conference & Events Organiser, Holiday Parks & Resort Managers, Tour Guide, Room Attendant, Restaurant Supervisor, Tourism Manager, Human Resources, Accounts Clerk, Public Relations Manager

**POTENTIAL PATHWAYS AFTER THE COMPLETION OF SACE:**
- Certificate III in Hospitality
- Certificate IV in Hospitality
- Diploma in Hospitality Advanced Diploma in Hospitality
- Bachelor of International Hotel Management
- Bachelor of Business – Hotel Management
Sport & Recreation Pathways

The Sport & Recreation Pathways course provides competency based training for students wishing to follow a career pathway in sport, fitness and recreation. This course provides students with the opportunity to gain theoretical and logistical skills and knowledge in the following areas:

- Sports administration
- Facility management
- Development of fitness programs
- Event planning
- Sports coaching principles
- Occupational Health & Safety.

The program includes a range of practical activities which are held both on and off the school site. These activities are designed to build students ability in these specialist areas whilst teaching them how to instruct these activities to other people. Students will also gain their First Aid certificate as part of the course.

DELIVERY

The Sport & Recreation Pathways Course is offered one day per week at Mount Gambier High School. This course may run for one semester or a full year. Please contact the host school for more information regarding course length and delivery day for 2015.

Mount Gambier High School: Ph: 08 8725 6244

QUALIFICATION DETAILS:

Students will complete units of competency from Certificate II in Community Activities (SIS2011)

SACE INFORMATION

Students will gain a minimum of 10 SACE credits at Stage 1. (if all units of competency are completed) for a semester program. Students undertaking a full year program will gain a minimum of 20 SACE credits at stage 1.

SPECIAL REQUIREMENTS

Nil

Some of the topics covered in the program are:

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Nominal Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work effectively in sport &amp; recreation</td>
<td>25</td>
</tr>
<tr>
<td>Follow occupational health &amp; safety policies</td>
<td>10</td>
</tr>
<tr>
<td>Perform basic water rescue</td>
<td>10</td>
</tr>
<tr>
<td>Provide equipment for activities</td>
<td>10</td>
</tr>
<tr>
<td>Maintain sport, fitness and recreation equipment for activities</td>
<td>5</td>
</tr>
<tr>
<td>Maintain sport, fitness and recreation facilities</td>
<td>7</td>
</tr>
<tr>
<td>Demonstrate simple kayaking skills</td>
<td>20</td>
</tr>
<tr>
<td>Apply First Aid</td>
<td>18</td>
</tr>
</tbody>
</table>

**Please note this is a guide only and is subject to change**

Careers in the Recreation & Fitness Industry:

Athlete, Coach, Fitness Instructor, Recreation Officer, Sportsperson, Sports Administrator, Sports Development Officer, Sports Scientist, Trainer, Outdoor Adventure Leader, Facility Management, Community Activity Program Coordinator

POTENTIAL PATHWAYS AFTER THE COMPLETION OF SACE:

- Certificate III in Fitness
- Certificate II in Sport Coaching
- Certificate III in Sport Coaching
- Bachelor of Sports Medicine
- Bachelor of Sports Psychology
- Bachelor of Physiotherapy
- Diploma of Sport Development and Recreation
- Diploma of Sport and Recreation and Events/Facility Management
- Bachelor of Health Sciences
STAGE 1

Introduction

Students at Stage 1 usually study 6 subjects in each semester.

**ARTS**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Two Semesters</td>
</tr>
<tr>
<td></td>
<td>(10 credits)</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

For students to express ideas about art through practical and written work using drawings, sketches, diagrams, annotations, photographs and/or audio visual technologies leading to resolved artworks in their cultural and historical contexts.

**CONTENT**

- Visual Thinking
- Practical Resolutions
- Visual Arts in Context

**ASSESSMENT**

Folio
Practical
Visual Study

**ENGLISH**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>English A and English B</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td></td>
<td>(10 credits each)</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Year 10 English</td>
</tr>
</tbody>
</table>

**AIM**

The aim of this course is to develop students' language skills through reading, viewing, writing, listening and speaking. Students are provided with a sound background to undertake study of Stage 2 English.

**CONTENT**

Students will:
- Explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections
- Understand connections between purpose, context and audience
- Consider the impact and influence on language features and stylistic features
- Analyse the ideas, perspectives and influences expressed in texts and how these shape their own and others' ideas and perspectives
- Create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral and/or multimodal forms
- Reflect on their understanding of intertextuality

The course includes an Extended Study of Language.

**ASSESSMENT**

Responding to text
Creating text
Intertextual Study

Each of these components is weighted between 10-50% depending on student composition and strengths.

**HEALTH & PERSONAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Physical Education A &amp; B</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td></td>
<td>(10 credits each)</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**

At the end of the program in Stage 1 Physical Education, students should be able to:
- Demonstrate practical skills and techniques, specific to a variety of human physical activities;
- Interpret, analyse and effectively apply (independently, within groups, and in teams) skills, specific concepts and ideas, strategies, techniques, rules and guidelines;
- Demonstrate knowledge and understanding of the nature of physical activity, and communicate using appropriate terminology;
- Analyse and reflect on the implications of physical activity for personal and community health and well-being;
- Interact collaboratively and demonstrate initiative and leadership.

**CONTENT**

Practical: three practical modules which may include: Volleyball, Badminton, Basketball, Golf, Archery, Netball, Lawn Bowls, Table Tennis and Touch Football.

**Principles and Issues**

- The nature of physical activity.
- Issues Analysis

**ASSESSMENT**

Practical Work: 60%
Folio: 40%
- Issue Analysis
- Tests & Assignments
### Health Education

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester (10 credits)</td>
</tr>
<tr>
<td>(available Semester 1 and 2)</td>
<td></td>
</tr>
</tbody>
</table>

**ASSUMED KNOWLEDGE**
Nil

**AIM**
In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment.

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 are considered.

**CONTENT**
For a 10-credit subject, students complete the study of:
- at least one core concept
- one option study.

**Core Concepts**
- Core Concept 1: Ways of Defining Health
- Core Concept 2: Health Literacy

**Option Studies**
- Option 1: Health & Participation in an Active Lifestyle
- Option 2: The Effects of Alcohol, tobacco, & other Drugs on Health.
- Option 3: Health and the Environment
- Option 4: Contemporary Health Priorities in Australia
- Option 5: Mental and Emotional Health
- Option 6: Growing Up Healthy
- Option 7: Careers and Vocational Studies in Health
- Option 8: Open Topic

**ASSESSMENT**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Issues Response
- Group Activity
- Investigation

There will be at least one assessment from each assessment type with weighting of 20%.

### Outdoor Education

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Outdoor Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**AIM**
This subject combines learning about, and developing an appreciation for the natural environment. Students will develop group skills for camping and outdoor activities.

**CONTENT**
Topics covered include: First Aid, Planning, Weather, Food Rationing, Equipment Use and Environmental Conservation. There are two compulsory outdoor camps to assess the students’ knowledge and understanding of outdoor living skills; the effect of humans on the environment and conservation ideals. There will be costs in association with these activities.

Students studying this course will miss approximately 8 days of scheduled lessons whilst on camp. Students are required to catch up on any work missed.

**ASSESSMENT**
- Practical Work: 60%
- Camp Journals: 40%
COURSE: Food and Hospitality A & B  
LEVEL: Stage 1  
LENGTH: One Semester (10 credits each)  
(available Semester 1 and 2)  
ASSUMED KNOWLEDGE: Nil

AIM: The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

CONTENT: There are five areas of study in Stage 1 Food and Hospitality. Aspects of all five areas of study should be included in a 10 credit subject and a 20 credit subject.

Area of study:
Area of Study 1: Food, the Individual and the Family.
Area of Study 2: Local and Global issues in Food and Hospitality.
Area of Study 3: Trends in Food and Culture.
Area of Study 4: Food and Safety.
Area of Study 5: Food and Hospitality Industry.

ASSESSMENT: Assessment at Stage 1 is school based. Students demonstrate their learning through the following assessment types:
Assessment Type 1: Practical Activity
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

There will be four assessment tasks, including one from each assessment type with a weighting of at least 20%.

---

COURSE: Mathematics 1  
LEVEL: Stage 1  
LENGTH: One Semester (10 credits)  
ASSUMED KNOWLEDGE: Successful completion of Yr 10 Maths

AIM: Students will participate in a wide variety of problem-solving activities. This subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

This unit provides a basis for students undertaking Mathematics 2 or Mathematics 2 & 3 in Semester 2.

CONTENT: Functions and Graphs, Polynomials, Trigonometry.

ASSESSMENT: Skills & Applications Tasks (tests) 50%
Folio 50%
Mathematics 2

LEVEL: Stage 1
LENGTH: One Semester (10 credits)
ASSUMED KNOWLEDGE: Successful completion of Mathematical Studies 1.

AIM
Students will participate in a wide variety of problem-solving activities. This subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

This course is intended to provide a basis for students also studying Mathematics 3 to undertake Mathematical Methods and Specialist Mathematics at Stage 2. Studied without Mathematics 3, this unit will provide a strong foundation for students undertaking General or Essential Mathematics at Stage 2.

CONTENT
Counting and Statistics
Growth and Decay
Introduction to Differential Calculus

ASSESSMENT
Skills & Applications Tasks (test) 60%
Folio 40%

Mathematics 3

LEVEL: Stage 1
LENGTH: One Semester (10 credits)
ASSUMED KNOWLEDGE: Successful completion of Mathematics 1 and enrolment in Mathematics 2.

AIM
Students will participate in a wide variety of problem-solving activities. This subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

CONTENT
Geometry, Vectors in the Plane
Further Trigonometry

ASSESSMENT
Skills & Applications Tasks (tests) 60%
Folio 40%
COURSE          Physics A & B
LEVEL            Stage 1
LENGTH          One Semester (10 credits each)
ASSUMED KNOWLEDGE  Yr 10 Physics and Chemistry
                         Yr 10 Mathematics.

AIM
If both semesters of Stage 1 Physics are taken, this course provides the background knowledge and skills needed for students to undertake Stage 2 Physics. It is also designed to meet the needs of students who wish to apply for apprenticeships or who require a background in Physics for future studies.

CONTENT
Students study the following topics:
Semester 1: Linear Motion, Newton’s Laws and Light & Optics.

ASSESSMENT
Assessment focus is on collection, understanding and application of physics knowledge. A range of assessment methods are used and include, practical reports, assignments, information searches, topic tests and semester exams.

SOCIETY & ENVIRONMENT

COURSE          Geography
LEVEL            Stage 1
LENGTH          One Semester (10 credits)
ASSUMED KNOWLEDGE  Year 10 Society and Environment

AIM
To provide an introduction to the skills and techniques required for completion of Stage 2 Geography Studies.

CONTENT
The issue of water as a valuable natural resource is studied at a local, national and global level. Water use and management is examined in the South East and also the significant national resource of the Murray-Darling system. The control of river systems is studied with reference to dam construction in Australia, China and the Middle East.

Coastal environments is the other unit of study, with the influence of wave action as our starting point. A field study of Robe is undertaken in the last term.

The use of GIS (Geographical Information Systems) is included to give students the opportunity to experience current computer applications in Geography.

ASSESSMENT
This is based on a range of tasks and exercises outlined below:
Coonawarra Climatic Data  5%
Water Wars  10%
Interdependence Report (Murray-Darling System)  20%
Topographic Map Skills (Sunshine Coast)  5%
Aerial Photograph Interpretation (Robe)  5%
Field Study (Robe)  20%
Geographic Inquiry Report (Using G.I.S.)  25%
Semester Test  10%

COURSE          Modern History
LEVEL            Stage 1
LENGTH          One Semester (10 credits)
ASSUMED KNOWLEDGE  Year 10 Society and Environment

AIM
To provide an introduction to the skills and techniques required for completion of Stage 2 Australian History.

CONTENT
Students examine and learn about the historical foundations of societies and cultures, including aspects of the history of Asia. The course explores the roles of particular individuals and groups, and issues that are of worldwide significance.

The first topic is the causes, progress and results of the Vietnam War. Australian involvement in the war is a focus of this topic. The second topic deals with the Middle East as a Contested Space. It examines the creation of Israel and the more recent events surrounding Islamic fundamentalism.

ASSESSMENT
This is based on a range of tasks and exercises outlined below:
National History Challenge entry  30%
Document Study  10%
Vietnam veteran response  10%
Movie analysis/interpretation  10%
Biographical Report (Middle East)  15%
Historical Source Analysis  15%
Semester Examination  10%

COURSE          Tourism
LEVEL            Stage 1
LENGTH          One Semester (10 credits)
ASSUMED KNOWLEDGE  Nil

AIM
To foster literacy and communication skills and promote life skills that will enable students to act as responsible travellers, hosts and global citizens. It is also a suitable foundation for studies in Stage 2 Tourism.

CONTENT
Stage 1 Tourism focuses on the nature of tourism and provides opportunities for students to investigate a range of vocational pathways. In addition to this students develop understanding and skills that enables them to become responsible tourists and practice vocationally oriented skills.

Themes addressed are:
- Operations & Structure of the Tourism Industry.
- Travellers’ Perceptions and the Interaction of Host Community and Visitor.
- Planning and Managing Sustainable Tourism.
- Evaluating the Nature of Work in the Tourism Industry.

ASSESSMENT
School Assessment  70%
Folio  20%
Practical Activity  25%
Investigation  25%
External Assessment  30%
Examination
COURSE | Media Studies  
LEVEL | Stage 1  
LENGTH | One Semester (10 credits)  
PREFERRED KNOWLEDGE | Year 10 English

AIM
Students studying Media Studies can gain an understanding of how ideas are communicated and how audiences and individuals interpret, interact and respond to media. This course will be tailored to class interests.

CONTENT
Advertising, Audiences, Images of Youth, Global Community and the Media, Interacting with Media Texts, Creation of Media Products.

ASSESSMENT
Media Explorations 20%  
Media Interactive Study 30%  
Media Production 50%

COURSE | Legal Studies  
LEVEL | Stage 1  
LENGTH | One Semester  
PREFERRED KNOWLEDGE | Nil

AIM
Legal Studies explores Australia’s legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

CONTENT
The study of Legal Studies provides insight into law-making (Parliament) and the processes of dispute resolution and the administration of justice (Courts). Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

ASSESSMENT
Folio, Issues Study and Presentation

COURSE | Design & Technology: Communication Product Photography  
LEVEL | Stage 1  
LENGTH | Two Semesters (10 credits)  
ASSUMED KNOWLEDGE | Nil

AIM
Students develop the ability to identify, create, initiate and develop products, processes or systems. Students learn to use tools, materials and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

CONTENT
Students use images, sounds or other data to design and make products that communicate information. Contexts include photography.

ASSESSMENT
Skills and Application Tasks  
Folio  
Product

COURSE | Design & Technology: Materials  
LEVEL | Stage 1  
LENGTH | One Semester (10 credits)  
ASSUMED KNOWLEDGE | Nil

AIM
This course focuses on the use of a diverse range of manufacturing technologies and or systems to design, manufacture and evaluate products with materials.

CONTENT
The design process involves a four part designing model – investigating, planning, producing and evaluating. Students are given opportunities to demonstrate knowledge skills and understanding developed through a range of assessments.

ASSESSMENT
The following assessment types enable students to demonstrate their learning.  
Assessment Type 1: Skills, Application Tasks and Comparison  
Assessment Type 2: One Folio  
Assessment Type 3: One Product  
Each assessment type will have a weighting of at least 20%.
**COURSE** Information Technology A  
**LEVEL** Stage 1  
**LENGTH** One Semester (10 credits)  
**ASSUMED KNOWLEDGE** Year 10 Information Technology

**AIM**  
Students will become familiar with the system development lifecycle and apply this to various situations in programming. They will be introduced to programming concepts and computer system components.

**CONTENT**  
Basic Computer Concepts - Develop an understanding of how computer systems work.  
Multimedia Programming 1 Scratch – Scratch is a programming environment that is based on Squeak. It is a good language for learning about multimedia programming. It is free and you can share your work on the official Scratch website.

**ASSESSMENT**  
Practical 20%  
Major Project 30%  
Skills Tasks 50%

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**COURSE** Information Technology B  
**LEVEL** Stage 1  
**GROUP** 2  
**LENGTH** One Semester (10 credits)  
**ASSUMED KNOWLEDGE** Information Technology A

**AIM**  
Students will use the system development lifecycle learnt in Semester 1 and apply this to systems in database design and multimedia application.

**CONTENT**  
Website Programming 1 - Programming is the process of building software. It is the way of providing a set of instructions that we want the computer to follow. Programming is done using a programming language. The language that we will use is Javascript. Javascript is used in HTML pages and is one of the methods used to make web pages dynamic.  
Dynamic Website Programming 1 - This tutorial shows you how to create a simple online birthday book using a combination of PHP and MySQL. As you look at the tutorial you are encouraged to adapt this to another scenario like a contacts list, jokes, quotations, dob in a bully, etc. Students should have completed the learning Javascript unit prior to attempting this unit.

**ASSESSMENT**  
Practical 20%  
Major Project 30%  
Skills Tasks 50%
FLEXIBLE LEARNING PROGRAMS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Community Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1</td>
</tr>
<tr>
<td>LENGTH</td>
<td>One Semester (10 credits)</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
</tbody>
</table>

AIM
Community learning is designed for students involved in community activities or services that are not officially part of their school program or their learning in the SACE. The learning that is gained from being part of these activities or services can count towards the SACE through the Community Learning option.

CONTENT
There are two main kinds of community learning that can count towards the SACE:
1. The learning that comes from participating in a community-developed program (e.g. St John Ambulance, Country Fire Service)
2. The learning that comes from students devising and completing their own self-directed learning (e.g. volunteering in their local community, coaching and managing sports teams). Community Learning is reported on the SACE Record of Achievement under one or more of the following categories:
   - Volunteering
   - Community Development
   - Self-development
   - Independent Living
   - Performance
   - Sports Skills and Management
   - Recreation Skills and Management
   - Work Skills and Career Management.

ASSESSMENT
Community Developed Programs:
Community organisations have programs/awards that are recognised by SSABSA. The list is available from the Deputy Principal or Student Counsellor. If students have completed any of these community-developed programs, they should complete a Status Application: Recognition of Community-developed Programs form, available from the Deputy Principal or Student Counsellor. Students must attach a copy of their award to this application.

Students will be notified of the SACE units awarded for their Community Learning in the same way and at the same time as they are notified of their results for all other subjects. No score or grade is attached to their results for community learning. When approved, results are reported on the SACE Record of Achievement as status granted.

Self-Directed Learning:
To have self-directed learning count towards the SACE, students will need to attend a meeting with the SSABSA assessor(s). This meeting is a discussion, where students are able to present evidence of their community learning.

To begin this process students will have to complete a Status Application: Recognition of a Self-directed Learning form. This form is available from the Deputy Principal.

Prior to the meeting students organise their evidence to best show the assessors what they have learnt, how they have used this and why they did it. As well as discussing what they have learnt with the assessors, they can provide evidence in a variety of ways, such as relevant pictures, referee statements, video clips, reports of work in progress, and community awards and certificates.

The meeting with the Community Learning assessor(s) will usually take up to about 1 hour. The assessors will record the meeting electronically in case it is needed for moderation. All information that is presented at the meeting is treated confidentially.

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

VOCATIONAL EDUCATION & TRAINING

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Food and Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 1 Vocational Education &amp; Training</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year Course</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Nil</td>
</tr>
<tr>
<td>KNOWLEDGE</td>
<td></td>
</tr>
</tbody>
</table>

AIM
The course is designed as an entry level program to the Food and Hospitality Industry. Nationally accredited units are studied utilising Café 43 Hospitality Skills Centre.

CONTENT
Units from Certificate 3 Commercial Cookery including prerequisite units as well as core units, commercial cookery units, Serve Food & Beverage and Serve Espresso Coffee.

For further information please contact the school.

ASSESSMENT
Practical: 60%
Theory: 40%
2016 YEAR 11 SUBJECT SELECTION FORM

Name ___________________________________________  Home Group _______

☐ I am certain I will not be attending Penola High School in 2016.

Signature ______________________ ______________________

Student Parent/Caregiver

Entry into the courses with the following symbol ★ is via an application process. Speak to your home group teacher about completing the appropriate forms and gaining approval prior to Course Counselling.

SACE Requirements
Students are required to study 20 Credits of English, 10 Credits of Mathematics, and 10 Credits of PLP (if they did not achieve a C Grade or better at Year 10).

STEP 1: Compulsory Subjects
Students are required to study the following courses in the Semesters indicated at Year 11.

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential English A</td>
<td>Essential English B</td>
</tr>
<tr>
<td>English A</td>
<td>English B</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics 1</td>
<td></td>
</tr>
</tbody>
</table>
STEP 2: Optional SACE Subjects
Students are required to study a minimum total of 60 Credits in each Semester at Stage 1.

Flexible Learning: Students may choose to enrol in flexible learning options (indicated by shaded boxes below). Students choosing these options should enrol in a full load. If Flexible Learning Options are approved, students will then withdraw from selected courses to allow time for Flexible Learning.

### Semester 1 – Please select in Preference Order (1-10).

<table>
<thead>
<tr>
<th>★</th>
<th>ASBA</th>
<th>★</th>
<th>Food and Hospitality VET A</th>
<th>★</th>
<th>Modern History</th>
<th>★</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biology A</td>
<td></td>
<td>Health Education</td>
<td></td>
<td>Physical Education</td>
<td></td>
<td>Child Studies</td>
</tr>
<tr>
<td></td>
<td>Chemistry A</td>
<td></td>
<td>Information Processing &amp; Publishing (Per)</td>
<td></td>
<td>Physics A</td>
<td></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>★</td>
<td>Community Learning</td>
<td></td>
<td>Information Technology A</td>
<td></td>
<td>Outdoor Education</td>
<td></td>
<td>Design &amp; Technology (Photography)</td>
</tr>
<tr>
<td>★</td>
<td>Community Studies</td>
<td></td>
<td>Textiles Technology</td>
<td></td>
<td>Tourism A</td>
<td></td>
<td>Media Studies</td>
</tr>
</tbody>
</table>

### Semester 2 – Please select in Preference Order (1-10).

<table>
<thead>
<tr>
<th>★</th>
<th>ASBA</th>
<th>★</th>
<th>Food and Hospitality VET B</th>
<th>★</th>
<th>Mathematics 3</th>
<th>★</th>
<th>Visual/Creative Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biology B</td>
<td></td>
<td>Geography</td>
<td></td>
<td>Physical Education</td>
<td></td>
<td>Design &amp; Tech Communication</td>
</tr>
<tr>
<td></td>
<td>Chemistry B</td>
<td></td>
<td>Information Processing &amp; Publishing (Bus)</td>
<td></td>
<td>Physics B</td>
<td></td>
<td>Product Photo</td>
</tr>
<tr>
<td></td>
<td>Child Studies</td>
<td></td>
<td>Information Technology B</td>
<td></td>
<td>Tourism B</td>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Essential Mathematics</td>
<td></td>
<td>Mathematics 2</td>
<td></td>
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</tr>
</tbody>
</table>

### VET Pathways

- Agricultural Pathway
- Automotive Pathways
- Construction Pathways
- Engineering Pathways
- Fashion & Design Pathways
- Hospitality Pathways
- Sport & Recreation Pathways
STAGE 2

Introduction

Students at Stage 2 will study 4 full year subjects or equivalent plus the Research Project.

**ARTS**

**COURSE** Visual Arts  
**LEVEL** Stage 2  
**LENGTH** Full Year (20 credits)  
**ASSUMED KNOWLEDGE** Stage 1 Visual or Creative Arts

**AIM**
This course is designed to encourage students in the following areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**CONTENT**
Visual thinking skills for artists and designers are integral to the creative or problem solving process. Artworks will be resolved using the various practical genres of Art and Design. Students are provided with opportunities to contextualise art or design; that is, to place works of art or design culturally, socially and/or historically.

**ASSESSMENT**
School Based
- Folio 40%  
- Practical 30%  
- External Visual Study 30%

Note: Students may study Visual Arts - Art or Visual Arts - Design, but not both at the same time.

**ENGLISH**

**COURSE** English Communications  
**LEVEL** Stage 2  
**LENGTH** Full Year (20 credits)  
**ASSUMED KNOWLEDGE** Satisfactory Achievement in Stage 1 English

**AIM**
The aim of this course is to enhance students' ability to analyse, compare and contrast a range of texts, to use evidence to support reasoning in written arguments, to evaluate the roles of context, author and audience in the study of texts and to identify features used by authors in the construction of their texts. Students will also further develop existing skills in composing texts in a range of forms and styles to achieve specific purposes.

**CONTENT**
Students will study two single texts from a prescribed list, undertake a comparison of two texts, and study one thousand lines of poetry from the works of at least one poet. One text will be a film. Students will produce some creative texts and will independently select and analyse two texts throughout the year.

**ASSESSMENT**
School Based
- Shared studies 30%  
- Text Production 20%  
- Individual Study 20%  
- (2000 words and supporting study)  
- External Examination 30%
HEALTH & PERSONAL DEVELOPMENT

COURSE: Physical Education
LEVEL: Stage 2
LENGTH: Full Year (20 credits)
PREFERRED: Stage 1 Physical Education

AIM:
At the end of the program in Stage 2 Physical education, students should be able to:

- Achieve a level of proficiency in performance of human physical activities with reference to specific skill criteria
- Critically analyse and evaluate the person, community and/or global implications of physical activity.
- Demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skill acquisition, and communicate using appropriate terminology.
- Demonstrate knowledge and understanding of physical education concepts relevant to physical activities.
- Apply and reflect on principles and issues related to physical performance and activity and skills acquisition;
- Demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

CONTENT
Practical
- 3 SACE developed modules: such as badminton, lawn bowls, kayaking and sailing.

Principles and Issues
- Exercise Physiology & Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis (research assignment)

ASSESSMENT
School Based
Practical 50%
Folio 20%
External Examination 30%

COURSE: Child Studies
LEVEL: Stage 2
LENGTH: Full Year (20 credits)

ASSUMED KNOWLEDGE: Nil

AIM:
This course focuses on children’s growth and development from conception.

- Enables students to apply knowledge and problem solving skills related to study of children.
- To help students make informed decisions and evaluate contemporary issues related to child development.
- Critically analyse contemporary trends related to the health and well being of children.

CONTENT
This subject focuses on children’s growth and development from conception to 8 years inclusive. Students will critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. They will develop a variety of research, management and practical skills.

Areas of study:
- Contemporary and Future Influences.
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

ASSESSMENT
School Based
Assessment Type 1: Practical Activity 50%
Assessment Type 2: Group Activity 20%
Externally Moderated Investigation 30%

Core Concepts
Core Concept 1: Health Literacy
Core Concept 2: Social and economic determinants of health

Option Studies
Option 1: Health promotion in the community
Option 2: Health and Environment
**Outdoor Education**

**LEVEL**  Stage 2  
**LENGTH**  Full Year (20 credits)  
**ASSUMED KNOWLEDGE**  Stage 1

**AIM**
Outdoor Education is the study of the connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation.

By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group, and social development.

Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

**CONTENT**
- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition

**ASSESSMENT**
School Assessment (70%)  
- Assessment Type 1: Folio (20%)  
- Assessment Type 2: Group Practical (30%)  
- Assessment Type 3: Individual Practical (20%)
External Assessment (30%)  
- Assessment Type 4: Investigation (30%)

**DELIVERY**
Stage 2 Outdoor Education will be delivered through WREN from Lucindale Area School.

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**Food & Hospitality Studies**

**LEVEL**  Stage 2  
**LENGTH**  Full Year (20 credits)  
**ASSUMED KNOWLEDGE**  Nil

**AIM**
This course is designed to
- help students to gain confidence and self-esteem through the development and application of practical and problem solving techniques.
- help students to make informed decisions and apply skills in a simulated work environment.
- help students develop skills that are transferable to the world of work.
- further develop students’ in oral and written communication.

**CONTENT**
Areas of study include: Contemporary and Future Issues, Economic and Environmental Influences, Political and Legal Influences, Socio-cultural Influences and Technological Influences.

**ASSESSMENT**
School Based  
- Assessment Type 1: Practical 50%  
- Assessment Type 2: Group Activity 20%
Externally Moderated Investigation 30%

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**Mathematical Applications**

**LEVEL**  Stage 2  
**LENGTH**  Full Year (20 credits)  
**ASSUMED KNOWLEDGE**  Stage 1 Mathematics

**AIM**
Successful completion of 20 credits for students not studying Mathematical Studies.

**CONTENT**
Applications are financially based. Topics covered are Investments and Loans, Statistics and Working with Data, Mathematics in Small Business and Applied Geometry.

**ASSESSMENT**
School Based  
- Skills and Application Tasks 30%  
- Folio 40 %  
- External Examination 30%
<table>
<thead>
<tr>
<th>COURSE</th>
<th>Mathematical Studies</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 2</td>
<td>Stage 2</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year (20 credits)</td>
<td>Full Year (20 credits)</td>
</tr>
<tr>
<td>ASSUMED KNOWLEDGE</td>
<td>Stage 1 Mathematical Studies, 1, 2 and 3</td>
<td>Successful completion of Chemistry at Stage 1</td>
</tr>
</tbody>
</table>

**AIM**

In this subject, students are expected to:
- demonstrate knowledge and understanding of chemical concepts and interrelationships.
- formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations.
- demonstrate an understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts.
- develop possible solutions to a variety of problems in chemistry in new or familiar contexts.
- critically analyse and evaluate chemical information and procedures from different sources.
- communicate in a variety of forms using appropriate chemical terms and conventions.

**CONTENT**

There are five topics, and within this framework students develop their chemistry investigation skills.

- **Topic 1:** Elemental and Environmental Chemistry
- **Topic 2:** Analytical Techniques
- **Topic 3:** Using and Controlling Reactions
- **Topic 4:** Organic and Biological Chemistry
- **Topic 5:** Materials

**ASSESSMENT**

School Based
- Investigation Folio 40%
- Skills & Applications Tasks 30%
- External Examination 30%

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Biology</th>
<th>Physics</th>
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<tbody>
<tr>
<td>LEVEL</td>
<td>Stage 2</td>
<td>Stage 2</td>
</tr>
<tr>
<td>LENGTH</td>
<td>Full Year (20 credits)</td>
<td>Full Year (20 credits)</td>
</tr>
<tr>
<td>PREFERRED KNOWLEDGE</td>
<td>Stage 1 Biology</td>
<td>Stage 1 Physics</td>
</tr>
</tbody>
</table>

**AIM**

Students are expected to:
- understand fundamental mathematical concepts, demonstrate mathematical procedures.
- use mathematics as a tool to analyse data and other information elicited from the study of situations taken from social, scientific, economic, or historical contexts.
- think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results.
- make informed and critical use of electronic technology to provide numerical results and graphical representations.
- communicate mathematically and present mathematical information in a variety of ways.
- work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**CONTENT**

Stage 2 Mathematical Studies is a 20-credit subject that consists of the following three topics:
- **Topic 1:** Working with Statistics
- **Topic 2:** Working with Functions and Graphs Using Calculus
- **Topic 3:** Working with Linear Equations and Matrices

**ASSESSMENT**

<table>
<thead>
<tr>
<th>School Based</th>
<th>Skills and Applications Tasks</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Portfolio</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>External Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>
### COURSE
#### Nutrition

**LEVEL**
Stage 2

**LENGTH**
Full Year (20 credits)

**ASSUMED KNOWLEDGE**
Nil

**AIM**
Students of Stage 2 Nutrition are presented with up-to-date information on the role of nutrients in the body as well as on sociological issues in nutrition. They have the opportunity to relate knowledge about food to health and disease, and to use that knowledge to change their eating habits and improve their health. Students of Nutrition examine factors that influence food choices, and consider the consequences of those choices.

**CONTENT**
Nutrition consists of four compulsory core topics.

- **Compulsory core topics.**
  - Core topic 1: The fundamentals of human nutrients.
  - Core topic 2: Diet, lifestyle, and health.
  - Core topic 3: Food selection and dietary evaluation.
  - Core topic 4: Food, nutrition, and the consumer.

- **Option topics**
  This selection of the course gives opportunities for curriculum negotiation. Teachers should choose one of the following topics in consultation with students.
  - Option topic 1: global nutrition and ecological sustainability.
  - Option topic 2: global hunger.

**ASSESSMENT**

- **School Based**
  - Investigations Folio 40%
  - Skills and Applications Tasks 30%
  - External Examination 30%

### COURSE
#### Geography Studies

**LEVEL**
Stage 2

**LENGTH**
Full Year (20 credits)

**ASSUMED KNOWLEDGE**
Stage 1 Geography

**AIM**
To provide students with opportunities to investigate issues that concern the environment, and to make decisions and recommendations based on the knowledge, understanding, and skills acquired in the process of the investigation. This course also gives students the foundations to pursue a wide range of vocational pathways, including those in environmental planning and management, local government, tourism and spatial information technology.

**CONTENT**
This 20 credit course consists of:

- **Core Topic:** Population, Resources and Development.
- **Option Topic:** Two to be selected and studied in relation to the fieldwork and inquiry tasks. These are:
  1. Sources and use of Energy
  2. Climate Change

**ASSESSMENT**

- **School Based**
  - Fieldwork 25%
  - Inquiry: 20%
  - Folio 25%
  - External Examination: 30%

### TECHNOLOGY
#### Design & Technology

**LEVEL**
Stage 2

**LENGTH**
Full year (20 credits)

**ASSUMED KNOWLEDGE**
Stage 1 Photography

**AIM**
This focus area involves the use of symbols, signs, behaviour, speech, images, sound, photographs or other data to design information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media. Students will do this through working through the design process: Investigating, Planning, Producing and Evaluating.

**CONTENT**

- Photography as a form of communication.
- Developing a high level of skills in camera and computer manipulation.
- Using photographic equipment, techniques and processes.
- Creating photographic products.
- Analysing similar products.

**ASSESSMENT**

- **School Based**
  - Skills and Application Task 20%
  - Product 50%
  - External Folio 30%
## Information Processing & Publishing: Personal Documents

**COURSE**
Information Processing & Publishing: Personal Documents

**LEVEL**
Stage 2

**LENGTH**
Two Semesters (20 credits)

**ASSUMED KNOWLEDGE**
Nil

### AIM
Personal documents involves the use of computer hardware and software to present and display personal documents for the purpose of communication. The focus of this unit is on the use of the computer as a personal communication tool for individuals. This unit contains two sections, one on practical skills and the other on issues and understandings.

### CONTENT
Practical skills involve the students learning the efficient use of computer technology and apply the designing process to develop and present communications tasks for individuals. Personal communication tasks may include assignments, letters, tables, reports, resumes, and display items. These can be disseminated in print or electronic form (eg. Email). Issues and understandings involves students considering the social, ethical and legal issues associated with the use of computerised technology for personal communication, including personal health and safety, intellectual property, plagiarism and employment.

### ASSESSMENT
- **School Based**
  - Practical skills 50%
  - Issues analysis 20%
  - External Product and documentation 30%

## Information Processing & Publishing: Business Documents

**COURSE**
Information Processing & Publishing: Business Documents

**LEVEL**
Stage 2

**LENGTH**
One Semester (10 credits)

**ASSUMED KNOWLEDGE**
Nil

### AIM
Business documents involve the use of computer hardware and software to present and display personal documents for the purpose of communication. The focus of this unit is on the use of the computer as a communication tool for businesses, including clubs, societies, and charitable institutions. This unit contains two sections, one on practical skills and the other on issues and understandings.

### CONTENT
Practical skills involving the students using computer technology and apply the designing process to develop and present solutions to communications tasks for business. The tasks may require students to provide original composition, work from oral or written instructions or retrieve prepared drafts and conform to a given organisational or house style. Students are required to use word processing in conjunction with at least one other software application in completing communication tasks for businesses. Issues and understandings involves students considering the social, ethical and legal issues associated with the use of computerised technology for communications within businesses, including confidentiality, retraining, multiskilling, occupational health, safety and welfare, intellectual property and security.

## Information Technology Studies

**COURSE**
Information Technology Studies

**LEVEL**
Stage 2

**LENGTH**
Full Year (20 credits)

**ASSUMED KNOWLEDGE**
Stage 1 Information Technology A and B

### AIM
To provide students with an understanding of the System Development Lifecycle and the importance of this in designing Information Systems, the Information Systems covered will include databases and programs. Further students will explore how data flows through a computer and gets processed and how this same data flows through networks.

### CONTENT
Computer Systems
Relational Databases
Information systems

### ASSESSMENT
- **School Based**
  - Folio 20%
  - Skills and Applications tasks 30%
  - Project 20%
  - External 30%
  - Examination 30%

## Design & Technology (Material Products)

**COURSE**
Design & Technology (Material Products)

**LEVEL**
Stage 2

**LENGTH**
Full Year (20 credits)

**ASSUMED KNOWLEDGE**
Stage 1

### AIM
Students to demonstrate the knowledge and skills of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products.

### CONTENT
Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe work practices. Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems.
ASSESSMENT
School Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)
External Assessment (30%)
- Assessment Type 3: Folio (30%)
Students undertake:
- three or four skills and application tasks
- two products
- two assessments for the folio.

FLEXIBLE LEARNING PROGRAMS

COURSE Community Learning
LEVEL Stage 2
LENGTH One Semester (10 credits)
ASSUMED KNOWLEDGE Nil

AIM
Community learning is designed for students involved in community activities or services that are not officially part of their school program or their learning in the SACE. The learning that is gained from being part of these activities or services can count towards the SACE through the Community Learning option.

CONTENT
There are two main kinds of community learning that can count towards the SACE:
1. The learning that comes from participating in a community-developed program (e.g. St John Ambulance, Country Fire Service)
2. The learning that comes from students devising and completing their own self-directed learning (e.g. volunteering in their local community, coaching and managing sports teams).
Community Learning is reported on the SACE Record of Achievement under one or more of the following categories:
- Volunteering
- Community Development
- Self-development
- Independent Living
- Performance
- Sports Skills and Management
- Recreation Skills and Management
- Work Skills and Career Management.

ASSESSMENT
Community Developed Programs:
Community organisations have programs/awards that are recognised by SSABSA. The list is available from the Deputy Principal or Student Counsellor. If students have completed any of these community-developed programs, they should complete a Status Application: Recognition of a Self-directed Learning form. This form is available from the Deputy Principal.

To begin this process, students will have to complete a Status Application: Recognition of a Self-directed Learning form. This form is available from the Deputy Principal. Prior to the meeting students organise their evidence to best show the assessors what they have learnt, how they have used this and why they did it. As well as discussing what they have learnt with the assessors, they can provide evidence in a variety of ways, such as relevant pictures, referee statements, video clips, reports of work in progress, and community awards and certificates.

The meeting with the Community Learning assessor(s) will usually take up to about 1 hour. The assessors will record the meeting electronically in case it is needed for moderation. All information that is presented at the meeting is treated confidentially.

Students will be notified of their results in the same way and at the same time as they are notified of their results for all other subjects. No score or grade is attached to the results for community learning.

COURSE Community Studies
LEVEL Stage 2
LENGTH One or Two Semesters (10 or 20 credits)
ASSUMED KNOWLEDGE Nil

AIM
To develop an individual program of learning around his or her interests, knowledge and skills, each student prepares a contract of work to undertake a community activity in one of the following ten areas of study.

CONTENT
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation and the Community
- Lifestyles and the Community
- Science and the Community
- Technology and the Community
- Work and the Community

ASSESSMENT
School Based
Contract of Work
Folio
Presentation
External
Reflection
RESEARCH PROJECT

COURSE  Research Project
LEVEL  Stage 2
LENGTH  Full year (20 credits)
ASSUMED KNOWLEDGE  Nil

AIM
This course is compulsory at Stage 2 and requires a C grade in order for students to complete their SACE.

CONTENT
In the Research Project students have the opportunity to study an area of interest in depth. This topic will be honed in consultation with the teacher, and a research plan created. Students will then use their creativity and initiative to research their area, developing and applying knowledge and skills specific to their topic. They are also required to present their findings and evaluate their learning processes and outcome.

ASSESSMENT
Folio (40%) – Research proposal, research development, formal discussion
Outcome (30%) – Results of the research – free choice presentation
External Assessment:
Evaluation (30%) – Must be written if students wish to enter university
Review (30%) Research Project A
# 2016 YEAR 12 SUBJECT SELECTION FORM

**Student Name:** ____________________________  
**Home Group:** ________

- [ ] I am certain I will not be attending Penola High School in 2013. 
  Signature: ___________________  
  (STUDENT)  
  (PARENT / CARE GIVER)

## SACE Requirements
Students must ensure they have the potential to complete a total of 200 Credits by the end of Stage 2.

## ATAR Requirements
Students need to complete 80 Credits of SACE Stage 2, of which 60 Credits must be from 20-Credit Tertiary Admissions Subjects. (Community Studies & Research Project A are NOT Tertiary Admission Subjects.) Students need to ensure they have enrolled in any pre-requisite requirements for their chosen area of study.

### STEP 1: Compulsory SACE Subjects
Students at Stage 2 are required to study a minimum of 60 Credits (3 full year subjects). Students must gain a recommendation from the Stage 1 teacher (via a signature in the box next to selected subjects) prior to Course Counselling.

### 20 Credits (Full Year Subjects)

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<thead>
<tr>
<th>Biology</th>
<th>Food &amp; Hospitality Studies</th>
<th>Mathematical Studies</th>
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<tbody>
<tr>
<td>Chemistry</td>
<td>Geography</td>
<td>Nutrition</td>
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<tr>
<td>Child Studies</td>
<td>Health</td>
<td>Physical Education</td>
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<tr>
<td>Community Learning</td>
<td>History</td>
<td>Physics</td>
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<td>Information Processing &amp; Publishing</td>
<td>Visual Arts</td>
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<td>Design &amp; Tech</td>
<td>Information Technology Studies</td>
<td>Outdoor Education</td>
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<td>Communication Product</td>
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<td>Technical Studies</td>
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<td>Photography</td>
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<td>Research Project</td>
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<td>English Communications</td>
<td>Mathematical Applications</td>
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<td>English Studies</td>
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### STEP 2: Other SACE Options - Traineeships

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<th>ASBA</th>
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### STEP 3: Course Confirmation

Student: ________________  
Parent/Care Giver: ________________  
Home Group Teacher: ________________