

# NARACOOORTE HIGH SCHOOL



## Subject Information Years 11-12



2018

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# THE SENIOR SCHOOL

The Senior School provides a learning environment that shares similarities with the relative structure of the Middle School and the freedom of a tertiary institution. Students are able to access courses which provide credits in line with the South Australian Certificate of Education (SACE) by choosing from options delivered at either the Naracoorte High School campus or at the Naracoorte High School Independent Learning Centre.

In the Senior School, students will follow a rigorous curricula as part of their SACE. This involves full time study for the final two years of secondary education, but also allows a degree of choice of subjects to be studied. Successful completion of four Stage 2 subjects and Research Project will allow students to qualify for an Australian Tertiary Entrance Rank (ATAR).

The Naracoorte High School ILC offers SACE completion in a more flexible format and students are able to balance personal commitments with their schooling.

Within the constraints of the particular course chosen, students have the opportunity to follow areas of special interest or expertise. They are taught by specialist teachers in their chosen subjects and benefit from the enthusiasm and experience that is on offer.

Many of our students in the Senior School aspire to tertiary education and will eventually enrol in University, however, students are also prepared for the workforce or for studies in technical and further education by means of Vocational Education and Training courses offered alongside, or embedded within, SACE units.

Study in the Senior School builds upon the sound preparation that students have undertaken in the Middle School. Senior School structures are somewhat different, to cater for the growing independence of the learner. Currently we use a Vertical Home Group system for students in Years 8-11. Year 12 students are split into three Home Groups. Each student is assigned a Home Group teacher who is the first point of contact with the School. The Home Group teachers will guide and support them during the year in administrative matters, general organisation and study skills. The Senior School Coordinator oversees the Home Groups and provides individual career or course counselling to students and parents.

Students in the Senior School are expected to assume much of the responsibility for their own learning. They are expected to submit their work in accordance with both the assessment and academic honesty policies of the Senior School and the SACE Board. Students, teachers and parents are encouraged to form a powerful partnership to enhance learning outcomes.

Course selection and career planning are an important focus of Senior School life. In addition to course advice from teachers, Home Group Teachers and the Student Counsellor in the School, students are encouraged to read careers advice information and to attend Tertiary Information and South Australian Tertiary Admissions Centre Information Sessions when offered.

The years in the Senior School encompass tremendous academic and social growth for students. They become increasingly more independent and adept as learners and prepare for the transition to the adult world.

Naracoorte High School has two campuses that Senior Secondary education is offered at: the main campus on Stewart Terrace and the Independent Learning Centre at 157 Smith Street. SACE is offered at both campuses.

For more information on the Naracoorte High School Independent Learning Centre see pages 7, and 68.

# THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The SACE Board is responsible for awarding students a South Australian Certificate of Education (SACE) on successful completion of their Senior Secondary schooling. The SACE is an internationally recognised credential that opens pathways leading to vocations and careers, further studies and employment. The SACE also ensures that students leave school with a strong general education.

The structure of SACE has been streamlined. There is a greater requirement for students to engage actively in planning their chosen academic pathway for the senior years, in collaboration with their parents, teachers and community mentors. Students will consult a variety of primary and secondary sources to collate relevant information related to career pathways. This will allow them to devise a plan that they will revisit and modify as they progress through the final phase of their secondary schooling.

## AWARD REQUIREMENTS

To be awarded the South Australian Certificate of Education, a student must earn 200 credits from the study of various subjects at Stage 1 and Stage 2. A semester of study in a subject is equivalent to 10 credits. Of the minimum 200 credits needed for the award of the SACE, 110 credits are in specified areas of study and students must attain at least a C grade in each of these to be awarded their SACE.

### *At Stage 1 (Year 11)*

- 10 credits for Personal Learning Plan (undertaken at Naracoorte High School in Year 10)
- 20 credits of English (i.e. a full year study of English)
- 10 credits of Mathematics (i.e. a semester of Mathematics)
- 10 credits for the Research Project – an in-depth major project (Stage 2 subject)

In real terms, Year 11 students at Naracoorte High School will study a maximum of six subjects each semester, giving them 120 credits towards their SACE.

### *At Stage 2 (Year 12)*

- 60 credits from the study of three full year Stage 2 subjects

Most students at Naracoorte High School will study four Stage 2 subjects (plus the Research Project) to meet the requirements for generating an ATAR (Australian Tertiary Admission Ranking) which enables them to apply for University entry. This will allow them to achieve the further 70 credits required for their SACE.

## CAPABILITIES

The aim of the SACE is to develop well-rounded, capable young people who can make the most of their potential. The Capabilities are the philosophical underpinning of the SACE and include the knowledge and skills essential for young people to act in effective ways. Aspects of the Capabilities are embedded within each SACE subject and they enable students to make connections in their learning within and across subjects in a wide range of contexts. They play a particular role in the Personal Learning Plan and in Stage 2, they have a key role in the Research Project, where students choose one of seven Capabilities as a focus for their in-depth study.

The seven capabilities that have been identified are:

- Literacy
- Numeracy
- Information & Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

## CATEGORIES OF ACHIEVEMENT

Within the SACE, subjects are graded on a scale of A<sup>+</sup> - E<sup>-</sup> with an N grade for students who receive insufficient evidence, and a P grade for results pending. There is currently no numerical value linked to the scale and the grade awarded depends on the application of subject-specific Performance Standards using key assessment criteria. The assessment criteria vary from subject to subject and reflect the essential skills and emphasis within each subject.

Each level on the A<sup>+</sup> - E<sup>-</sup> scale describes the knowledge, skills and understandings that students need to demonstrate, in varied assessment tasks, to provide evidence of their learning in each subject. Teachers use the Performance Standards to give students focused feedback on their work, and to highlight areas for improvement, so that students can demonstrate the highest possible level at the end of the course. The final grade awarded is based on the level which gives the best *overall* description of the level of the student's learning after consideration of all the evidence provided.

At Stage 1, the award of A<sup>+</sup> - E<sup>-</sup> grades is the responsibility of teachers within each school. In the key areas of English, Mathematics and the Personal Learning Plan, the SACE Board will verify the grade awarded and confirm final results for each school periodically on a cycle structure. At Stage 2, the School-based Assessment grade awarded are verified by the SACE Board and the External Assessment component of 30% is double marked by the SACE Board officers.

At Naracoorte High School, students will continue to undertake an extensive range of assessment types to provide parents and students with a more detailed profile of their academic progress and achievement.

## SUBJECTS OFFERED AT NARACOORTE HIGH SCHOOL

The streamlined structure of SACE can be seen in the subject grids opposite. The compulsory elements are shaded in Stage 1 and Stage 2. Students will make subject selections based on their interests, skills and career pathway requirements. Their work in the Personal Learning Plan in Year 10 will assist them to make considered, evidence-based decisions for their senior studies.

To enable the best success of student achievement, students have an opportunity to change from a subject within the first three weeks of the Semester.

# SACE SUBJECTS - Naracoorte High School

STAGE 1	STAGE 2
<p style="text-align: center;"><b>For the whole year one of:</b></p> <p>English Essential English</p>	<p>Continuing Research Project for Semester 1</p>
<p style="text-align: center;"><b>For minimum of 1 semester one of:</b></p> <p>Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics</p> <p>Research Project (Stage 2 subject) Version A and Version B are eligible for an ATAR</p>	<p style="text-align: center;"><b>Plus</b></p> <p>For SACE Completion minimum: • Three Stage 2 subjects from list below</p> <p>For ATAR: • Four Stage 2 subjects from list below</p>
<p>Personal Learning Plan (if not completed in Year 10)</p>	<p><i>Agriculture and Horticulture</i> <i>Biology</i> <i>Chemistry</i> <i>Design and Technology</i> - <i>Metalwork</i> - <i>Woodwork</i> - <i>Textiles</i> - <i>Communication Products</i></p>
<p><i>Additional subjects from the list below:</i> <i>Agriculture and Horticulture</i> <i>Ancient Studies</i> <i>Biology</i> <i>Chemistry</i> <i>Community Studies</i> <i>Design and Technology</i> - <i>Metalwork</i> - <i>Woodwork</i> - <i>Communication Products</i> - <i>Textiles</i></p> <p><i>Drama</i> <i>Geography</i> <i>Home Economics – Food and Hospitality</i> <i>Information Processing and Publishing</i> <i>Integrated Learning</i> <i>Modern History</i> <i>Music</i> <i>Outdoor Education</i> <i>Physical Education</i> <i>Physics</i> <i>Society and Culture</i> <i>VET</i> - <i>Certificate 1 in Commercial Cookery</i> - <i>Certificate 1 in Building and Construction</i> - <i>Certificate 2 in Information Technology</i> <i>Visual Arts</i></p>	<p><i>Drama</i> <i>English</i> <i>English Literary Studies</i> <i>Essential English</i> <i>Food and Hospitality</i> <i>Information Processing and Publishing</i> <i>Integrated Learning</i> <i>Essential Mathematics</i> <i>General Mathematics</i> <i>Mathematical Methods</i> <i>Specialist Mathematics</i> <i>Modern History</i> <i>Music</i> <i>Outdoor Education</i> <i>Physical Education</i> <i>Physics</i> <i>Visual Arts</i></p> <p><i>All these subjects contribute to an ATAR</i></p> <p><i>Community Studies A*</i> <i>Community Studies B*</i> <i>*are precluded from achieving an ATAR</i></p>

## Maths 10A

In 2016 the new Australian Curriculum for Stage 1 Maths came into place. Students intending to study the two higher level subjects (called Mathematical Methods and Specialist Mathematics) need to undertake a second (1 semester length) Maths subject in Semester 2.

Called Maths 10A this will provide essential knowledge - covering topics on number and algebra, measurement geometry and statistics. Any student wishing to study Mathematical Methods or Specialist Maths at Stage 1 must choose Maths 10A.

# SACE SUBJECTS - Independent Learning Centre

STAGE 1	STAGE 2
<p><b>Personal Learning Plan</b>  <b>Essential English</b>  <b>Essential Maths</b></p>	<p><b>Research Project A or B</b></p>
<p><i>Additional subjects from the list below under the banner of Integrated Learning:</i></p> <p><i>Step Up</i>  <i>Free to be</i>  <i>Evolve</i>  <i>Pageant</i>  <i>Mental Health Forum</i>  <i>Shine</i>  <i>Garden</i>  <i>Outdoor Education</i>  <i>Reno Rescue</i>  <i>Onya Bike and all things mechanical</i>  <i>Life Skills Development</i>  <i>Love'n Life</i>  <i>Photography</i>  <i>Art</i></p> <p><i>These and other possible subjects are run depending on student interests and numbers.</i></p>	<p><i>Head, Heart and Hand Holiday (HHHH)</i>  <i>Workplace Practices</i></p> <p><i>Community Studies</i>  - Arts and the Community  - Communication and the Community  - Foods and the Community  - Health, Recreation and the Community  - Science, Technology and the Community  - Work and the Community</p>

# ALTERNATE DELIVERY MODES

Whilst Naracoorte High School offers an extensive curriculum, we recognise that, on occasions, our students may need to access subjects/courses from other educational providers to assist them in meeting SACE completion requirements. The following policy was developed to clarify issues related to students studying courses offered by other providers.

1. Students may study a course offline or after hours with another educational provider if:
  - a specialist subject offered by us in the Middle School was not continued in the Senior School due to lack of sufficient student numbers to form a class
  - a student requests access to a specialist foreign language course with specific eligibility criteria which forms a significant part of a student's cultural background and which would offer inherent benefits to him/her in senior study
  - a student has nominated a course sourced through our VET program with selected outside providers in a nominated range of interest areas
  - a course which is essential for SACE pattern completion or which forms part of an Individual Education Plan for a student with special learning needs cannot be accessed due to late enrolment or other timetable problems
  - a student is involved in an elite level sport training program (e.g. SASI) and has been nominated to participate in a relevant SACE course with another provider to assist him/her in gaining SACE credits linked to his/her training.
  
2. If Naracoorte High School students are enrolled with another provider for a particular course:
  - they are subject to the behaviour and conduct codes of that School;
  - they must meet assessment criteria and deadlines as set down by that School;
  - they must pay the relevant fees and charges as set down by that provider;
  - they must advise the Senior School Coordinator of this other enrolment so that we can monitor SACE completion requirements.
  
3. Students also need to be aware that:
  - it is usual for students to study one less subject within our curriculum to assist them in managing their workload;
  - enrolment with the SACE Board for the course is the responsibility of the provider School;
  - no additional assistance with course work can be provided by Naracoorte High School staff as they are not the designated teaching staff for the course;
  - access to Naracoorte High School facilities (library resources, computers and specialist areas) may be negotiated with the Coordinator of the subject area;
  - a copy of the student's semester reports from the provider needs to be sent to the Senior School Coordinator to assist in monitoring progress to ensure SACE credit and completion are on track.
  
4. For approved courses of study with another provider (i.e. VET Courses), there is no remission on the Naracoorte High School tuition fees for the relevant year, however:
  - we do reimburse up to a maximum of \$600.00 of tuition fees upon receipt of appropriate invoice with receipt of payment and a copy of the certificate achieved;
  - we **do not** reimburse special administrative or enrolment fees, nor do we reimburse book hire/material charges;
  - we provide **no** transport to the venues;
  - some providers impose penalty fees for withdrawal from a course after a specific deadline or after a VET course placement has been formally accepted. These costs **are not** the responsibility of Naracoorte High School.

# SACE TERTIARY ENTRANCE

PROVIDER	REPORTING FREQUENCY
Open Access College	Semester and/or Term reports are sent directly to parents and the School for student files
VET Courses	The School receives results from the provider on competencies attained at the end of the course. We enter these results directly with SACE Board
School of Languages	Semester and/or Term reports are sent directly to students and the School

## TERTIARY ENTRANCE

Completion of the SACE is a pre-requisite for entry to most University courses in this State, interstate or overseas, however there are some additional criteria which students must meet to be eligible for University entry into the three South Australian Universities and Charles Darwin University in the Northern Territory.

Selection into a University course is based on two criteria: eligibility and rank. Eligibility allows you to be considered for selection, rank determines whether you are competitive enough to be selected. To be eligible for selection into a University course/program you must:

- qualify for the SACE
- obtain an Australian Tertiary Admission Ranking (ATAR)
- meet any pre-requisite subject requirements for the course/program. In order to fulfil a pre-requisite requirement, you must obtain at least a C grade for that Stage 2 subject.

Stage 2 subjects are given an additional classification by TAFESA and the Universities to indicate they provide appropriate background and preparation for tertiary studies. They are called Tertiary Admission Subjects (TAS). All Naracoorte High School Stage 2 subjects have TAS status, except for Community Studies. These subjects are therefore suitable to be included in the calculation of credits for the University Aggregate.

The University Aggregate will be calculated from at least 90 credits of study at Stage 2.

<b>60</b> Three 20 TAS subjects	<b>+</b>	<b>30</b>
Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.		<p><i>Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</i></p> <ul style="list-style-type: none"> <li>• the scaled score of a 20 credit TAS</li> <li>• half the scaled score of one or more 20 credit TAS</li> <li>• the scaled score of one or more 10 credit TAS</li> <li>• scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits</li> </ul>

Your aggregate score is the best possible combination score calculated automatically by SATAC from the above options (subject to counting restrictions and precluded combinations). Students are advised to refer to the SATAC Tertiary Entrance Booklet for further information and examples.

# SACE TERTIARY ENTRANCE

Once students have a University Aggregate score, an Australian Tertiary Admissions Ranking (ATAR) can then be generated. The ATAR is a rank given to students on a range from 0 to 99.95. The ATAR is an indicator of how well a particular student has performed relative to other students who have qualified for an ATAR in the same year. It provides the final criteria for competitive entry to university courses/programs.

## *Universities Bonus Schemes*

SATAC administers two bonus points' schemes, the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Bonus Scheme. An individual student can receive a maximum of 9 bonus points under both schemes.

The Universities Equity Scheme awards 5 bonus points for eligible students in two ways. Firstly, for all students in certain specified schools identified on an annual basis and subject to change. Secondly, students in schools not specified will be able to make an application under the Scheme to demonstrate their individual disadvantage. Eligible students will receive five bonus points in the calculation of their selection ranks.

The Universities Language, Literacy and Mathematics Bonus Scheme will award two points, up to a maximum of four points. Student must successfully complete a subject in any one of these four categories:

- 20 credits of a LOTE in the Languages Learning Area (two 10 credit Australian indigenous language subjects can be paired in lieu of a 20 credit LOTE).
- 2ESH20 English or 2ELS20 English Literary Studies.
- 2MHS20 Mathematical Methods.
- 2MSC20 Specialist Mathematics.

\*Successful completion is defined as gaining an Overall Grade of C- or better.

Any bonuses will be added to the university aggregate from which selection ranks are calculated. The selection rank will then be the ATAR which corresponds to the revised aggregate.

## *Cut-off Ranks*

For most courses, the number of applicants exceeds the number of places available. Admission is therefore restricted by quota – i.e. it becomes a question of supply and demand. The likelihood of selection depends on the number of places available, the number of qualified applicants, your level of academic achievement in relation to other applicants, other entry requirements, and the sub-quotas operating i.e. whether you are applying as a school leaver, mature age entry student, tertiary transfer, special entry candidate etc.

## *Entry to TAFE*

TAFESA courses offered through SATAC have minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. For many courses, SACE completion or achievement at SACE Stage 1 meets the MER. When a course is competitive, applicants are ranked for selection using course specific selection criteria. VET competencies, other related study or work experience, performance at audition, portfolio and interview assessment may be used in the selection process. Selection criteria for TAFESA courses are published at [www.tafe.sa.edu.au/selectionguide](http://www.tafe.sa.edu.au/selectionguide).

## **CAREERS ADVICE**

Students will work closely with the Senior School, Flexible Delivery Coordinator in determining subject choices relevant to particular careers and assisting students with further information.

# SPECIAL PROVISIONS

## SACE SPECIAL PROVISIONS IN ASSESSMENT AND EXAMINATIONS

Students in Years 11 and 12 with identified learning needs are eligible for a continuation of the support they received in the Middle School. For Year 11 students these provisions are automatic, although more closely aligned to Year 12 requirements. For Year 12 students, there is a separate application process for special provisions in assessment and examinations such as: rest breaks, additional reading time or use of a scribe.

Students may apply for provisions on the following grounds:

- Physical Disability
- Hearing Impairment
- Misadventure
- Psychological Illness
- Medical Condition
- Interrupted Schooling
- Vision Impairment
- Learning Disability

“The SACE Board will provide students with appropriate, fair, and reasonable variations when their capacity to participate in an assessment component is adversely affected in a significant way by illness, impairment or personal circumstances. The same knowledge and skill requirements and performance standards are applied to all students, whether or not they are granted special provisions. Eligible students are provided with variations to enable them to participate in an external assessment component. Assessment criteria and standards are not modified to suit particular students.”

The SACE Board expects Schools to manage variations to assessment requirements for all School-based assessment in Year 12, however the SACE Board determines whether these provisions will apply for any external assessment components i.e. for written examinations, oral examinations, investigations and practical studies, critical essays for English Studies and performance examinations.

These provisions can take the form of:

- rest breaks
- access to medication
- use of a word processor
- use of a reader or assistive technology
- use of a scribe
- separate invigilation
- additional working time (reading or writing time)
- extension to SACE Board determined due dates
- use of moderated predicted examination mark
- enlarged examination papers

For students with long term impairments, the application process commences at the end of Year 11 and continues at the beginning of Year 12. For other applications based on illness and misadventure, applications can be made throughout Year 12 as needed.

All applications are evidence based and, depending on the grounds of the application, students may need to provide work samples and complete other testing to determine the most appropriate variations. For example, students with a learning disability may be required to complete reading comprehension, vocabulary and spelling tests along with a hand-written essay on a topic set by the SACE Board. Sample hand-written summative assessment work also needs to be submitted for consideration by the Board panel. For students with a medical condition, detailed medical reports are required as well as specific comments about how the illness is affecting the student's capacity to complete academic work.

All applications are referred by the Board to an independent educational psychologist before a final determination is made. If the special provisions and assessment variations are not approved, students may appeal the decision via the School Principal.

The SACE Board policy on special provisions in curriculum and assessment is available on the SACE Board website [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)

# VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) is a partnership between the Secondary Schooling sector and registered training organisations. VET in Schools programs are designed to offer students industry relevant courses that also contribute to the attainment of the SACE. They provide each student with an opportunity to experience competency based learning in a work-related area appropriate to their career pathway plan. Qualifications are nationally recognised by the Australian Qualifications Framework (AQF), ensuring portability of skills and providing learning and career pathways nationally.

## *Embedded Competencies*

Within the Senior School curriculum we offer a number of industry-based units of competency allowing students to combine general academic and vocational studies. VET competencies are currently offered in Home Economics, Tech Studies and Information Technology. A Statement of Attainment will be awarded to students who successfully achieve units of competency in these subjects.

## *Offline Courses*

According to our current policy on negotiating courses with outside providers for students with special needs or interests, a limited number of courses may be accessed in consultation with the Senior School Coordinator. From year to year the courses offered by other providers vary, however, securing reliable placements in certain courses cannot always be guaranteed. Naracoorte High School currently provides courses through a partnership with VTECH, TAFESA and ATEC. The enrolment process can be complex and places will not be guaranteed in courses until enrolment is confirmed.

In recent years the range of off-line courses available has included:

- Automotive
- Children's Services
- Hairdressing
- Make-up Services
- Police Force
- Butchery
- Engineering
- Financial Management
- Aquaculture
- Electrotechnology
- Hospitality
- Construction
- Retail
- Tourism
- Horticulture

VET courses often incorporate relevant structured workplace learning components that enable students to demonstrate industry specific skills in a real workplace.

VET Information is available from the Senior School Coordinator, who can outline course offerings and enrolment procedures. Students intending to study an off-line VET course will need to complete an Expression of Interest Form and arrange to meet with the Senior School Coordinator. Enrolment will occur once career pathway planning and timetable implications have been considered. An additional cost for VET courses will apply. Costs will also apply if a student withdraws from a VET course after enrolment has been confirmed.

## **RECOGNITION OF COMMUNITY LEARNING**

The SACE Board has approved a process to recognise completed Community Developed Programs of Learning, such as those delivered by the Royal Life Saving Society, Australian Air Force Cadets, Duke of Edinburgh Awards, SA Country Fire Service and Australian Music Examination Board's Exams. Completion is indicated by the presentation of an award or certificate. The SACE website ([www.stepup.saceboard.sa.edu.au/comm-develop.php](http://www.stepup.saceboard.sa.edu.au/comm-develop.php)) provides a current list of recognised community awards. If students wish to apply for SACE accreditation for these awards they need to see the Senior School Coordinator.

# SACE STAGE 1 SUBJECTS OFFERED

## Required Subjects

English A & B  
Essential English A & B

Essential Mathematics A & B  
General Mathematics A & B  
Mathematical Methods A & B  
Specialist Mathematics C

Personal Learning Plan (if not completed in Year 10)  
Research Project - Version A + B = ATAR

## Choice Subjects

Agriculture and Horticulture A & B  
Ancient Studies HH  
Biology A & B  
Chemistry A & B  
Community Studies  
Design and Technology  
- Metalwork/Woodwork A & B  
- Communication Products HH  
- Textiles A & B  
Drama A & B  
Geography HH  
Home Economics - Food & Hospitality A & B  
Information Processing and Publishing HH  
Integrated Learning A & B  
Modern History HH  
Music A & B  
Outdoor Education A & B  
Physical Education A & B  
Physics A & B  
Society and Culture HH  
Visual Arts A & B

- Year 11 students will be able to study a maximum of six subjects each semester, including the compulsory English and Mathematics.
- The following alphabetical codes indicate when subjects are offered:
  - A The subject is offered in Semester 1
  - B The subject is offered in Semester 2
  - C The subject is the final unit for Mathematics and is only studied in Semester 2.
  - HH The course is a one semester, 10 credit subject.

**N.B. Any subject changes must be made within the first three weeks of each Semester.**

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Science Coordinator

**Appropriate Background:** Completion of Year 10  
Agriculture would be an advantage

## Focus of Study

The study of Agriculture and Horticulture provides students with the opportunity to develop skills in investigation design, practical techniques, communication, analysis and evaluation of information. Students also obtain knowledge and understanding relevant to Primary Industries. Students investigate issues through topics related to animals, plants, fungi, microorganisms, soils, climate, water, and/or technology, and in a local, national, and/or global context.

Experiments are a part of practical investigations in the study of Agriculture and Horticulture and may take place on farms, in vineyards, orchards, gardens, laboratories or other relevant locations. Experiments may use a variety of data-collecting procedures, e.g. soil water or grape sugar estimations.

Students may take either Agriculture A or B. It is not necessary to do Agriculture in Stage 1 to be able to undertake it in Stage 2.

## Course Content

### Topic 1: Principles of Agriculture

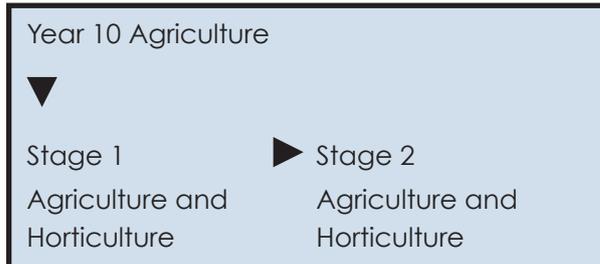
Topics include:

- Principles of plant and animal production including investigating the structures and functions of agricultural plants and animals, and apply of the requirements for plant and animal growth.
- Innovative research in farming methods and the role of technology in developing more efficient production processes.
- Examine local and global concerns about the sustainability of future supplies of food and other plant and animal materials.

### Topic 2: Enterprise Management

Topics include:

- Efficient management of agricultural enterprises. They explore key aspects of production, marketing, business strategies and environmental management issues.
- Students examine different types of production systems and the associated ethical, health and safety issues.
- Students develop skills in planning, implementing and analysing outcomes in a small agricultural enterprise.



## Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- Assessment Type 1: Agricultural Reports
- Assessment Type 2: Applications

For a 10-credit subject, students provide evidence of their learning through four assessments. Double this for a 20-credit subject. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least one practical report
- one report with a focus on Science as a human endeavour
- at least one applications task

For both the 10-credit and 20-credit subjects, at least one assessment should involve collaborative work.

NB There is likely to be additional costs to cover transport to excursions.

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** HASS Coordinator

**Appropriate Background:** In Ancient Studies, students learn about the history, literature, society and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural and aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies.

## Focus of Study

Ancient Studies is the archaeological study of different cultures and societies that existed within the ancient period of history. Students will develop knowledge and understanding of social systems, events, individuals and institutions within ancient societies and cultures.

## Course Content

This course includes a study of the following two topics:

### *What is Archaeology?*

Students study the various techniques of collecting and preserving data, including the processes used during an archaeological dig. Using various methods of research students will discover the importance of discoveries to history and Australian contributions.

### *Ancient Egypt: The New Kingdom*

Students will develop knowledge and understanding of the New Kingdom, exploring the construction of the pyramids, the burial rituals of pharaohs and the belief system. Through this study students will have the opportunity to research the lives of pharaohs and the effect decisions had on the general population.

## Assessment

Assessment for Stage 1 is school-based and subject results are reported as A-E grades based on subject specific Performance Standards.

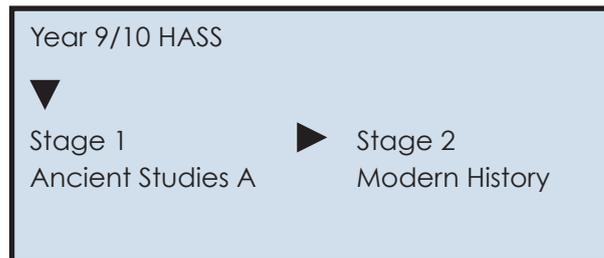
For Ancient Studies, the subject criteria are:

- Knowledge and Understanding
- Research and Analysis
- Application

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Skills and Applications                      75%

Assessment Type 2: Inquiry    25%



**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Science Coordinator

**Appropriate Background:** A-C Grade in Science B in Year 10

## Focus of Study

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics. They extend the skills, knowledge and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

The following topics provide the framework for learning in Stage 1 Biology:

For a 10-credit subject, students study a selection of aspects of at least two of these topics.

For a 20-credit subject, students study a selection of aspects of all four topics.

## Course Content

*Topic 1: Cells and Microorganisms (Biology A)*

- Cells and cell theory
- Microbe ecology
- Impact of microbes on society

*Topic 2: Infectious Disease (Biology B)*

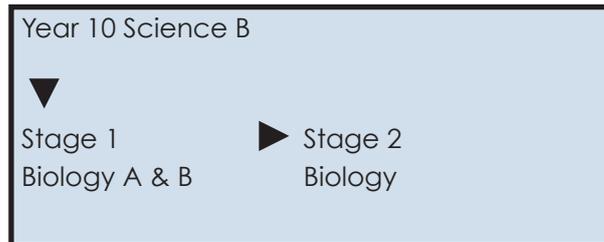
- Infection
- Immune system
- Impact of infection on society
- Vaccination
- Disease Control

*Topic 3: Multicellular Organisms (Biology B)*

- Plant structure and function
- Animal structure and organisation
- Organ systems – various examples
- Disease - particularly life style related
- Impact of biotechnology

*Topic 4: Biodiversity and Ecosystem Dynamics (Biology A)*

- Biosphere and ecosystems
- Ecosystem dynamics
- Species interactions
- Classification of organisms
- Local ecological issues



## Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Biology.

- Type 1: Investigations Folio
- Type 2: Skills and Applications Tasks

For a 10-credit subject, students provide evidence of their learning through four assessments.

Students complete:

- at least one practical investigation
- one Science as a human endeavour investigation
- at least one skills and applications task

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Science Coordinator

**Appropriate Background:** A-C grade in Science B in Year 10

### Focus of Study

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable Chemistry, which seeks to reduce the environmental impact of chemical products and processes.

### Course Content

Students will study a selection of concepts from each topic.

#### Chemistry A

##### *Topic 1 – Materials and their Atoms*

- Properties and uses of materials
- Atomic structure
- Quantities of atoms
- The periodic table

##### *Topic 2 – Combinations of Atoms*

- Types of materials
- Bonding between atoms
- Quantities of molecules and ions

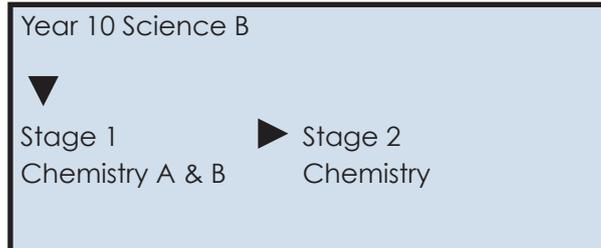
##### *Topic 3 – Molecules*

- Molecule polarity
- Interactions between molecules
- Hydrocarbons
- Polymers

#### Chemistry B

##### *Topic 4 – Mixtures and Solutions*

- Miscibility and solutions
- Solutions of ionic substances
- Quantities in reactions
- Energy in reactions



##### *Topic 5 – Acids and Bases*

- Acid-base concepts
- Reactions of acids and bases
- The pH scale

##### *Topic 6 – Redox Reactions*

- Concepts of oxidation and reduction
- Metal reactivity
- Electrochemistry

### Assessment

For Chemistry, the subject assessment design criteria for each 10 credit subject are:

- Investigation, Analysis and Evaluation
- Knowledge and Application

For a 10 credit subject, students provide evidence of their learning through four assessments.

Students complete:

- At least one practical investigation and report
- One Science as a human endeavour investigation which investigates a contemporary example of how Science interacts with society
- At least one skills and application task

# COMMUNITY STUDIES

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Senior School Coordinator

**Appropriate Background:** None

Community Studies requires students to take an active role in planning, carrying out and documenting their own major assignment using the community as a resource for their learning. The nature and detail of this assignment is negotiated with the Community Studies teacher. Students will develop an individual program of learning around their interests, knowledge, and skills in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

## Focus of Study

In this subject, students are expected to:

- negotiate, plan and make decisions about a community activity and develop challenging and achievable goals for the contract of work
- identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- work individually and with others
- locate, select, organise and use ideas, resources and information
- learn in a range of settings, including the school and the wider community
- take practical action in the community
- seek feedback from the community and reflect on their own learning

## Course Content

Exact details of the content to be covered is worked out by the teacher and the student in the first 2 – 3 weeks of the course.

Students may undertake more than one Community Studies subject, however they prepare a contract of work for each subject.

Some ideas for community activities include the following, although there are many more:

- creating a mosaic for a public facility
- illustrating a book for a community organisation
- designing and creating an artistic web page for a local community organisation
- designing fashion clothing or accessories for a community fundraising event.

- writing articles for the school magazine or local newspaper
- compiling a recipe book for a community group
- catering for a community group
- managing aspects of a sports organisation or competition
- investigating safety issues related to cars
- comparing various roles within a part-time job

## Assessment

For Community Studies, the subject assessment criteria are:

- Planning and Organisation
- Communication and Interaction
- Fulfilment of Contract of Work
- Reflection

Students are expected to demonstrate evidence of their learning through individual activities of the following types:

Assessment Type 1: Contract of Work

- a. Development of Contract
- b. Folio
- c. Community Activity

Assessment Type 2: Reflection (maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form for a 10-credit subject).

**Course Length:** 10 credit subject

**Contact Teacher:** Technology Coordinator

**Appropriate Background:** Students would benefit from a Design and Technology background as provided through the Middle School

## Focus of Study

Students design and create products that meet a design brief and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information and equipment to make high quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society and/or the environment now, and develop insights into the uses of technology in future contexts.

## Course Content

Students investigate and analyse a range of products and use the information gained to create original solutions. They use appropriate technical language and graphics, written and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

### Timber Fabrication

A product in this subject is a designed and validated product that suits the design brief and the needs of the student, e.g. a storage cupboard, chair/stool or table. The practical focus is on fine furniture construction through the learning and understanding of woodworking joints and techniques to an industry standard.

### Metal Fabrication

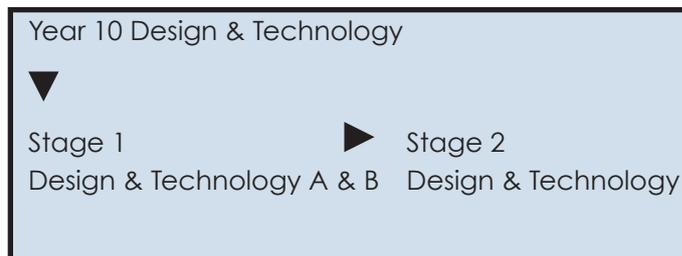
A product in this subject is a designed and validated product that suits the design brief and the needs of the student e.g. a garden chair, table or small bench. The practical focus is on metal joining techniques, precision metal crafting and understanding of metal manipulation to an industry standard.

Although evaluation and redesigning may occur as a part of realisation, it is essential to have a validated design brief and folio before the realisation process begins.

## Assessment

For Design and Technology, the assessment design criteria are:

- Investigating
- Planning
- Producing
- Evaluating



Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types.

Assessment Type 1: Skills and Applications Tasks	20%
a) Skills Based Task	15%
Which is a practical component	
b) Materials Investigation Task	5%
Written report of maximum of 400 words or equivalent multimodal form	

Assessment Type 2: Folio	20%
Product design folio, maximum of 800 words including the following evidence:	
• Design brief	
• Investigation of existing products, processes and systems.	
• Planning and designing the product using the design process.	

Assessment Type 3: Product	60%
Producing the product as designed in the Folio and completing a 400 word report evaluating the product.	

Course Cost - \$50 covers

- \$20 Skills Task

- \$30 Major Project

Depending on students project design, students will be required to contribute to any cost of materials over \$30.

# DESIGN AND TECHNOLOGY

## - COMMUNICATION PRODUCTS (Photography and Multimedia)

# STAGE 1

**Course Length:** 10 credit subject

**Contact Teacher:** Technology Coordinator

**Appropriate Background:** A strong interest in Photography and Multimedia

Stage 1 Communication Products involves the use of photographic or multimedia techniques to design and make products that communicate information. This will include how to use Adobe Creative Suite, manipulate digital images and produce creative products.

### Focus of Study

A study of Communication Products will help students:

- Investigate the purpose, design concepts, processes, and production techniques of existing photographic or multimedia products.
- Students will create, test and communicate design ideas for an identified need, problem or challenge.
- Recognise and use the different components, techniques and equipment to create a photographic or multimedia product including digital camera skills and manipulation skills.
- Use the design process to gather, analyse and apply information to solve technological problems.
- Apply problem solving skills, critical thinking and decision making skills by using the design process.
- Understand the social, legal and environmental issues related to Photography and Multimedia.

### Course Content

A semester course will comprise three topics of study. The topics offered are:

#### 1. Skills and Applications Tasks

- *Skills Task*  
Students produce a series of digital techniques using Adobe Creative Suite.
- *Materials Applications Task*  
Students explore materials, techniques and equipment available to enhance multimedia products for the production of their Major Product.

#### 2. Folio

Students complete a Folio that contains documentation of their investigation and planning for their given product (eg. magazine cover design). The Folio comprises investigation, planning, devising and evaluation.

#### 3. Product

##### **Minor Product:**

Students use the skills they learnt in the digital skills and applications task to create a product.

Stage 1  
Design & Technology  
Communication  
Products



Stage 2  
Design & Technology  
Communication  
Products

##### **Major Product:**

Students create the product they have investigated and planned for in the Folio task and evaluate their results.

##### **Assessment**

For Communication Products, the subject assessment criteria for each 10 credit subject are:

- Investigating
- Planning
- Producing
- Evaluating

**Course Length:** 10 or 20 credit subject

**Contact Teachers:** Technology Coordinator

**Appropriate Background:** An interest in design and construction using materials. Experience using a sewing machine would be beneficial.

### Focus of Study

Students design and create products that meet a design brief and develop the knowledge and skills associated with using different processes and production techniques. They learn to use tools, machines and material safely and competently to make high quality products for intended purposes. They analyse the impacts of technology including social, environmental and sustainable consequences.

### Course Content

Students investigate and analyse a range of construction techniques and materials and use information gained to create original solutions. They use appropriate technical language and graphic, written and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

Students can choose to focus on either

- a. Woven Fabrics – a product in this subject is primarily based on using woven materials to construct articles of clothing or objects for use in the home.
- b. Knitted Fabrics – a product in this subject is primarily based on using knitted materials to construct articles of clothing or objects for use in the home.

### Assessment

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

Assessment Type 1: Skills and Application Tasks 20%

- a. Skills Based Task – which is a practical component
- b. Materials Investigation Task – a written investigation of maximum of 400 words or equivalent multimodal form.

Assessment Type 2: Folio 30%

Product Design Folio, maximum of 800 words including:

- Design brief
- Investigation of existing products and processes
- Planning and designing the product using the design process.

Assessment Type 3: Product 50%

Producing the product as designed in the Folio and completing a 400 word evaluation report.

Year 10 Textiles



Stage 1

Design & Technology - Textiles A & B  
Woven/Knitted  
Fabrics

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Arts Coordinator

**Appropriate Background:** Year 10 Drama Studies preferred but not compulsory. An appreciation of the practical and theoretical components of Drama is essential.

## Focus of Study

Drama is a course that encourages enjoyment of the Performing Arts. It is designed to develop students' knowledge and appreciation of Drama as a distinct way of examining and exploring human behaviour, cultural aspirations and creative achievements - both through practical involvement and theoretical study. In Drama students participate in the planning, rehearsal and performance of dramatic work. Students participate in creative problem-solving; they generate, analyse and evaluate ideas and then develop personal interpretation of texts. Students also develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

In this subject students are expected to:

- demonstrate and explain skills and techniques related to on-stage and/or off stage roles;
- work both independently and collaboratively to conceive, create, develop, interpret and express dramatic works;
- demonstrate and communicate knowledge and understanding of the theories, skills, techniques and technologies of Drama;
- respond to performed Drama and dramatic texts in a reflective manner;
- demonstrate knowledge and understanding of a range of dramatic roles, their interdependence and their impact on an audience;
- select, analyse and interpret information, concepts and ideas for dramatic purposes;
- communicate dramatic ideas to an audience through a variety of modes and methods.

## Course Content

Stage 1 Drama consists of the following three areas of study:

1. Presentation of dramatic works
2. Dramatic Theory and Practice
3. Individual Investigation and Presentation

## Assessment

For Drama, the subject assessment criteria for each 10 credit subject are:

- Knowledge and Understanding
- Application
- Analysis



Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Performance 40%

A student's involvement in performance may be in one or more of the following areas:

- acting
- design (set, costume, make-up, lighting, sound and publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/film and video
- stage management
- scriptwriting

Assessment Type 2: Folio 30%

Written assessments could include:

Character studies, research projects, reports reviews, directorial/design concepts, essays, text-based studies, other appropriate tasks.

Oral assessments could include:

Workshops, improvisations, tutorials, oral presentations, practical demonstrations, drawings and designs may be included as part of this assessment.

Assessment Type 3: Investigation and Presentation 30%

Students apply their research in one or more of the following areas:

- stage management
- scriptwriting
- acting
- design (set, costume, make-up, lighting, sound and publicity and promotions)
- dramaturgy
- front-of-house
- multimedia/film and video stage management
- scriptwriting
- directing

**Course Length:** 20 credit compulsory subject

**Contact Teachers:** English Coordinator

**Appropriate Background:** Satisfactory completion of Year 10 English

**SACE Completion:** Students must attain at least a C Grade in 20 credits of English at Stage 1 to be awarded their SACE.

## Focus of Study

This subject develops students' confidence and competence in using the English language, and in understanding how texts are constructed for particular purposes and audiences. Students explore, respond to and compose texts in, and for a range of personal, social, cultural, and workplace contexts both familiar and unfamiliar.

## Course Content

Students read, respond to and produce a large and diverse range of texts. Students explore their role as readers in creating meaning through deconstruction, critical analysis and imitation, and learn to recognise the conventions of different text types and their effects on the reader, viewer or listener. Students study language to learn that social, cultural, political and economic values and relationships are embedded in language. Students are expected to use standard Australian English and accurate punctuation and spelling.

## Assessment

Assessment at Stage 1 is school-based and subject results are reported as A-E grades based on subject specific Performance Standards. The assessment criteria are:

- Knowledge and Understanding
- Analysis
- Application

Assessment Type 1: Responding to Texts

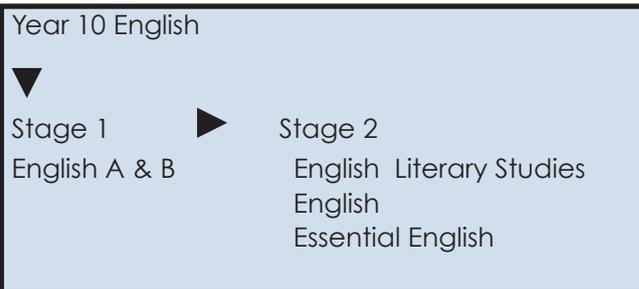
(Formal essays, reviews, short responses, journals, oral/visual analysis etc.)

Assessment Type 2: Creating Texts

(Narratives, letters, poetry, websites, speeches etc.)

Assessment Type 3: Intertextual Study

(A language study or a connected texts study or a student-negotiated study)



For a 10-credit subject, students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type and at least one oral presentation.

For a 20-credit subject, students provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type and at least two oral presentations.

Each assessment type will be weighted at a minimum of 20%.

Examinations may occur at the end of each semester.

**Course Length:** 20 credit compulsory subject

**Contact Teacher:** English Coordinator

**Appropriate Background:** Completion of Year 10 English AND either ongoing literacy difficulties and/or an intention to seek work before the end of Year 11.

**SACE Completion:** Students must attain at least a C Grade in 20 credits of English at Stage 1 to be awarded their SACE.

## Focus of Study

The study of Essential English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. Students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Students' confidence and competence in using English language, and in understanding how texts are constructed for particular purposes and audiences is developed. Students are expected to use Standard Australian English including accurate punctuation and spelling.

## Course Content

### *Responding to Texts*

Students explore a range of texts composed for different purposes and in various forms.

### *Creating Texts*

Students compose a range of texts in familiar and unfamiliar contexts.

## Assessment

The assessment criteria for each 10 credit subject are:

- Knowledge and Understanding
- Analysis
- Application
- Communication

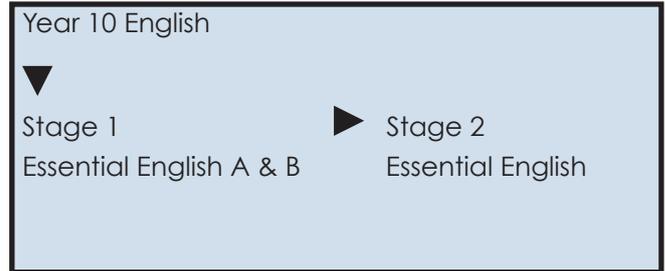
### Assessment Type 1: Responding to Texts

Students provide evidence of the extent and quality of their learning in producing written, oral or multimodal responses to a text or texts.

### Assessment Type 2: Creating Texts

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

For a 10-credit subject, students complete four or five assessments, with at least one from each assessment type and at least one oral or multimodal presentation.



**Course Length:** 10 credit subject

**Contact Teachers:** HASS Coordinator

**Appropriate Background:** Students develop an understanding and application of key geographical concepts and of the interdependence of human and physical environments. They explore contemporary geographical issues, use local fieldwork opportunities and examine geographical features, concepts and issues through the use of a range of skills and techniques, including spatial technologies.

Students think creatively about ways to tackle social, environmental and economic challenges in built environments and make recommendations to ensure sustainable outcomes in the future. They develop their intercultural understanding and empathy for communities and environments in locations that are vulnerable to hazards. Students develop ethical understanding as they investigate contemporary geographical issues at local and global scales.

## Focus of Study

Geography is the study of natural and human environments. Students learn about geographical patterns, processes and interaction, and develop skills and attitudes required for a sustainable environment.

## Course Content

There are four key themes which are interpreted into topics for study: location and distribution, natural environments at risk, people, resources and development and issues for geographers.

## Geography A

This course includes a study of the following possible topics which may be taught:

### *Geographical Patterns and Processes*

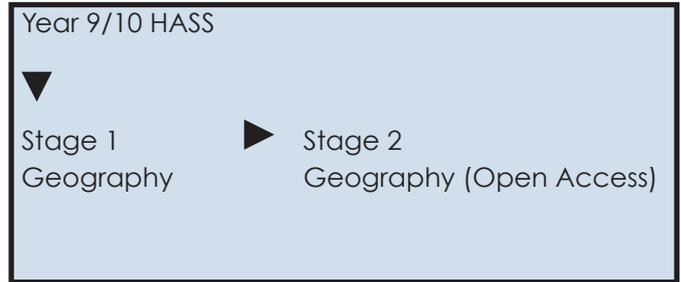
Students will develop interpretation, graphical and mapping skills. This will involve grid references, scale, cross-sections and GIS.

### *Weather and Climate*

Students will study various methods of collecting weather data. The unit will also concentrate on the issue of global warming which will involve individual student research and the ability to draw their own conclusions.

### *Population Dynamics*

Students will study general patterns of world population with an emphasis on density and distribution. This will explore the changing population structures, including factors that influence birth and death rates, fertility levels, population movements and environmental hazards.



## Assessment

Assessment for Stage 1 is school-based and subject results are reported as A-E grades based on subject specific Performance Standards. For Geography, the subject criteria are:

- Knowledge and Understanding
- Application
- Analysis
- Reflection

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Skills and Applications Task	40%
Assessment Type 2: Inquiry	20%
Assessment Type 3: Fieldwork	20%
Assessment Type 4: Investigation	20%

**Course Length:** 10 or 20 credit subject

**Contact Teachers:** HPE Coordinator

**Appropriate Background:** Satisfactory completion of Year 10 Home Economics is desirable.

### Focus of Study

In Food and Hospitality, students focus on the dynamic nature of the Food and Hospitality Industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students can work individually and collaboratively to achieve common goals.

They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus of the capabilities are in Communication, Personal Development, Citizenship, Learning and Work.

### Course Content

Students examine the factors that influence people's food choices and the health implications of these choices. They will understand the diverse purposes of the Hospitality Industry in meeting the needs of local people and visitors. Students will apply knowledge and problem solving skills to practical activities in food preparation.

Students study topics within one or more of the following areas:

- Food, the Individual and the Family
- Local and global issues in the Food and Hospitality Industry
- Trends in food and culture
- Food and safety
- Food and Hospitality Industry

### Assessment

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

#### Practical Activity

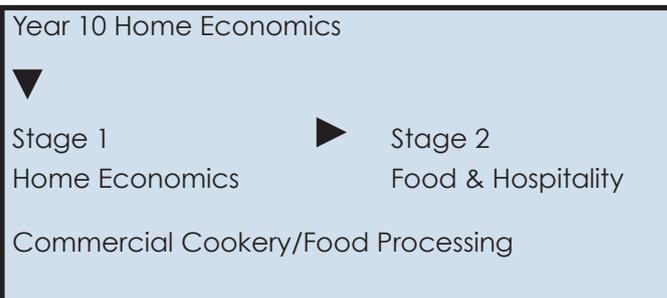
- Each practical activity comprises an action plan or a research task, a practical application and an individual evaluation report.

#### Group Activity

- Each group activity comprises a collaborative action plan or research task, a group practical application and an individual evaluation report.

#### Investigation

- Students individually identify, investigate and reflect on a contemporary issue related to food and hospitality.



**Course Length:** 10 credit subject

**Contact Teacher:** Technology Coordinator

**Appropriate Background:** Literacy skills and a desire to apply such skills in a graphic design setting.

Information Processing and Publishing focuses on the use of technology to design and create information-processing solutions. The subject aims to develop practical skills by identifying, choosing and using the appropriate computer hardware and software for creating a range of graphic designed tasks. This course will appeal to students who wish to acquire professional graphic design skills and computing skills in Adobe Creative Suite and MS Office.

### Focus of Study

In this subject students are expected to:

- Select and use appropriate hardware and software in the completion of text-based communication tasks
- Apply manipulative skills suitable to the use of information-processing hardware and software (Adobe Photoshop and MS Office)
- Apply skills to produce text-based information accurately
- Understand and apply the design process and layout principles to text based tasks
- Evaluate a text-based product and the design process used
- Understand, analyse and evaluate the impact of social and/or ethical issues related to Information Processing and Publishing technologies

### Course Content

Stage 1 Information Processing and Publishing consists of the following five topics:

- Business Publishing
- Digital Publishing
- Personal Publishing

The topics have a practical basis and highlight the development of skills and understanding in designing, making and critiquing publications and presentations.

### Practical Skills

Practical skills will consist of five projects that cover each of the five topics.

- Digital Publishing involves the development of products to be published in a digital format. Students who undertake this topic develop skills in the creation, manipulation, storage and use of digital media to solve publishing problems in personal, community, or business contexts.
- Personal Publishing involves the use of software appropriate to paper-based publications. Students follow the design process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.

Stage 1  
Information Processing  
& Publishing



Stage 2  
Information Processing  
& Publishing

### Product and Documentation

For each assessment, students complete for an identified audience, a text-based product that demonstrates knowledge and use of the four parts of the design process: investigating, devising, producing and evaluating.

### Issues Analysis

Students concisely analyse and critique one issue related to Information Processing and Publishing for a specific purpose.

### Assessment

Information Processing and Publishing, the subject assessment criteria for each 10 credit subject are:

1. Understanding
2. Analysis and Evaluation
3. Application

**Course Length:** 10 Credit or 20 Credit Subject

**Contact Teacher:** Senior School Coordinator

**Appropriate Background:** None

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which to demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for others. This collaboration supports goals such as active learning, conflict resolution and the discovery of new ideas.

## Focus of Study

In this subject, students are expected to:

1. develop and apply knowledge, concepts and skills to achieve a purpose
2. identify and investigate information, ideas and skills from different perspectives, using a variety of sources
3. work collaboratively with others
4. demonstrate self-awareness in reflecting on learning
5. communicate ideas and informed opinions
6. develop and understand connections between the program focus and aspects of the capability in a chosen key area of study

## Course Content

An Integrated Learning program is a focused study that has a purpose, product, or outcome, exact details of this study will be negotiated with students in the first two weeks of the course. An Integrated Learning program is undertaken by a group of students in a School, or a student or students involved in a community group, allowing them to explore their connections within the wider community.

Integrated Learning has:

- a program focus (which could be, for example, a topic, an activity, or a group project) decided by the teacher in consultation with students
- one or more key areas of study (each key area is based on one of the capabilities) that are chosen to support and guide the exploration and development of the program focus through guiding questions.

Teachers, in consultation with students, choose from the following five key areas of study:

- Key Area 1: Developing the Capability for Learning
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Communication

For a 10-credit subject, students undertake one or more key areas of study.

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion

For a 10-credit subject, students should provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

**Course Length:** 10 or 20 credit subject

**Contact Teachers:** HASS Coordinator

**Appropriate Background:** In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, systems and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives and circumstances. They investigate ways in which people, groups and institutions challenge political structures, social organisation and economic models to transform societies.

Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions and develop reasoned historical arguments.

### Focus of Study

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, systems and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives and circumstances. They investigate ways in which people, groups and institutions challenge political structures, social organisations and economic models to transform societies.

### Course Content

This course includes a study of the following possible topics which may be taught:

#### *Local History*

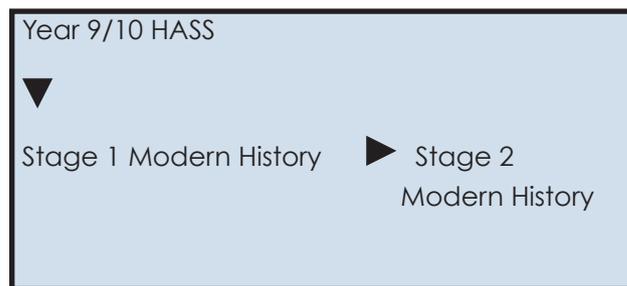
Students will study past individuals, events and places that are connected to the history of Naracoorte. This inquiry will lead students to discover the importance of local history to the community. Students will have an opportunity to explore areas of personal interest.

#### *Civil Rights Movement in America*

Students will develop knowledge and understanding of the Civil Rights Movement in America in the 1950's and 1960's, exploring segregation and its beginning, people who influenced the movement and the effect the movement had on society. Through this study students will have an opportunity to research racial discrimination and the effect and influence this had, and continues to have, on American society.

#### *Russian Revolution*

Students will study the October 1917 Revolution, exploring the nature of the Tsarist Russia rule and the seizure of power by the Bolsheviks. Students will have the opportunity to explore the causes, impact and significance of the revolution.



### Assessment

Assessment for Stage 1 is school-based and subject results are reported as A-E grades based on subject specific Performance Standards. For History, the subject criteria are:

- Understanding and Exploration
- Application and Evaluation
- Analysis

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Historical Skills	70%
Assessment Type 2: Historical Study	30%

**Course Length:** 10 or 20 credit subject

**Contact Teachers:** Maths Coordinator/ Numeracy Coach

**Appropriate Background:** Year 10 Applied Mathematics

**SACE Completion:** Students must attain at least a C Grade in 10 credits of Mathematics to be awarded their SACE.

This subject is designed for (1) students who are seeking to meet the SACE numeracy requirement, (2) students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' Mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

## Focus of Study

In this subject, students are expected to:

- understand mathematical concepts making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect and organise mathematical information relevant to investigating and solving problems;
- recognise and apply the mathematical techniques needed when analysing and solving a problem context;
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem;
- communicate mathematical reasoning and ideas by using appropriate language and representations

## Course Content

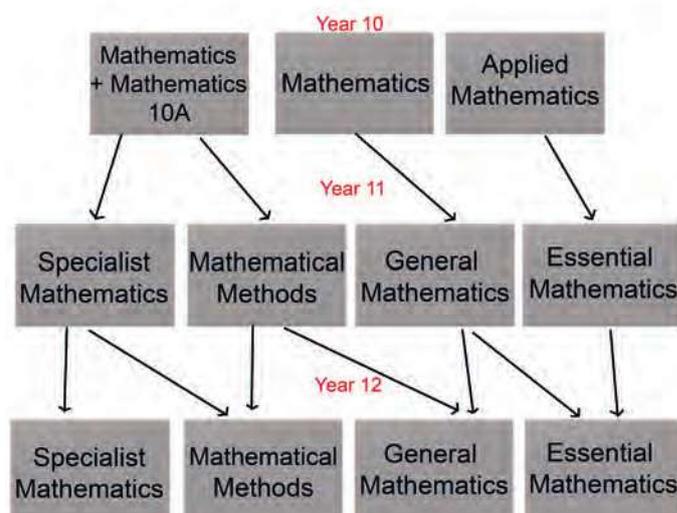
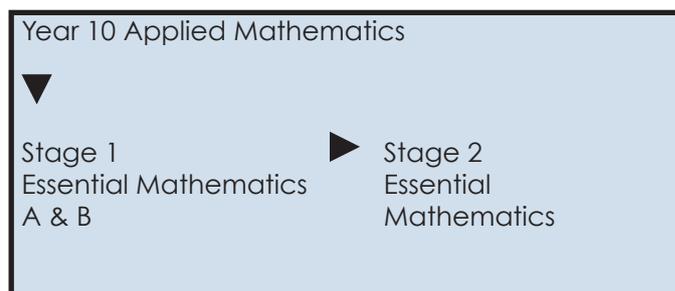
The course reinforces basic skills in measurement, arithmetic and problem-solving and emphasises the interpretation of graphs.

Students are expected to build on the Mathematical knowledge that has been accumulated through Years 8 to 10. Students are required to develop and exhibit problem-solving and communication skills through a range of investigations. There will be an emphasis on the use of technology.

Students are expected to demonstrate evidence of their learning through:

Assessment Type 1: Skills and Application Tasks      60%

Assessment Type 2: Investigations      40%



**Course Length:** 10 or 20 credit subject

**Contact Teachers:** Maths Coordinator/ Numeracy Coach

**Appropriate Background:** Completed Year 10 Mathematics (or Applied Mathematics to a high level)

**SACE Completion:** Students must attain at least a C Grade in 10 credits of Mathematics to be awarded their SACE.

Stage 1 General Mathematics extends students Mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of Mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

## Focus of Study

In this subject, students are expected to:

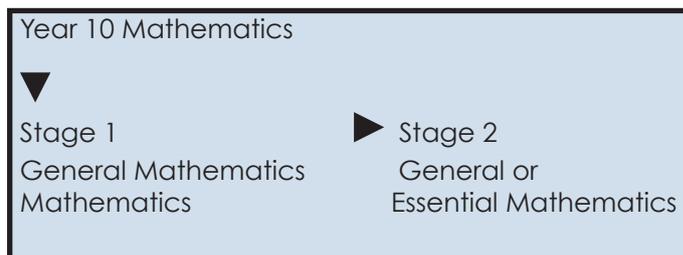
- understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect and organise mathematical information relevant to investigating and solving problems;
- recognise and apply the mathematical techniques needed when analysing and solving a problem in context;
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem;
- communicate mathematical reasoning and ideas by using appropriate language and representations

This course includes topics that prepare students for Stage 2 General Mathematics. Extensive development of calculator skills for arithmetic processes and the use of spreadsheets and graphics calculators for statistics and data handling are encouraged.

The content focuses on routine applications and the ability to communicate results through reporting on tasks completed in investigations.

## Course Content

Topics cover a diverse range of applications of Mathematics, including Investing and Borrowing, Measurements, Statistical Investigation, Applications of Trigonometry, Linear and Exponential Functions and their Graphs and Network and Matrices.

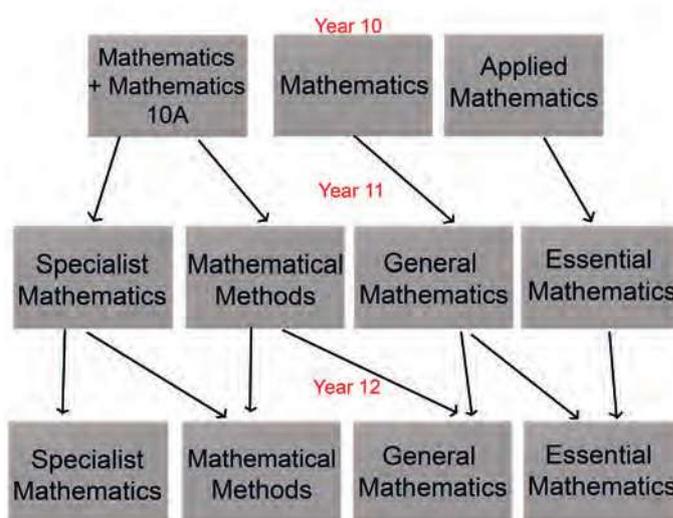


## Assessment

Students are expected to demonstrate evidence of their learning through:

Assessment Type 1: Skills and Application Tasks 60%  
(three per semester)

Assessment Type 2: Folio (Investigations) 40%  
(one per semester)



**Course Length:** 10 or 20 credit subject  
**Contact Teachers:** Maths Coordinator/ Numeracy Coach  
**Appropriate Background:** An A-C grade in Year 10 Mathematics and Maths 10A

**SACE Completion:** Students must attain at least a C Grade in 10 units of Mathematics to be awarded their SACE.

This course is designed for students who wish to study Mathematical Methods in Stage 2.

Stage 2 Mathematical Methods can lead to tertiary studies including Economics, Computer Sciences and the Sciences. It prepares students for courses and careers that may involve the use of statistics, such as Health or Social Sciences.

Stage 2 Specialist Mathematics can be a pathway to Mathematical Sciences, Engineering, Space Science and Laser Physics. Specialist Mathematics must be studied in conjunction with Mathematical Methods.

Students should do Mathematical Methods A and B in Stage 1 to do Stage 2 Mathematical Methods and should also do Specialist Mathematics C & D to be prepared for Stage 2 Specialist Mathematics.

## Focus of Study

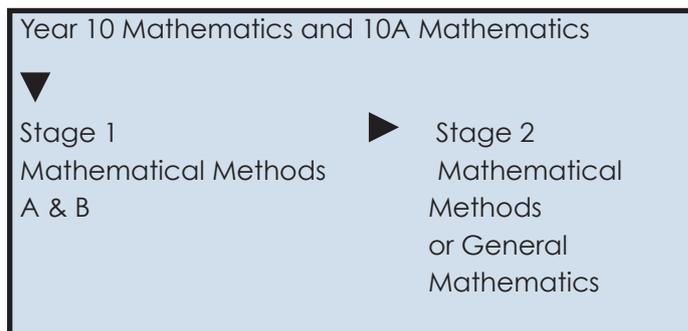
In this subject, students are expected to:

- understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect and organise mathematical information relevant to investigating and solving problems;
- recognise and apply the mathematical techniques needed when analysing and solving a problem in context;
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem;
- communicate mathematical reasoning and ideas to develop logical arguments
- develop and test valid conjectures

## Course Content

The course develops basic skills in algebra, arithmetic and problem-solving and emphasises the further development of statistics, functions, graphs and trigonometry.

Students are expected to build on the Mathematical knowledge that has been accumulated through Years 8 to 10. Students are required to develop and exhibit problem-solving and communication skills through a range of investigations. There will be an emphasis on the use of graphic calculators and all students are recommended to buy or hire one. The recommended model is the Casio fx CG20AU.

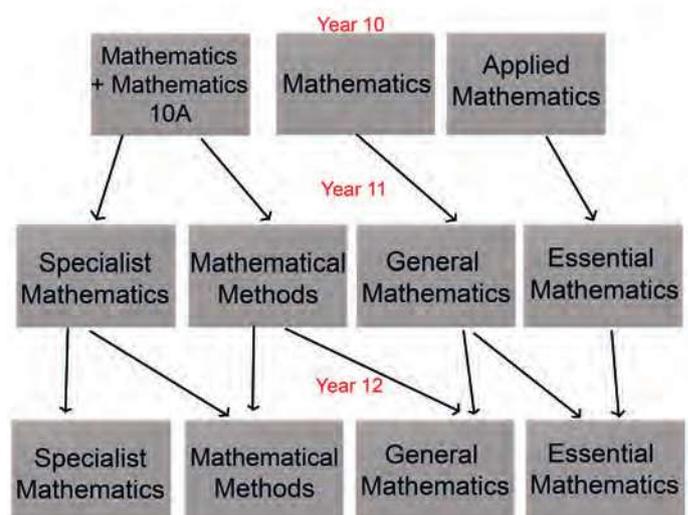


Topics studied include: Polynomials, Trigonometry, Counting and Statistics, Growth and Decay and Introduction to Differential Calculus and Functions and Graphs.

## Assessment

Students are expected to demonstrate evidence of their learning through:

Assessment Type 1: Skills and Application Tasks (Three per semester)	75%
Assessment Type 2: Folio Investigation (One per semester)	25%



**Course Length:** 10 or 20 credit subject

**Contact Teachers:** Maths Coordinator/Numeracy Coach

**Appropriate Background:** A high grade in Mathematics A and in Mathematics 10A

**SACE Completion:** Students must attain at least a C Grade in 10 units of Mathematics to be awarded their SACE.

Specialist Mathematics is a course designed for students who wish to study Specialist Mathematics at Stage 2. This course provides an appropriate background for all University Mathematics and Engineering courses.

It should be chosen by:

1. Students who have done well in Year 10 Mathematics and Mathematics 10A who wish to keep open the option of choosing both Mathematical Methods and Specialist Mathematics at Stage 2.
2. Students who want to study in fields such as Mathematical Sciences, Engineering, Computer Sciences, Physical Sciences and Surveying.
3. Students who enjoy Mathematics and who are seeking a challenging and stimulating course.

Stage 2 Specialist Mathematics can be a pathway to Mathematical Sciences, Engineering, Space Science, and Laser Physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

### Focus of Study

In this subject, students are expected to:

- understand Mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding;
- identify, collect and organise Mathematical information relevant to investigating and solving problems;
- recognise and apply the Mathematical techniques needed when analysing and solving a problem in context;
- interpret results, draw conclusions and reflect on the reasonableness of these in the context of a problem;
- communicate Mathematical reasoning and ideas to develop logical arguments;
- develop and test valid conjectures

### Course Content

The course develops basic skills in algebra, geometry and problem-solving and emphasises the further development of geometry, functions, graphs and trigonometry.

Students are expected to build on the Mathematical knowledge that has been accumulated through Years 8 to 10. It is deemed reasonable to expect a high level of proficiency in all the assumed Middle School background.

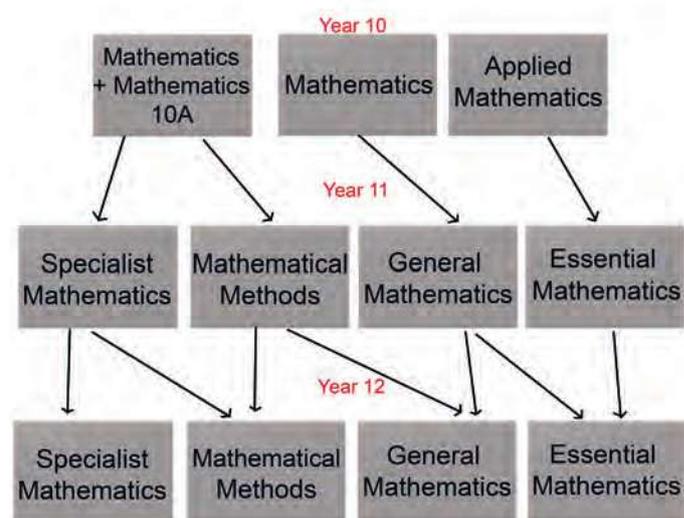
Students are required to develop and exhibit problem solving and communication skills through a range of investigative work. There will be an emphasis on the use of graphic calculators and all students are strongly recommended to buy or hire one. The recommended model is the Casio fx- CG20AU.

Topics studied include: Arithmetic and Geometric Sequences and Series, Geometry, Vectors, Further Trigonometry, Matrices and Complex Numbers.

### Assessment

Students are expected to demonstrate evidence of their learning through:

Assessment Type 1: Skills and Application Tasks (Three per semester)	75%
Assessment Type 2: Investigation (One per semester)	25%



**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Arts Coordinator

**Appropriate Background:** Year 10 Music or equivalent

### Focus of Study

In this subject, students are expected to:

- demonstrate technical skill, accuracy and musicianship as one or more of an instrumentalist/vocalist/technician/audio engineer/composer/arranger/researcher;
- demonstrate effective and creative use of one or more of composing/arranging/transcribing/improvising techniques;
- develop and apply knowledge of musical notations and vocabulary;
- aurally and visually identify musical elements, stylistic features and the structure of musical works;
- listen to, analyse, reflect on and communicate ideas about music using appropriate terminology;
- experience and reflect on music in historical, social and cultural contexts.

### Course Content

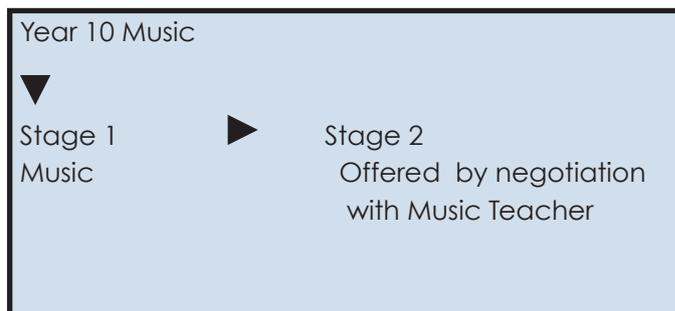
Stage 1 Music may be undertaken as a 10-credit subject or a 20-credit subject. Students are able to enrol in Stage 1 — Music Experience Programs and Stage 1 — Music Advanced Programs.

Music Experience Programs are designed for students whose experience in, or knowledge of, some aspects of music may be limited. They provide pathways to selected Stage 2 subjects, such as Ensemble Performance, Music Individual Study, Music Technology, and/or Solo Performance.

Music Advanced Programs are designed for students who have a substantial background in music. They provide pathways to the full range of Stage 2 subjects.

Students engage in some activities under the following headings.

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Music in Contexts
- Developing Theory and Aural Skills



The following assessment types enable students to demonstrate their learning in Stage 1 Music:

Assessment Type 1: Skills Presentation

Assessment Type 2: Skills Development

Assessment Type 3: Folio

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** HPE Coordinator

**Appropriate Background:** An interest in outdoor activities and environmental issues

**This course will incur additional costs to attend camps/excursions.**

Outdoor Education involves the learning of outdoor pursuits, outdoor living and the study of the natural environment.

## Focus of Study

The course is designed to educate students to develop knowledge, skills and attitudes necessary for safe and enjoyable participation in outdoor activities that have minimal impact on the environment. Although Outdoor Education has a large practical component, the integration of theory with practice is equally as important and provides an opportunity for students to acquire knowledge, skills and values which can be transferred into their daily lives.

In this subject, students are expected to:

- demonstrate the application of knowledge and skills by participating in human-powered outdoor journeys, or in journeys that use natural forces;
- investigate, evaluate and communicate information about the natural environment and outdoor journeys;
- demonstrate responsibility for themselves and for other members of a group in conducting safe and effective outdoor journeys;
- identify and apply the appropriate risk management practices of the outdoor industry;
- identify and apply the appropriate skills to minimise the impact of human-powered journeys, or journeys that use natural forces, on natural environments;
- identify issues that concern the sustainable use of natural environments including, for example, indigenous perspectives;
- reflect on the personal, group, social and environmental outcomes of participation in an outdoor journey

## Course Content

Outdoor Education consists of the following four topics; Environment and Conservation; Planning and Management; Outdoor Activities and Outdoor Journeys.

## Outdoor Activities

In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys. Issues related to risk management and minimising environmental impact are embedded within the following activities:

*Rock Climbing* (Term 2) – climbing technique, belaying and top rope climbing and seconding. Risk management practices are considered in equipment care, safe operation in vertical environments and group dynamics. The expedition is to Mt Arapiles in Victoria.

Year 10 Physical Education/Outdoor Education



*Surfing* (Term 4) – Students develop water safety skills and practice surf rescues. They learn about board features, surfing technique and wave formation and selection. The three day expedition is to Middleton.

## Outdoor Journeys

*Bushwalking* (Term 3) – navigation, tent site selection, expedition planning, risk analysis and minimisation. A reflection on personal and social outcomes is included through a consideration of group function, effective leadership and negotiation skills. The expedition is to the Grampians in Victoria.

*Canoeing* (Term 1) – students undertake stroke technique, environmental impact consideration, expedition planning, nutrition, risk analysis and group dynamics. A diary and journal will be used to reflect on personal achievements. The expedition is on the Glenelg River in South Western Victoria.

**Practical activities can be changed or refined at the discretion of the Course Coordinator.**

## Assessment

For Outdoor Education the subject assessment criteria for each 10 credit subject are:

- Application of Knowledge and Practical Skills
- Participation and Responsibility
- Reflection, Evaluation and Communication

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Practical (Outdoor Activities and Outdoor Journey) 60%

Assessment Type 2: Folio (Assignment, Environmental Investigation and First Aid Scenario) 20%

Assessment Type 3: Report (A journal reflection on at least one outdoor journey) 20%

**Course Length:** 10 credit subject ONLY  
**Contact Teacher:** Middle School Coordinator  
**Appropriate Background:** None

**SACE Completion:** Students must attain at least a C Grade in this subject to be awarded their SACE.

The Personal Learning Plan is designed to help students to make informed decisions about their personal development, education and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for Senior School and their future beyond School. The aim is for each student to achieve success in Senior School and to prepare for work, further education and training and community life.

## Focus of Study

The Personal Learning Plan is designed to develop students' capabilities. Students learn how to develop, implement, review and adjust personal learning goals and choices to prepare for their education and their future career and life pathways.

The seven capabilities that have been identified are:

- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal & Social Capability
- Ethical Understanding
- Intercultural Understanding

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

In this subject, students are expected to:

- identify their learning goals, needs and abilities
- make informed decisions to develop, implement, review and adjust their plans
- understand and develop their capabilities

## Course Content

- *Learning Skills* – models for examining and building on learning styles, conditions for effective learning, the learning requirements of different subjects and courses and learning requirements for living and career-building.
- *Thinking Skills and Techniques* – problem-solving techniques, study skills, reviewing and reflecting skills.
- *Planning and Decision Making Skills* – for short-term and long term goals, making informed decisions about personal learning in different contexts and for different purposes, including career-building processes.

- *Communication* – various methods of communication (e.g. verbal and non-verbal, formal and informal), evaluation of literacy and numeracy knowledge and skills, communicating using new technologies, and adaption of communication for different audiences and contexts.
- *Work Skills* – generic, workplace competencies (e.g. employability skills) and job specific skills, entering the workforce and career development.
- *Social Living and Responsibility* – skills required to contribute to the community roles and responsibilities.
- *Interpersonal and Relationship Skills* – common difficulties in relationships (both personal and professional) and ways of working through them, developing and using personal support networks and collaborating and working in teams.
- *Health and Well-being* – factors that contribute to personal health and well-being; indicators of physical, emotional, and mental health and well-being; support networks to maintain good physical, emotional, and mental health; strategies for maintaining health and well-being (e.g. positive thinking, time management, stress management, conflict resolution, appropriate diet and exercise).

## Assessment

For the Personal Learning Plan, the subject assessment criteria are:

- Understanding Capabilities
- Development of Personal and Learning Goals
- Reviewing the Learning

Students are expected to demonstrate evidence of their learning through a set of four to five assessments.

Performance standards will be used to describe the achievement levels A to E.

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** HPE Coordinator

**Appropriate Background:** Commitment to an interest in Physical Education

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community and global issues that surround the role of human physical activity in society. Physical Education provides involvement in physical activity in a way that promotes immediate and long-term benefits to the participant. Although Physical Education has a practical orientation, the integration of theory with practice is one of its features.

NOTE: This course is linked with the Stage 2 Physical Education course and would be of considerable benefit to those pursuing this, but is not a pre-requisite. Students may choose to do one of or both Physical Education A and Physical Education B.

## Focus of Study

In this subject, students are expected to:

- demonstrate practical skills and techniques specific to a variety of human physical activities;
- interpret and apply (independently, with groups and in teams) effective skills, specific concepts and ideas, strategies techniques, rules and guidelines;
- demonstrate knowledge and understanding of the nature of physical activity;
- analyse and reflect on the implications of physical activity for personal and community health and well-being;
- interact collaboratively and demonstrate initiative and leadership.

## Course Content

Stage 1 Physical Education A and Physical Education B consists of the following two areas:

### *Practical Skills and Applications*

Students should develop required skills to a reasonably high level and be able to apply these in game and performance test situations. It is expected that students will participate in regular activity, with an emphasis on refining their physical skills and techniques. Students will be required to demonstrate a sense of fair play, respect for others and a concern for safety and care of equipment. Students complete three practicals for each 10 credit subject.

These will be negotiated within the group. (An aquatics activity is incorporated into Physical Education B with a cost of approximately \$100).

Year 10 Physical Education



### *Principles and Issues*

Students should demonstrate an analytical and critical understanding of topics, and have an understanding of the personal implications of knowledge gained.

- The Nature of Physical Activity – may include fitness, training principles and methods, body systems, bones and muscles, skill acquisition, energy systems.
- Issues Analysis – students identify and pursue topics of interest. Topics must focus on physical activity and could include issues related to topics such as: patterns of physical activity, technology, children, gender and professionalism.

Students complete two assessment items addressing these aspects for their folio.

## Assessment

For Physical Education, the subject assessment criteria are:

- Knowledge and Understanding
- Practical Skills Application
- Initiative and Collaboration
- Analysis and Reflections.

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Practical

(Skills checklists, peer assessment)

Assessment Type 2: Folio

(Issues analysis and examinations)

Each assessment type is weighted at a minimum of 20%. In total, at least five assessment tasks are required per 10 credit subject.

***This course will incur additional costs to attend camps/excursions.***

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Science Coordinator

**Appropriate Background:** An A - C grade in Science B in Year 10 and A-C grade in high level Maths

Students develop and extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and make predictions about them. Through developing skills in gathering, analysing, and interpreting data to investigate a range of phenomena and technologies, students increase their understanding of Physics concepts and the impact that Physics has on many aspects of contemporary life. By exploring Science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. In Physics, students integrate and apply a range of understanding inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

**Course Content** - *students will study a selection of concepts from each topic.*

## Physics A

### Topic 1 – Linear Motion and Forces

- Motion under constant acceleration
- Forces

### Topic 2 – Electric Circuits

- Potential differences & electric circuits
- Resistance
- Circuit analysis
- Electrical power

### Topic 3 – Heat

- Heat & temperature
- Specific heat capacity
- Change of state

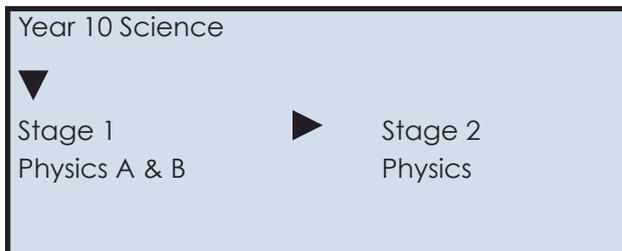
## Physics B

### Topic 4 – Energy and Momentum

- Energy
- Momentum

### Topic 5 – Waves

- Wave model
- Mechanical waves
- Light



### Topic 6 – Nuclear Models and Radioactivity

- The nucleus
- Radioactive decay
- Radioactive half-life
- Induced nuclear reactions

## Assessment

For Physics, the subject assessment design criteria for each 10 credit subject are:

- Investigation, Analysis and Evaluation
- Knowledge and Application

For a 10 credit subject, students provide evidence of their learning through four assessments. Students complete:

- At least one practical investigation and report
- One Science as a human endeavour investigation which investigates a contemporary example of how Science interacts with society.
- At least one skills and application task

**Course Length:** 10 credit subject (Stage 2 subject)

**Contact Teacher:** Senior School Coordinator

**Appropriate Background:** None

**This is a compulsory Year 12 subject offered over a split year Semester 1 and Semester 2)**

**SACE Completion:** Students must achieve at least a C grade for this subject to be awarded their SACE.

The Research Project is a self-directed study designed to enable students to build on or extend their learning in an existing SACE course or to undertake study in another area of interest. Students demonstrate new ideas and new insights, learn how to use research processes to develop and apply knowledge and skills relevant to the focus of their research and, most importantly, become familiar with issues of academic honesty and ethical research practices. Two forms of assessment are available: Research Project A or Research Project B.

### Focus of Study

The Research Project is designed to develop students' capabilities in preparation for work, further education and training and community life.

In this subject students are expected to:

- work independently and with others to initiate an idea and to plan and manage self-directed learning;
- select a capability of particular relevance for focused development and demonstration;
- generate, analyse and apply ideas, skills and information to develop the research;
- consult teachers and other relevant experts in and outside of School;
- evaluate research processes used, and the demonstration of the selected capability;
- communicate emerging findings, new ideas and new insights;

### Course Content

The Research Framework is intended to be flexible enough to incorporate different models and approaches to research and enquiry-based learning and robust enough to guide each student's research, no matter the topic chosen of the learning context.

This Research Framework is the basis of the content in this subject and includes the following four inter-related elements:

#### 1. *Initiating, Planning and Managing Research*

Students are involved in ongoing planning and management of their research as they make decisions, seek assistance, respond to and initiate opportunities and solve problems as they arise. Key elements within this focus area are:

- identifying an area of interest
- defining the focus of the research
- exploring the Capabilities
- establishing a plan

#### 2. *Researching*

In this focus area, students:

- develop and apply the Capabilities;
- develop and use specific knowledge and skills;
- undertake practical and creative tasks;
- apply information literacy skills in the collection and recording of information from multiple sources (primary and secondary);
- maintain a record of progress and sources that the teacher verifies;
- monitor, adapt and evaluate the research process, and capabilities being developed.

#### 3. *Communicating the Findings*

The findings are the product of each student's learning and research from which new ideas and insights are generated. The findings may be emerging rather than final and could even be a starting point for further research. In negotiation with their teacher, students ensure that emerging findings are communicated in a way which is most appropriate to the nature of the research undertaken.

#### 4. *Evaluating the Research*

Through ongoing evaluation students:

- monitor their progress and solve problems;
- make judgements about the progress of the research and the quality;
- relevance and effectiveness of aspects of their self-directed learning.

Finally they participate in discussions with their teacher about their ongoing evaluation of the research process and to reflect on the development and significance of the selected Capability in the research to that point.

### School-based Assessment

**70%**

Evidence of learning for this component can be in a variety of formats including a combination of written, visual or oral formats. The evidence must include the following components: record of research (preliminary ideas and research proposal; research development); discussion and findings.

### External Assessment

**30%**

Students evaluate their Research Project, their research process and their findings. A written context statement (150 words) is submitted with evidence.

Two forms of External Assessment are available:

#### Research Project A

Evidence for the evaluation can be in one format or a combination of written, visual or oral formats - 1500 words or 10 minutes.

#### Research Project B

Evidence for the evaluation **must** be presented in written format - 1500 words. Students can then count the Research Project as part of their ATAR.

If students fail to successfully complete Research Project in Year 11, they will have to complete the subject in Year 12.

**Course Length:** 10 credit subject

**Contact Teachers:** HASS Coordinator

**Appropriate Background:** An interest in people and cultures

## Focus of Study

Society and Culture is the study of interactions between people, societies, cultures and environments. By developing this knowledge and understanding, students will analyse social change and contemporary issues in Australian and global contexts.

## Course Content

### *Society and Culture A*

This course includes a study of the following possible topics which may be taught:

#### *Stolen Generation*

Students will undertake a study of Aboriginal and Torres Strait Islander societies in Australia during the 1900's. This study will focus on segregation within society and the forced demise of a culture, through Government policies. Students will have the opportunity to explore issues of interest.

#### *Islam and Contemporary Society*

Students will undertake a study of Islam throughout the world and the changing perspectives over the last 20 years. This study will focus on the changing attitudes towards Islam, the discrimination of women within secular Islam and the global response to current events, increased racism and war.

## Assessment

Assessment for Stage 1 is School-based and subject results are reported as A-E grades based on subject specific Performance Standards. For Society and Culture, the subject criteria are:

- Knowledge and Understanding
- Investigation and Analysis
- Collaboration
- Communication

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Source Analysis	50%
Assessment Type 2: Group Activity	20%
Assessment Type 3: Investigation	30%



**Course Length:** 10 or 20 credit subject

**Contact Teacher:** The Arts Coordinator

**Appropriate Background:** A minimum of two years of Visual Arts experience is desirable

## Focus of Study

Visual Arts is a course that encourages enjoyment and appreciation of Visual Arts. It aims to develop students' knowledge, skill and appreciation of their own Art practice and that of others through both practical exploration and theoretical study.

In this subject, students will:

- conceive, develop and make visual artworks that reflect individuality and the development of a personal aesthetic;
- demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials techniques and technologies;
- apply skill in using media, materials and techniques to solve problems and resolve visual artworks;
- communicate knowledge and understanding of their own and other practitioners' visual artwork(s);
- describe, analyse and respond to visual artworks in social, cultural, and historical contexts.

## Course Content

This course includes three areas of study:

*Visual Thinking* – Is about developing the skills to think visually and to record this thinking. In this area students will develop the ability to critically view works. They will come to understand the visual languages to describe, explain, analyse and interpret them and ultimately to develop and form a personal visual aesthetic. They will also develop the ability to visually record inspirations, influences, ideas, thoughts and analysis of artworks – using technology, refining ideas and skills, and working towards resolution of artworks.

*Practical Resolution* – Visual artworks will be resolved using various practical genres such as installation, assemblage, design, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture and ceramics. Practical resolution may result in a suite of artworks. Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to develop and generate an artist's statement.

*Visual Arts in Context* – Students will be encouraged to contextualise art historically and culturally. Students must demonstrate knowledge of artists and their work, the contribution of their visual art in a cultural context and the nature of contemporary practice. Students will be introduced to concepts, forms, styles and conventions of Visual Arts. This will be evidenced by research and critical analyses.



## Assessment

For Visual Arts, the subject assessment criteria for each 10 credit subject are:

- Practical Application
- Knowledge and Understanding
- Analysis and Response

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

Assessment Type 1: Folio 40%

Students produce a Folio that documents their visual learning and skill development through a variety of tasks including research and exploration that supports the development of one major resolved visual artwork.

Assessment Type 2: Practical Study 30%

Practical assessment consists of two parts:

1. The Resolved Art Practical  
Students produce a major resolved visual artwork.
2. The Practitioner's Statement  
Students prepare a written practitioner's statement of a maximum of 250 words for each resolved visual artwork.

Assessment Type 3: Visual Study 30%

Students produce one visual study. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques or technologies based on research and analysis of the work of other practitioners.

# SACE STAGE 2 SUBJECTS

## Stage 2

### Required Subjects

Research Project (in Semester 2 if not passed successfully in Semester 1)	Version A = ATAR Version B = ATAR
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Plus For SACE Completion For ATAR	Three Stage 2 subjects from those below Four Stage 2 subjects from those below
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### Choice Subjects

<p>Agriculture and Horticulture</p> <p>Biology</p> <p>Chemistry</p> <p>Community Studies A*</p> <p>Community Studies B*</p> <p>Design and Technology - Metalwork - Woodwork - Textiles - Communication Products</p> <p>Drama</p> <p>English</p> <p>Essential English</p> <p>English Literary Studies</p> <p>Food and Hospitality</p> <p>Information Processing and Publishing</p> <p>Integrated Learning</p> <p>Essential Mathematics</p> <p>General Mathematics</p> <p>Mathematical Methods</p> <p>Specialist Mathematics</p> <p>Modern History</p> <p>Music</p> <p>Outdoor Education</p> <p>Physical Education</p> <p>Physics</p> <p>Research Project</p> <p>Visual Arts</p>
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\* are precluded from achieving an ATAR. All these subjects have ATAR (Australian Tertiary Admission Rank) status except those shown with a\*

**N.B. Any subject changes must be made within the first five weeks.**

# FLOW CHART YEAR 11 – YEAR 12

YEAR 11	▶▶▶	YEAR 12
Agriculture and Horticulture		Agriculture and Horticulture
Biology		Biology
Chemistry		Chemistry
		Community Studies A Community Studies B
Design and Technology - Woodwork - Metalwork - Textiles - Communication Products		Design and Technology - Woodwork - Metalwork - Textiles - Communication Products
Drama		Drama
English		English Literary Studies, English
Essential English		Essential English
Geography		Geography (Open Access)
History, Ancient Studies, Society & Culture		Modern History
Home Economics, Commercial Cookery/Food Processing		Food and Hospitality
Information Processing and Publishing		Information Processing and Publishing
Integrated Learning		Integrated Learning
Essential Mathematics		Essential Mathematics
General Mathematics		General Mathematics
Mathematical Methods		Mathematical Methods
Specialist Mathematics		Specialist Mathematics
Music		Music (various - by negotiation)
Outdoor Education		Outdoor Education
Personal Learning Plan (if not completed in Year 10)		
Physical Education		Physical Education
Physics		Physics
Visual Arts		Visual Arts

**Course Length:** 20 credit subject

**Contact Teachers:** Science Coordinator

**Appropriate Background:** No formal prerequisites, but an advantage to have done some Agriculture.

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

## Course Content

The topics for Stage 2 Agricultural Production are:

### Topic 1: Animal Production

Students extend their understanding of the key aspects of animal production, including nutrition, reproduction, breeding systems, animal welfare and disease and pest management, applying this knowledge to practical animal management principles. They investigate the role of technology, and explore how scientists develop and improve technological processes to maximise reproduction and therefore improve production outputs.

### Topic 2: Plant Production

Students investigate key aspects of plant nutrition, reproduction, production practices and disease, pest and weed management, examining strategies for sustainable production. The role of technology and biotechnology in plant production is explored to enhance the productivity of crops in response to global demand.

### Topic 3: Resource Management

Students explore ways in which innovative management decisions for sustainable agricultural production are developed in response to competing demands on natural resources and the effects of climate change. They investigate options for sustainable land management; exploring industry best practice in irrigation methods and strategies for managing waste effectively.

### Topic 4: Agribusiness.

Students extend their understanding of the ways in which the profitability of farming businesses depend on many factors and investigate strategies for maximising returns from agricultural enterprises. Students investigate different legal requirements, work health and safety standards and cultural influences and practices that impact on different markets, locally, nationally and internationally.

## Assessment

All Stage 2 subjects have a School Assessment component and an External Assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Agricultural Production:

School Assessment (70%)

- Assessment Type 1: Agricultural Reports
- Assessment Type 2: Applications

External Assessment (30%)

- Assessment Type 3: Production Investigation

Students provide evidence of their learning through seven assessments, including the External Assessment component.

Students complete:

- three agricultural reports: two with a practical focus, including one with individual student design, and one with a focus on Science as a human endeavour
- three applications tasks
- one production investigation

**NB There is likely to be additional costs to cover transport of excursions.**

**Course Length:** 20 credit subject

**Contact Teachers:** Science Coordinator

**Appropriate Background:** A satisfactory completion of a 10 credit Stage 1 Science subject is desirable

Biology is the study of organisms involving life processes, different levels of organisation from the cell to the biosphere and interactions between organisms and their environment. Biology seeks to explain the diversity and complexity of life. Knowledge of Biology can help students to make informed decisions about the increasing number of controversial issues that arise because of advances in biotechnology and human demands on the biosphere.

### Focus of Study

Conceptual knowledge and understanding in Biology is supported through inquiry and communication about biological phenomena. Students undertake biological investigations, both practical and issues-based, to develop their own biological knowledge and understanding. Data and information, including observations from these investigations provide the evidence in which students can make decisions. Biological investigations are carried out by the students through individual and collaborative activities.

### Course Content

This subject consists of course work, practical investigations and issues investigations. The subject outline is organised around the following four items:

*Topic 1: DNA and Proteins*

The study of the structure and function of these key organic molecules found in organisms.

*Topic 2: Cells as the Basis of Life*

The study of the structure and function of these key organic molecules found in organisms.

*Topic 3: Homeostasis*

The examination of how body systems monitor and maintain a stable internal environment.

*Topic 4: Evolution*

An investigation of the genetic basis for the theory of evolution by natural selection.

### Assessment

Assessment at Stage 2 comprises two components: School-based Assessment (70%) and External Assessment (30%). The subject assessment design criteria are:

- Investigation, Analysis and evaluation
- Knowledge and Application

Students are expected to demonstrate evidence of their learning across the following assessment components:

### School-based Assessment

70%

1. Investigations Folio 30%  
Students are expected to complete at least two practical investigations and at least one investigation with a focus on "SHE".
  - *Practical Investigations*  
Students formulate and test hypotheses, design and conduct investigations, collect, analyse and interpret data, evaluate results and form conclusions.
  - *Issue Investigations*  
Students investigate a contemporary example of how Science interacts with society. They select and explore a recent discovery, innovation, issue or advancement linked to one of the topics in Biology. They analyse and synthesise information from different sources to explain the Science relevant to the focus of their investigation, show its connections to Science as a human endeavour, and develop and justify their own conclusions.

2. Skills and Applications Tasks

40%

Skills and Applications Tasks will require students to demonstrate their understanding of relevant ideas, facts and relationships in Biology. Students will select appropriate data and relevant Biology to solve a range of problems, often under the direct supervision of the teacher. Examples may include tests, practical skills, exercises and written assignments.

### External Assessment

30%

#### Examination

Students will undertake a two hour examination as their external assessment component. Questions may cover all topics taught, including applications and experimental skills, and some may require students to integrate their knowledge from a number of topics.

**Course Length:** 20 credit subject

**Contact Teachers:** Science Coordinator

**Appropriate Background:** A satisfactory standard in Stage 1 Chemistry A & B

Chemistry in Year 12 builds on the knowledge and skills acquired in Year 11. This course provides a more sophisticated understanding of the properties and reactions of substances as well as giving a sound basis for further study in many scientific, technological, medical and paramedical fields.

### Focus of Study

This course is organised around acquiring knowledge of Chemistry, awareness of the social relevance of Chemistry, problem solving skills within a chemical framework, laboratory skills as used in Chemistry and communicating knowledge in Chemistry.

- In this subject, students are expected to:
- apply science inquiry skills to design and conduct Chemistry investigations using appropriate procedures and safe, ethical working practices
- obtain, record, represent, analyse, and interpret the results of Chemistry investigations
- evaluate procedures and results, and analyse evidence to formulate and justify conclusions
- develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
- explore and understand Science as a human endeavour
- communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

### Course Content

The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of Science. The three strands of Science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The topics for Stage 2 Chemistry are:

#### Topic 1: Monitoring the Environment

Students undertake practical analytical activities, develop manipulative skills and examine sources of experimental errors. They analyse the causes of environmental issues and explore possible solutions. Students investigate the impact of fossil fuel use in examining the effect of combustion products on global warming, ocean acidity and photochemical smog. They explore chromatography and atomic spectroscopy as analytical processes. In volumetric titrations, students extend the application of their understanding of stoichiometry.

#### Topic 2: Managing Chemical Processes

Students investigate how chemicals are produced and how creative thinking has led to innovations in production. They explore aspects of green chemistry relating to improving efficiency of processes and reduction in energy use. Students extend their understanding and skills developed through earlier investigations on reaction rate. They explore energy use and the factors that influence the reaction rates of chemical reactions, and how these can be applied to chemical processes and systems. They apply equilibrium law and Le Châtelier's principle to predict and explain the conditions that will optimise chemical processes.

#### Topic 3: Organic and Biological Chemistry

Students investigate the major groups of organic compounds, with a focus on those of biological significance. They investigate the reactions and preparations of a range of organic compounds and extend their laboratory skills by using specialised glassware. They increase their understanding of international protocols used by organic chemists for naming organic compounds and writing structural formulae. Students examine the physical and chemical properties of a range of functional groups: alcohols, aldehydes and ketones, carboxylic acids, amines, esters and amides. From this basis, they explore three biologically important classes of compounds: carbohydrates, triglycerides and proteins.

#### Topic 4: Managing Resources

Students examine issues that have arisen as a consequence of human exploitation of the Earth's resources and how these issues might be addressed. Students consider energy resources such as fossil and renewable fuels, and the use of electrical energy to facilitate greater use of intermittent sources such as sunlight. They examine material sources such as natural materials, water and soil, as well as synthetic polymers. They also examine benefits and problems associated with recycling of materials.

### Assessment

Assessment at Stage 2 comprises two components:

#### School Based Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Students complete at least two practical investigations and one investigation with a focus on Science as a human endeavour
- Assessment Type 2: Skills and Applications Tasks (40%)
- Students complete at least three skills and applications tasks

#### External Assessment (30%)

- Assessment Type 3: 2 hour Examination (30%)

For this subject, the assessment design criteria are:

- Investigation, analysis and evaluation
- Knowledge and application

**Course Length:** 10 or 20 credit subject  
**Contact Teacher:** Senior School Coordinator  
**Appropriate Background:** None

Community Studies A requires students to take an active role in planning, carrying out and documenting their own major assignment using the community as a resource for their learning. The nature and detail of this assignment is negotiated with the Community Studies A teacher. Students will develop an individual program of learning around their interests, knowledge and skills in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

**Students must note that completion of this subject cannot be counted towards an ATAR.**

### Focus of Study

In this subject, students are expected to:

- negotiate, plan and make decisions about a community activity, and develop challenging and achievable individual goals for the contract of work
- identify and apply existing knowledge and skills, including literacy and numeracy skills and identify one or more capabilities for focused development
- work individually and with others
- locate, select, organise and use ideas, resources and information
- learn in a range of settings, including the school and the local or wider community
- take practical action in the community
- seek feedback from the community
- present the activity to the community
- evaluate and reflect on the completion of the contract, the feedback received and their own learning

### Course Content

Exact details of the content to be covered is worked out by the teacher and the student in the first 2 – 3 weeks of the course. Students may undertake more than one Community Studies A subject. In each subject they prepare a contract of work to undertake a community activity. These contracts must be in different areas of study.

Some ideas for community activities include the following, although there are many more:

- creating a mosaic for a public facility
- illustrating a book for a community organisation
- designing and creating an artistic web page for a local community organisation
- designing fashion clothing or accessories for a community fundraising event
- writing articles for the school magazine or local newspaper
- compiling a recipe book for a community group
- catering for a community group
- managing aspects of a sports organisation or competition
- investigating safety issues related to cars
- comparing various roles within a part-time job

### Assessment

For Community Studies A, the subject assessment criteria are:

- Planning and Organisation
- Communication and Interaction
- Fulfilment of Contract of Work
- Reflection

Students are expected to demonstrate evidence of their learning through individual activities of the following types:

#### School-based Assessment 70%

Assessment Type 1: Contract of Work

- a. Development of Contract
- b. Folio
- c. Presentation

#### External Assessment 30%

Assessment Type 2: Reflection (maximum of 1200 words if written or a maximum of 7 minutes if oral, or the equivalent in multimodal form for a 20-credit subject).

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Senior School Coordinator

**Appropriate Background:** An interest in studying a Stage 2 subject delivered at Naracoorte High School.

An individual program of learning will be developed between the student and the Community Studies B teacher. Within this program, students will base their learning on the knowledge, skills, and understanding described in a field of study in a Board-accredited SACE Stage 2 subject. Students will show evidence of learning against some of the learning requirements described in the Stage 2 subject, and will also demonstrate learning through a community application activity that is based on the selected subject. Each individual program of learning is placed within one of the following fields of study:

- Humanities and the Community
- Science, Technology, Engineering and Mathematics (STEM) and the Community
- Interdisciplinary Learning and the Community

**Students must note that completion of this subject cannot be counted towards an ATAR.**

### Focus of Study

In this subject, students are expected to:

- develop knowledge, skills and understanding in a particular field of study
- identify one or more capabilities for focused development
- locate, select, organise and use ideas, resources and information
- learn in a range of settings, including school and the wider community
- negotiate, plan and make decisions
- report and reflect on a community application activity

### Course Content

Exact details of the assessments to be completed will be worked out by the teacher and the student in the first 2 – 3 weeks of the course. Alternatively, students may decide to transfer into Community Studies B partway through the year if they find that they are unable to be successful in a Stage 2 subject.

Students may undertake more than one Community Studies B subject, but only one enrolment per field of study is allowed. Within Community Studies B, students undertake a community application activity which is designed by the student. The student takes an aspect or area of interest from the selected Stage 2 subject, and applies the knowledge, skills and understanding of the aspect or area of interest to a community context.

Some ideas for community application activities include the following, although there are many more:

- Recording a piece of music (Music Individual Study)
- Conducting an investigation on the quality of water run-off from roads in a local region (Biology)
- Designing a vegetable garden for a School (Agriculture and Horticulture)
- Designing a fitness regime for an athlete recovering from an injury (Physical Education)
- Creating a budget for a planned interstate trip for a group of four students (Mathematical Applications)
- Creating affordable, nutritional dishes using seasonal, local ingredients (Food and Hospitality)

### Assessment

For Community Studies B, the subject assessment criteria are:

- Knowledge and Understanding
- Planning and Organisation
- Application and Reflection

Students are expected to demonstrate evidence of their learning through individual activities of the following types:

#### School-based Assessment 70%

Assessment Type 1: Folio

Students compile and maintain a record of evidence (minimum of 5 tasks) to document their learning from tasks undertaken to meet some specific learning requirements from the selected Stage 2 subject.

#### External Assessment 30%

Assessment Type 2: Community Application Activity

Students provide a report on their chosen community application activity and processes used. They then reflect on the success of the community application activity. The report and reflection should be a maximum of 1000 words for a 20-credit subject.

**Course Length:** 20 credit subject

**Contact Teacher:** Technology Coordinator

**Appropriate Background:** Stage 1 Design and Technology would be an advantage

## Focus of Study

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.

## Course Content

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. Students identify demands on their design, taking into account cost, ethical, cultural and environmental issues. They explain how their ideas address these demands and use their analysis to produce proposals for the present and future.

Students work with a range of tools, materials, equipment and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

A product is the outcome of applying technological skills to meet the requirements of a design brief created in response to an identified need, problem or challenge. Although evaluation and redesigning may occur as a part of realisation, it is essential to have a validated design brief before the realisation process begins.

### Metalwork Fabrication

The Metalwork Fabrication course allows the students the opportunity to design and construct a project of choice predominantly made from metal which has been approved by the teacher. The students are shown a variety of Metal Fabrication techniques and processes which allows the students the technical understanding to adequately design their Major Project. Main Focus is on the use of the Lathe, MIG and Arc Welding Facilities and Metal Fabrication.

### Timber Fabrication

Timber Fabrication allows the students the opportunity to design and construct a project of choice predominantly made from timber approved by the teacher. The students are shown a variety of timber fabrication techniques and processes which allows them the technical understanding to adequately design their Major Project.

Main focus is on the three classifications of timber joints, carcass, framing and widening joints.

## Textiles

Stage 2 Textiles allows students the opportunity to develop and experiment with various prescribed construction techniques using a range of materials. For their materials application they can put these skills into practical use by creating or re-purposing an article from recycled materials. Options for their Major Project can include: clothing and/or household articles that incorporate a significant range of construction skills.

## Assessment

Assessment at Stage 2 comprises two components: School-based Assessment (70%) and External Assessment (30%). For Design and Technology, the assessment design criteria are:

- Investigating
- Planning
- Producing
- Evaluating

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types.

<b>School-based Assessment</b>	<b>70%</b>
1. Skills and Application Tasks	20%
Skills and Applications tasks consist of two assessment components: Specialised Skills Application which is a practical component and Materials Application. Presentation: This information could be in the form of annotated images, computer-generated information, scanned images, annotated visual displays, multimedia presentations, web pages, oral presentations or written reports.	
2. Product	50%
Students produce a Minor and a Major product that must allow them to demonstrate a wide range of skills, techniques and/or processes. The major product is supported by a record of the realisation process. This record is not assessed, but it is used to provide evidence of the creation of the product.	

## External Assessment 30%

The folio consists of two parts

- Documentation and Analysis of Product Design Process
- Product Evaluation

This assessment type is designed to enable students to further develop and refine their use of the design process. They investigate technical skills, analyse possible applications of these skills, and evaluate ways in which their own skills have developed and improved.

## Course Cost \$50

Students are required to contribute to the cost of materials for their Major Project.

**Course Length:** 20 credit subject

**Contact Teachers:** Technology Coordinator

**Appropriate Background:** A strong interest in Photography & Multimedia and a satisfactory completion of Stage 1 Communication Products is recommended.

This focus area involves the use of materials, such as symbols, signs, light, images or other data to design and make products that communicate information. Students produce assignments that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital. Examples of contexts for Communication Products include multimedia and photography.

### Focus of Study

A study of Communication Products will include a negotiation of which context will be studied.

In Communication Products, students apply their knowledge and understanding of technology concepts and practically investigate, analyse, develop and communicate ideas for product design, production and evaluation. Communication Products involves working within assignment boundaries or according to requirements of each set task. Students learn about the products, processes and systems of the natural and designed world. Students develop the skills and knowledge to use tools, materials and systems appropriately, safely and competently to create a product.

### Course Content

A 20 credit course will comprise three topics of study. The topics offered are:

#### 1. **Skills and Application Tasks**

- Skills Task 1  
Advanced digital manipulation skills using Adobe Photoshop
- Skills Task 2  
Working in the style of a photographer/graphic designer
- Materials Application Task  
Students investigate and analyse the functional characteristics and properties of two or more components they are considering for use in the creation of their product.

#### 2. **Folio**

Students undertake one product design and one product evaluation for the Major product. The folio should contain twelve pieces of evidence for the investigating and planning of their Major final product.

#### 3. **Product (2)**

Students create one Minor and one Major product that allows them to demonstrate an appropriate range of skills, techniques, knowledge and ideas. The products are each supported by a product record that documents the process, including modifications, planning and production.

The Minor product tasks require students to recreate a product using a combination of skills acquired throughout the course, this could include camera skills, Photoshop, editing skills, digital manipulation, animation and film. Students design a Major product of their choice and present for assessment the product(s) they have made in response to the design brief developed for their folio.

This product is supported by a product record that documents the realisation process.

### Assessment

The Skills and Applications tasks and Products are School-based Assessed. The folio is Externally Assessed. The subject assessment criteria are:

- Investigating
- Planning
- Producing
- Evaluating

**Course Length:** 20 credit subject

**Contact Teacher:** Arts Coordinator

**Appropriate Background:** Stage 1 Drama to a satisfactory standard would be an advantage

## Focus of Study

Drama is a course that encourages enjoyment of the Performing Arts. It is designed to develop students' knowledge and appreciation of Drama as a distinct way of examining and exploring human behaviour, cultural aspirations and creative achievements, both through practical involvement and theoretical study. In Drama, students participate in the planning, rehearsal and performance of dramatic work. Students participate in creative problem-solving: they generate, analyse and evaluate ideas. They develop personal interpretation of texts. Students also develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

In this subject students are expected to:

- develop, communicate and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating and presenting dramatic works
- demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques and technologies of Drama
- respond to performed Drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology
- work both independently and collaboratively to achieve dramatic outcomes
- apply knowledge, understanding and analysis of the interdependent nature of Drama and dramatic elements
- investigate, integrate, analyse and evaluate information, concepts and ideas to communicate for dramatic purposes
- communicate and articulate ideas to an audience, through a variety of forms and methods.

For a 20 credit subject, teachers develop a teaching and learning program based on the following four areas of study:

### 1. Group Analysis and Creative Interpretation

The group performance or related presentation gives students the opportunity to work with others, participating in the planning, rehearsal and performance of dramatic work.

Students adopt the role of a practitioner in developing a performance work that is presented to an audience of peers, their classes or schools, parents or the wider community.

Students investigate, develop and draw together the knowledge, skills, language and expertise necessary to engage with the audience through a practitioner's role.

### 2. Review and Reflection

In this area of study, students expand their knowledge and understanding of Drama as a Performing Art, developing their skills of observation, analysis and criticism, and their ability to apply arts-specific terminology. Students have the opportunity to use the knowledge and experience they acquire to reflect on, and evaluate, the work they have viewed.

### 3. Interpretative Study

This area of study gives students the opportunity to explore in depth a specific play-script or the work of a dramatic innovator. In doing so, they learn to investigate, analyse and communicate their interpretation of concepts and ideas about play-scripts and innovators. Students who investigate and respond to play-script adopt the role of a director, actor or designer. Students who investigate and respond to a dramatic innovator create a question that they answer through their study.

### 4. Presentation of Dramatic Works

Students undertake a group performance or a related off-stage practitioner role.

## Assessment

For Drama, the subject assessment criteria for each 20 credit subject are:

- Knowledge and Understanding
- Application
- Analysis
- Evaluation

### School-based Assessment

**70%**

Includes folio, written review, group presentation and interpretive study

### External Assessment

**30%**

Performance

**Course Length:** 20 credit subject

**Contact Teachers:** English Coordinator

**Appropriate Background:** Stage 1 English; a commitment of reading widely and writing for a range of audiences is desirable, as is a preparedness to improve quality of work through rigorous, careful drafting.

### Focus of Study

In English students analyse the interrelationship of author, text and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

An understanding of purpose, audience and context is applied in students' own creations of imaginative, interpretive, analytical and persuasive texts that may be written, oral and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

### Course Content

#### *Responding to Texts:*

Students focus primarily on a shared reading of a variety of texts including texts by Australian authors, but may also include an independently chosen text.

In comparing texts students analyse the relationships between language and features, text types and contexts.

#### *Creating Texts:*

In the study of English, students extend their experience of language and explore their ideas through creating their own texts and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations and societies. There is a focus on ways in which language defines, shapes and reflects relationships between people. Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement and imagination for a range of purposes, audiences and contexts.

### Assessment

#### **School Assessment**

**70%**

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

#### **External Assessment**

**30%**

- Assessment Type 3: Comparative Analysis (30%)

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis

**Course Length:** 20 credit subject

**Contact Teacher:** English Coordinator

**Appropriate Background:** Stage 1 English: a commitment to reading widely and writing for a range of audiences is desirable, as is a preparedness to improve quality of work through rigorous, careful drafting.

### Focus of Study

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences and contexts. Students develop an understanding of the power of language to represent ideas, events and people in particular ways and of how texts challenge or support cultural perceptions. By focusing on the creativity and craft of other authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

### Course Content

#### *Responding to Texts*

The study of literary texts allows students to understand how readers are influenced to respond to their own and others' cultural experiences, and how the expectations of audiences shape perceptions of texts. Students observe ways in which Australian authors represent culture, place and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience.

#### *Creating Texts*

Students create texts that enable them to apply the knowledge, skills and understanding developed through their study of literary texts in a range of forms. Students draw on their knowledge and experience of genre and literary devices to experiment with elements of style and voice to achieve specific effects in their own texts. The creating texts study focuses on:

- Transforming texts
- Creating a written, oral or multimodal text.

### Assessment

#### School Assessment

70%

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

#### External Assessment

30%

- Assessment Type 3: Text Study:  
Part A: Comparative Text Study (15%)  
Part B: Critical Reading (15%)

Students provide evidence of their learning through up to nine assessments, including the external assessment component.

Students complete:

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading)

**Course Length:** 20 credit subject  
**Contact Teacher:** English Coordinator

**Appropriate Background:** Stage 1 English and Essential English; a commitment to reading widely and writing for a range of audiences is desirable, as is a preparedness to improve quality of work through rigorous, careful drafting.

## Focus of Study

Stage 2 Essential English allows students to develop skills to interact and work effectively with other people, and to advocate for themselves. The content of Stage 2 Essential English may be negotiated with the students taking into account what students know and understand about the use of spoken and written language in vocational, school, cultural, social and/or personal contexts. The teaching and learning program centres on ways in which students use language to establish and maintain effective connections and interactions with people in one or more contexts.

## Course Content

### *Responding to Texts*

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

### *Creating Texts*

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features and text conventions, students develop their personal voice and perspectives.

### *Comparative Analysis*

Students complete a written comparative analysis which must be a product of independent study. They select two texts and evaluate how the language features, stylistic features and conventions in these texts are used to represent ideas, perspectives and/or aspects of culture, and to influence audiences.

## Assessment

**School-based Assessment** **70%**

Assessment Type 1: Responding to Texts **30%**

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response.

Assessment Type 2: Creating Texts **40%**

Students create written, oral and/or multimodal texts for procedural, imaginative, analytical, persuasive and/or different purposes.

**External Assessment** **30%**

Assessment Type 3: Language Study **30%**

For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** HPE Coordinator

**Appropriate Background:** Satisfactory completion of Stage 1 Food and Hospitality (Home Economics) and/or Commercial Cookery/ Food Processing is desirable.

## Focus of Study

Students focus on the impact of the Food and Hospitality Industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

## Course Content

Students study topics within one or more of the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental influences
- Political and Legal influences
- Socio Cultural influences
- Technological influences

A 20 credit subject includes all five topics and a 10 credit subject includes at least two topics.

## Assessment

Assessment at Stage 2 comprises two components.

### School-based Assessment 70%

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

### External Assessment 30%

Assessment Type 3: Investigation (30%)

For a 20 credit subject, students provide evidence of their learning through seven or eight assessments including:

- at least four practical activities
- at least one group activity
- one 2000 word investigation into a contemporary issue related to Food & Hospitality studies

(For a 10 credit subject the investigation word limit is 1000 words)

**Course Length:** 20 credit subject

**Contact Teacher:** Technology Coordinator

**Appropriate Background:** Experience in computing equivalent to a Semester of Stage 1 Information Processing and Publishing or Communication Products is desirable.

Information Processing and Publishing focuses on the use of technology to design and create information processing solutions. The subject aims to develop practical skills by identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text based communication tasks.

This course will appeal to students who wish to acquire professional graphic design skills and computing skills in Adobe Creative Suite and MS Office.

## Focus of Study

In this subject, students are expected to:

- Select and use appropriate hardware and software in the completion of text based communication tasks
- Apply manipulative skills suitable to the use of Information Processing hardware and software (Adobe Photoshop and MS Office)
- Apply skills to produce text based information accurately
- Understand and apply the design process and layout principles to text-based tasks
- Evaluate a text based product and the design process used
- Understand, analyse, and evaluate the impact of social and/or ethical issues related to Information Processing and Publishing technologies

The course consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

Each focus area includes a practical skills section. The practical skills sections focus on using the design process in a variety of applications to complete specified text based Information Processing or Publishing tasks.

The issues and understanding sections focus on knowledge and understanding of processes, concepts, procedures and issues related to computerised processing and publishing tasks.

## Course Content

### Practical Skills:

Students use computer technology and apply the design process to develop and present desktop publishing.

### Issues and Understanding:

Students consider the social, ethical, and/or legal issues associated with publishing materials. They develop their knowledge and understanding of current computer hardware and software for publishing documents from the desktop.

Four focus areas:

- Desktop Publishing involves the use of a computer and page-layout and other software to assemble text and graphics electronically for publishing on paper. This focus area contains two sections: one on practical skills and the other on issues and understanding.
- Electronic Publishing involves the use of computer hardware and software capable of integrating a variety of elements for publishing electronically. This focus area contains two sections: one on practical skills and the other on issues and understanding.
- Personal Documents involves the use of computer hardware and software to present and display personal documents for the purpose of communication. This focus area, on the use of the computer as a personal communication tool for individuals, contains two sections: one on practical skills and the other on issues and understanding.
- Business Documents involves the use of computer hardware and software to present and display material for the purpose of communication. This focus area on the use of the computer as a communication tool for businesses (including clubs, societies, and charitable institutions), contains two sections; one on practical skills and the other on issues and understanding.

## Assessment

Assessment at Stage 2 comprises two components: School-based Assessment (70%) and External Assessment (30%). For Information Processing and Publishing, the subject assessment criteria are:

- Understanding
- Development and Application
- Analysis and Evaluation

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following components:

**School-based Assessment** **70%**

*Assessment Type 1: Practical Skills* 40%  
(at least five practical skills assessments)

*Assessment Type 2: Issues Analysis* 30%  
(One issues and analysis task and one technical and operational understanding task)

**External Assessment** **30%**

*Assessment Type 3: Product and Documentation*  
(a range of text based products for an identified audience and documentation of the design in process)

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Senior School Coordinator

**Appropriate Background:** None

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for others. This collaboration supports goals such as active learning, conflict resolution and the discovery of new ideas.

At Stage 2, students can complete up to 40 credits of Integrated Learning by undertaking one or a combination of two of the following subjects:

- Integrated Learning I (10 credits)
- Integrated Learning I (20 credits)
- Integrated Learning II (10 credits)
- Integrated Learning II (20 credits).

Students cannot enrol in the same subject more than once.

## Focus of Study

In this subject, students are expected to:

- develop and apply knowledge, concepts and skills to achieve a purpose
- investigate and analyse concepts, ideas and skills from different perspectives, using a variety of sources
- work collaboratively with others
- demonstrate self-awareness in reflecting on, and evaluating, learning
- communicate ideas and informed opinions
- develop and understand connections between the program focus and the capability in a chosen key area of study.

## Course Content

Exact details of the content to be covered is worked out by the teacher and students in the first 2 – 3 weeks of the course.

An Integrated Learning program is undertaken by a group of students in a School, or a student or students involved in a community group, allowing them to explore their connections within the wider community.

Integrated Learning has:

- a program focus (which could be, for example, a topic, an activity, or a group project) decided by the teacher or by the teacher in consultation with students
- key areas of study (each key area is based on one of the capabilities) that support and guide the exploration and development of the program focus through guiding questions

The key areas of study are as follows:

- Key Area 1: Developing the Capability for Learning
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Communication

## Assessment

For Integrated Studies, the subject assessment criteria are:

- Application
- Investigation and Analysis
- Communication and Collaboration
- Evaluation and Reflection
- Understanding

Students are expected to demonstrate evidence of their learning through individual and collaborative activities of the following types:

**School Based Assessment** **70%**

Assessment Type 1: Practical 30%

Assessment Type 2: Group Activity 20%

Assessment Type 3: Folio and Discussion 20%

**External Assessment** **30%**

Assessment Type 4: Project

**Course Length:** 20 credit subject

**Contact Teacher:** Maths Coordinator/Numeracy Coach

**Appropriate Background:** Satisfactory completion of Stage 1 General Mathematics or Stage 1 Essential Mathematics.

Essential Mathematics offers Senior Secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

### Focus of Study

The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through learning in Stage 2 Essential Mathematics.

In this subject, students are expected to:

- understand mathematical concepts and relationships
- select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- investigate and analyse mathematical information in a variety of contexts
- interpret results, draw conclusions, and consider the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

### Course Content

Stage 2 Essential Mathematics is a 20-credit subject.

In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 2 Essential Mathematics consists of the following five topics:

Topic 1: Scales, Plans, and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistics

Topic 5: Investments and Loans

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics:

**School Assessment** **70%**

Assessment Type 1: Skills and Applications Tasks 30%

Assessment Type 2: Folio 40%

**External Assessment** **30%**

Assessment Type 3: Examination 30%

Students provide evidence of their learning through eight assessments, including the external assessment component.

Students undertake:

- four skills and applications tasks
- three folio tasks
- one examination

**Course Length:** 20 credit subject

**Contact Teacher:** Maths Coordinator/Numeracy Coach

**Appropriate Background:** Completion of Stage 1 General Mathematics or Mathematical Methods (2 semesters)

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of Mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

### Focus of Study

Students are expected to develop and demonstrate through learning in Stage 2 General Mathematics.

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of predictions
- interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems
- communicate mathematically and present mathematical information in a variety of ways

### Course Content

Stage 2 General Mathematics is a 20-credit subject.

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Stage 2 General Mathematics consists of the following five topics:

1. Modelling with Linear Relationships
2. Modelling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models

The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics:

**School Assessment** **70%**

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

**External Assessment** **30%**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component.

Students undertake:

- five skills and applications tasks
- two mathematical investigations
- one examination

**Course Length:** 20 credit subject

**Contact Teacher:** Maths Coordinator/Numeracy Coach

**Appropriate Background:** Successful completion of at least two semesters of Stage 1 Mathematical Methods.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to Engineering, Physical Science, Laser Physics and Computer Sciences.

## Focus of Study

The learning requirements summarise the key skills, knowledge and understanding that students are expected to develop and demonstrate through learning in Stage 2 Mathematical Methods. In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models and making, testing and proving conjectures
- interpret results, draw conclusions and determine the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems and to refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways

## Course Content

Stage 2 Mathematical Methods is a 20-credit subject.

Stage 2 Mathematical Methods focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places Mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of Mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of Mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

Stage 2 Mathematical Methods consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 6: Sampling and Confidence Intervals

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.

### School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

### External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component.

Students undertake:

- six skills and applications tasks
- one mathematical investigation
- one examination

**Course Length:** 20 credit subject

**Contact Teacher:** Maths Coordinator/Numeracy Coach

**Appropriate Background:** Successful completion of 4 units of Maths at Stage 1.

Specialist Mathematics draws on and deepens students' Mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous Mathematical arguments and proofs, and using Mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as Mathematical Sciences, Engineering, Computer Science and Physical Sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

## Focus of Study

The learning requirements summarise the key skills, knowledge and understanding that students are expected to develop and demonstrate through learning in Stage 2 Specialist Mathematics.

In this subject, students are expected to:

- understand mathematical concepts, demonstrate mathematical skills and apply mathematical techniques
- investigate and analyse mathematical information in a variety of contexts
- think mathematically by posing questions, solving problems, applying models and making, testing and proving conjectures
- interpret results, draw conclusions and determine the reasonableness of solutions in context
- make discerning use of electronic technology to solve problems and refine and extend mathematical knowledge
- communicate mathematically and present mathematical information in a variety of ways

## Course Content

Stage 2 Specialist Mathematics is a 20-credit subject.

The topics in Stage 2 extend students' Mathematical experience and their Mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations.

The suggested order of the topics is a guide only, however, students study all six topics.

## Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.

### School Assessment

**70%**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

### External Assessment

**30%**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one examination

**Course Length:** 20 credit subject

**Contact Teachers:** HASS Coordinator

**Appropriate Background:** Studies in Stage 1 History, Stage 1 Ancient History or Stage 1 Society and Culture is recommended.

Modern History is the study of how men, women and children lived, acted and were affected in different parts of the world since c.1500. Using key questions students will inquire into past world events and develop skills in historical inquiry, using comparative and in depth approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected the world community. By examining the past, students will develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future.

## Focus of Study

By the end of the program in Modern History students should be able to:

- understand and explore historical concepts
- understand and explore the role of ideas, people and events in history
- analyse ways in which the development of the modern world has been shaped by both internal and external forces and challenges
- analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional and/or international development
- apply the skills of historical inquiry to examine and evaluate sources and interpretations and support arguments
- draw conclusions and communicate reasoned historical arguments

## Course Content

This subject consists of:

### *Modern Nations*

#### Germany (1918-48)

Students will study the collapse of democracy in Germany and the rise of extremism, and eventual war.

The four key areas for inquiry are:

- The aftermath of World War I
- Economic depression and the Weimar Republic
- The rise to power of Adolf Hitler
- The nature of Hitler's regime

### *The World Since 1945*

#### The Changing World Order (1945-)

Students will explore the emergence of superpowers after World War II, including contested spaces and opposing ideologies, which shaped global economics and politics.

The four key areas of inquiry are:

- The origins of the superpower rivalry
- The nature of the Cold War
- The end of the Cold War
- The consequences of the Cold War

### *Historical Study*

Students engage in the process of inquiry into a historical question of personal interest and apply the concepts and skills of historical study. Students choose a topic of interest relevant to Modern History to develop a hypotheses and/or focusing question for their essay.

## Assessment

Assessment at Stage 2 comprises two components: School-based Assessment (70%) and External Assessment (30%). Subject results are reported as A-E grades based on subject specific Performance Standards. The subject assessment criteria are:

- Understanding and Exploration
- Application and Evaluation
- Analysis

### School-based Assessment

70%

- Historical Skills 50%  
Students undertake a range of assessments involving research, synthesis, analysis of sources and argument designed to develop and evaluate their knowledge and historical literacy skills
- Historical Study 20%  
An individual inquiry on a historical topic of student's choice relevant to the period of history studied.

### External Assessment

30%

- Exam, two parts in 2-hours.  
Section 1: Essay  
Section 2: Source Analysis

***This course will incur additional costs to attend camps/ excursions.***

**Course Length:** 10 or 20 credit subject

**Contact Teacher:** Arts Coordinator

**Appropriate Background:** Year 10 Music or equivalent by negotiation with Music Teacher

## Focus of Study

In this subject, students are expected to:

- demonstrate technical skill, accuracy and musicianship as one or more of as instrumentalist/vocalist/technician/ audio engineer/ composer/arranger/researcher;
- demonstrate effective and creative use of one or more of composing/arranging/transcribing/improvising techniques;
- develop and apply knowledge of musical notations and vocabulary;
- aurally and visually identify musical elements, stylistic features and the structure of musical works;
- listen to, analyse, reflect on and communicate ideas about Music using appropriate technology;
- experience and reflect on Music in historical, social and cultural contexts.

Music at Stage 2 is only offered at Stage 2 by negotiation with the Music Teacher. Music may be undertaken as one or more 10-credit subjects at Stage 2.

The 10 credit subjects are:

- Composing and Arranging
- Ensemble Performance
- Musicianship
- Musical Styles
- Music Individual Study
- Music Technology
- Performance Special Study
- Solo performance

## Assessment

Assessment varies among the subjects but generally consists of:

School Assessment (70%)

External Assessment (30%)

**Course Length:** 20 credit subject

**Contact Teacher:** HPE Coordinator

**Appropriate Background:** Successful participation in Stage 1 Outdoor Education is highly desirable.

Outdoor Education involves the development and practical application of outdoor skills, environmental interpretation and interaction.

## Focus of Study

The course is designed to foster and develop independence, self-reliance and a sense of responsibility towards other people whilst planning and implementing outdoor journeys in a natural environment. The ability to identify, analyse and minimise risk, the ability to minimise the impact outdoor activities have on the fragile, natural environment and to critically analyse strategies for the sustainable use of natural places are also key outcomes for success in this subject.

## Course Content

Outdoor Education is designed to integrate theoretical topics into the practical elements of the course. The subject consists of the following topics:

### *Environmental Studies*

Develop ecological knowledge to investigate the significance of natural environments. Environmental Studies has a strong focus on the Naracoorte Caves area.

### *Planning and Management Practices*

Students develop skills in planning, organising and managing the safe conduct of themselves and others during both a four day Kayak and three day Rock Climbing trip. They explore the nature of risk and prepare risk analysis of the journeys

### *Sustainable Environmental Practices*

Students demonstrate their ecological knowledge and interpret the significance of the Lower Glenelg National Park.

### *Leadership and Planning*

Students learn the skills needed to lead and manage a group safely. A navigational task at Deadmans Swamp is used to demonstrate these skills.

### *Outdoor Journeys*

Kayaking and Rock Climbing is offered as the two journeys with a focus on minimising the environmental impact of outdoor activities. Due to the practical nature of the course, a large component of the assessment requires students to attend three expeditions. Students interpret and evaluate these experiences.

### *Self Reliant Expedition*

Students develop ecological knowledge to investigate the significance of the natural environment. There is an increased focus on the Self Reliant expedition, as it is seen as the formal culmination of the course. An environmental investigation is generated from the Self Reliant Expedition and forms a highly weighted assessment piece.

## Assessment

Assessment at Stage 2 comprises two components: School-based Assessment (70%) and External Assessment (30%). The subject assessment criteria are:

- Application of Knowledge and Practical Skills
- Investigation and Critical Analysis
- Reflection
- Evaluation
- Communication

Students are expected to demonstrate evidence of their learning across the following assessment components:

<b>School-based Assessment</b>	<b>70%</b>
1. Folio	20%
<ul style="list-style-type: none"> <li>• Sustainable Parks</li> <li>• Caves Environment assignment</li> <li>• Risk Management</li> <li>• Navigation</li> </ul>	
2. Group Practical	30%
Students undertake at least two different outdoor journeys, both a minimum of three days. Students are assessed through an observation checklist covering practical application of skills, leadership skills and environmental observation and analysis.	
3. Individual Practical	20%
A self-reliant expedition of a minimum of three days involving lightweight travelling under indirect supervision. Students are assessed on their ability to plan, conduct, evaluate and reflect on an expedition in a self reliant manner.	

## **External Assessment** **30%**

### Investigation

Students undertake an investigation based on their study of a particular environmental issue or experience that is related to the individual or group practical or to their own experiences of outdoor activities.

***This course will incur additional costs to attend camps/ excursions.***

**Course Length:** 20 credit subject

**Contact Teachers:** HPE Coordinator

**Appropriate Background:** Year 11 Physical Education an advantage. Commitment to and an interest in Physical Education.

Physical Education provides involvement in physical activity in a way that promotes immediate and long-term benefits to the participant. Although Physical Education has a practical orientation, the integration of theory with practice is one of its features. Students should note that Physical Education gives students the opportunity to develop interpersonal skills, as well as learning and progressing through a variety of new experiences associated with physical activity.

Exercise Physiology forms a strong basis for most theoretical/practical modules throughout Year 12 Physical Education.

## Focus of Study

In this subject, students are expected to:

- achieve a level of proficiency in performance of physical activities with reference to specific skill criteria;
- critically analyse and evaluate the personal, community and/or global implications of physical activity;
- demonstrate knowledge and understanding of exercise physiology and the biomechanics of movement and skills acquisition;
- demonstrate knowledge and understanding of physical education concepts relevant to the physical activities;
- apply and reflect on principles and issues related to physical performance and activity skills acquisition;
- demonstrate initiative, self-reliance, collaborative skills, leadership and effective interpersonal skills.

## Course Content

### *Principles and Issues*

Exercise Physiology and Physical Activity Concepts include:

- energy sources for physical performance
- training and evaluation of physical performance
- physiological factors affecting performance
- patterns of physical activity
- nutrition and physical performance

Skill Acquisition and Biomechanics of Movement Concepts include:

- how a skill is acquired
- specific factors affecting learning
- biomechanics and skilled performance

### *Issue Analysis*

Socio-cultural focus on issues relating to physical performance and activity. Topics include Women in Sport, Racism in Sport and Politics in Sport.

### *Practical Skills and Application*

Students undertake three centrally developed practicals, which are balanced across a range of individual, fitness, team, racquet, aquatic and outdoor activities. Options may include badminton, table tennis, sailing, lawn bowls and netball.

## Assessment

Assessment at Stage 2 comprises two components:

School-based Assessment (70%) and External Assessment (30%). For Physical Education, the subject assessment criteria are:

- Knowledge and Understanding
- Practical Skills Application
- Initiative and Collaboration
- Critical Analysis

Students are expected to demonstrate evidence of their learning across the following assessment components:

### **School-based Assessment** **70%**

Practical 50%

Students complete three practicals of equal importance and they must show evidence of learning in relation to practical skills application, initiative and collaboration.

Folio 20%

Students complete three assessment tasks. Two assessments are integrated tasks that bring together theoretical concepts with knowledge and skills developed in practicals. Tasks may include research assignments, tests and lab activities. In addition, there is an Issues analysis of 1000 words or six minute Oral presentation.

### **External Assessment** **30%**

#### **Examination**

Students undertake a two hour external examination covering the content of "Exercise Physiology and Physical Activity" and the "Acquisition of Skills and the Biomechanics of Movement". The examination is divided into two parts:

- Short answer questions
- Extended response questions

***This course will incur additional costs to attend camps/ excursions.***

**Course Length:** 20 credit subject

**Contact Teachers:** Science Coordinator

**Appropriate Background:** Satisfactory completion of Stage 1 Physics A & B

Physics provides an understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (the Solar System and Universe). In Stage 2 Physics, students have the opportunity to build on their Stage 1 knowledge so they can better understand these processes and how Physics affects their own lives, society and the environment.

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws and theories in Physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

By studying Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

### Focus of Study

Students will further develop their knowledge beyond Stage 1 of the principles and concepts of Physics and how they can be applied to real life situations. Conceptual knowledge and understanding will be supported through inquiry and communication about the phenomena of Physics. Students develop the skills and abilities to observe, record and explain the phenomena of Physics, and to draw evidence-based interpretations from investigations of issues related to Physics. Thus they develop literacy skills in Physics that support career pathways, including those that are related to Physics, and help them to live and work as informed and reflective citizens in a world shaped by Physics and Technology.

### Course Content

The Stage 2 course is organised into the following three sections, each of which is divided into smaller topics.

#### *Topic 1: Motion and Relativity*

- 1.1 Projectile Motion
- 1.2 Forces and Momentum
- 1.3 Circular Motion and Gravitation
- 1.4 Einstein's Relativity

#### *Topic 2: Electricity and Magnetism*

- 2.1 Electric Fields
- 2.2 Motion of charged particles in electric fields
- 2.3 Magnetic Fields
- 2.4 Motion of charged particles in magnetic fields
- 2.5 Electromagnetic Induction

#### *Topic 3: Light and Atoms*

- 3.1 Wave Behaviour of light
- 3.2 Wave-Particle Duality
- 3.3 Structure of the Atom
- 3.4 Standard Model

### Assessment

Assessment at Stage 2 comprises two components:

#### **School-based Assessment** **70%**

##### Assessment Type 1: Investigations Folio (30%)

Students undertake at least two practical investigations and one investigation with a focus on Science as a human endeavour. Students may undertake more than two practical investigations within the maximum number of assessments allowed in the School assessment component. They inquire into aspects of Physics through practical discovery and data analysis, and/or by selecting, analysing, and interpreting information.

##### Assessment Type 2: Skills and Applications Tasks (40%)

Students complete at least three skills and applications tasks. Skills and applications tasks allow students to provide evidence of their learning in tasks that may:

- be applied, analytical and/or interpretative
- pose problems in new and familiar contexts
- involve individual or collaborative assessments, depending on task design

#### **External Assessment** **30%**

##### Assessment Type 3: 2 hour Examination (30%).

For this subject, the assessment design criteria are:

- investigation, analysis and evaluation
- knowledge and application

**Course Length:** 20 credit subject

**Contact Teachers:** The Arts Coordinator

**Appropriate Background:** Year 11 Visual Arts is recommended

## Focus of Study

The course aims to develop critical understanding of historical and contemporary Visual Arts through analysis, research and practice. Students should develop a critical understanding of the role of Visual Art and artists in the community.

In this subject, students are expected to:

- conceive, develop and make visual artworks that reflect individuality and the development and communication of a person aesthetic;
- demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials techniques and technologies;
- apply skill in using media, materials and techniques to solve problems and resolve visual artworks;
- communicate knowledge and understanding of their own visual artworks and the connections between their own visual artworks and those of other practitioners;
- describe, analyse and respond to visual artworks in social, cultural and historical contexts;
- develop inquiry skills to explore art issues, ideas, concepts, processes, techniques and questions.

## Course Content

The following three areas of study are covered: Visual Thinking, Practical Resolution and Visual Arts in Contexts.

### *Visual Thinking*

Visual thinking includes the ability to view works of art, understanding the visual languages that describe, explain, analyse or interpret and ultimately to develop a personal visual aesthetic. It also includes the ability to record inspirations, influences, ideas, thoughts, messages, media and analysis of artworks using technology; refining ideas and skills and working towards a resolution of visual artworks. Two or three major works and a folder of developmental and support material are required.

### *Practical Resolution*

Visual artworks can be resolved using various practical genres of Art which may include video, installation, assemblage, design, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture ceramics and textiles. Practical resolution may result in one or a suite of artworks. Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to develop and generate an artist's statement.

### *Visual Arts in Context*

Students are provided with opportunities to contextualise Art historically and culturally.

Students will be engaged in experiencing, or closely viewing, visual artworks, deconstructing works of art, and studying the work of a practitioner and/or artistic/design movement. This area of study draws information and inspiration from the works of past and present practitioners.

## Assessment

Assessment at Stage 2 comprises two components:

School-based Assessment (70%) and External Assessment (30%).

The subject assessment criteria are:

- Practical Application
- Knowledge and Understanding
- Analysis and Synthesis
- Inquiry and Exploration

Students are expected to demonstrate evidence of their learning across the following assessment components:

### **School-based Assessment** **70%**

#### 1. Folio 40%

Students produce a Folio that documents their visual learning in support of two resolved art works. The Folio includes their sources of inspiration and influence, analysis and comparison of visual artworks evaluation and review of ideas and progress; experiments with style, materials and technology with annotated observations and appraisals. Folio is 40 A3 pages or equivalent.

#### 2. Practical 30%

Each practical assessment consists of two parts:

- The two Resolved Artworks – represents 40% of the total time allocated to the subject.
- The Practitioner Statements of a maximum of 500 words for each resolved artwork. The Statement should include a description of starting point and influences, explanation of the artwork meanings or messages.

### **External Assessment** **30%**

#### Visual Study

Students present one Visual Study. A Visual Study is an exploration of, or experimentation with one or more styles, ideas, concepts, media/materials, methods, techniques or technologies based on research and analysis of the work of other practitioners. Students develop an idea for a Visual Study that may:

- Answer a question about a practical application;
- Explore a concept, an idea, media, material, a technique, or technology;
- Support or refute a visual arts-in-practice statement.

Students are expected to understand and apply a process that leads to conclusions or finding of some significance. This is a combination of practical study integrated with written text and/or presentation equalling 20 A3 pages with 2,000 words of text.



# Independent Learning Centre

## Our Core Values:

**Commitment**

**Opportunity**

**Respect**

**Equality**

*We provide a holistic approach to education, specialising in SACE completion and mental health and wellbeing.*

*A range of Year 11 and 12 subjects are offered.*

### Subjects

A range of subjects are offered at the ILC in a flexible and individual learning environment. These are:

Personal Learning Plan (PLP) (compulsory)

Research Project (compulsory)

Year 11 English (compulsory)

Year 11 Maths (compulsory)

Art

Community studies (can be designed to cater to a range of preferences)

Integrated Studies

Vocational Educational and Training courses

“Step Up” Health and Wellbeing program

“Evolve” Health and Wellbeing program

Community Garden program

“Free To Be” Health and Wellbeing program

SHine

Workplace Practices

Life Skills Development

Onya Bike and all things mechanical

Photography

Reno Rescue

### Expectations

Students are to choose the session times which suit their individual needs. They are expected to arrive on time to these sessions, be appropriately dressed and ready to work. Failure to do so is a breach of the ILC’s Core Values and the Behaviour Management Policy will be followed.

The ILC is an education facility providing assistance with a successful transition to the workplace and lifelong learning, specialising in Senior School programs tailored to help students achieve their South Australian Certificate of Education.

### Behaviour Management

Warning, followed by Official Warning

Meeting between student, teacher and Youth Worker

Suspension from session

Re-entry meeting with Campus Manager, leading to possible contract with re-entry, exclusion, or transfer to Naracoorte High School main campus if under the age of 17.

### Uniform

We strongly encourage our students to wear our ILC polo shirts and hoodies. They are available to purchase through Naracoorte Sports Power. Any neat street or work ready clothing is acceptable, including clean and appropriate jeans, tracksuit pants, shorts, shirts, skirts and dresses. The following are not acceptable to wear to the ILC: Ugg boots, pyjamas, clothing with holes, beanies/hats

### Grievance Procedure

At the ILC we believe that it is important for all people in the community to feel safe, secure and happy.

Stage 1—Talk to us

If you have any concerns we should always be your first point of contact. Please make a time with the Administration Officer to talk to the Campus Manager or Teacher.

Stage 2—Talk to the Naracoorte High School Principal

If you are not satisfied that your complaint has been resolved at the ILC, or if the Campus Manager is the subject of your complaint, please contact the main campus to organise a time to meet with the Principal.

Stage 3—Contact the Regional Office

If you are not satisfied that your complaint has been resolved by the Principal at the main campus, or if the Principal is the subject of your complaint, please contact the Regional Office who will review your complaint.

Stage 4—Parent Complaint Unit

Objectively reviews complaints while providing advice and support to parents. Contact 1800 677 435



# Independent Learning Centre

## HOURS OF OPERATION

Monday	Closed
Tuesday	9.00am—3.15pm
Wednesday	11.00am—6.00pm
Thursday	10.00am—4.45pm
Friday	9.00am—3.15pm

Session times are generally two hour blocks, with full time students required to attend a minimum of seven sessions of their choice.

Year 12 students need to choose at least two sessions per subject undertaken.

Time slots will be adjusted accordingly for working ASBA and VET students.

## STAFF

Tammy Schinckel - Campus Manager

Lisa Riley - Teacher

Mike Engberg - Teacher

Jessie Cope - Youth Worker

Carolynn Crouch - Aboriginal Community Education  
Officer

Andrea Henschke - Administration

Christian Pastoral Support Worker

## AWARDS

2013 School Industry Partnership Awards in recognition of the "Evolve Program"

2014 Australia Day Awards Community Event of the Year (Community Cooking Challenge)

2014 Finalist SA Excellence in Public Education Award

2014 South Australian Regional Awards winner (in category of Education) for the Flinders Education Award

2014 SESSA finalists and winner of the School Based Apprentice of the Year Award

2014 SA Training Awards State Finalist

2015 Australia Day Awards Young Citizen of the Year (Independent Learning Centre students)

2015 SESSA finalists in School Based Apprentice of the Year Awards

2015 Finalist in SA Great Awards for Education

2016 Community Event of the Year - Australia Day Awards (Mental Health Forum)

2016 SESSA Finalist and Winner of the School Based Apprentice of the Year Award

2016 Nominee in SA Excellence in Public Education Award

2017 SESSA Finalist and Winner of the School Based Apprentice of the Year Award

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CRICOS Name: Department of Education and Child Development T/A South Australian Government Schools | CRICOS Number: 00018A